

Relation between Development of Parental Support and Control: A Review

Anju, Research Scholar (Psychology), Dept. of Arts, Craft and Social Sciences, Tanta University, Sri Gangnagar (Rajasthan)
Dr. Manish Kumar, Associate Professor, Research Supervisor (Psychology), Dept. of Arts, Craft and Social Sciences, Tanta University, Sri Gangnagar (Rajasthan)

INTRODUCTION

The majority of family socialisation theories see parenting behaviour as multifaceted, particularly including the parental support and control domains, both of which are seen to be essential to children's development. Parental support is crucial because it forecasts desirable results including a strong feeling of security and self-worth, improved psychological health, and other favourable outcomes. Children are prone to suffer worry, insecurity, aggressiveness, anger, poor self-esteem, and inadequacy in the absence of sufficient parental support (Baumrind). Children's self-control and responsible conformance are shaped by parental control. The rules and regulations that parents establish and uphold educate kids about social and group norms for conduct. Children learn autonomous decision-making abilities and internalise control of their own conduct via experience with rules and the repercussions for violating them (Baumrind). On the other hand, insufficient parental supervision may make it challenging for kids to function well in the real world, where social contexts almost universally enforce behavioural norms and standards of behaviour. Therefore, it is thought that parental control and support work together to promote children's emotional, psychological, and behavioural development. Child development specialists have created typologies of parenting styles based on a cross-classification of high and low degrees of parental support and control. According to Maccoby and Martin's (1983) research, we divide parenting into four categories depending on the ratio of high to low degrees of parental responsiveness (i.e., support) and demandingness (i.e., control). Parents who are in charge exhibit high levels of attentiveness and expectations. They regularly take into account the child's age and maturity when setting behavioural standards and are kind, loving, and attuned to their needs. Parents who are too demanding and unresponsive are authoritarian. They are often unkind, unhelpful, indifferent to the child's needs, and obstinate in their control. High responsiveness but low demands are used by indulgent parents who think that less rules and expectations for acceptable conduct are good for kids' growth. Last but not least, absent parents exhibit low levels of attentiveness and demandingness. They often don't connect with their child, are emotionally distant and reserved, and have minimal expectations and standards. The motives for detached parenting often have more to do with parental psychopathology or other issues than the child-centered goals that define indulgent parenting.

Numerous child and adolescent outcomes have been experimentally supported by developmentalists for the significance of parenting style. (This literature is thereafter succinctly summarised.) No efforts have been made to connect early parenting approaches to developmental outcomes in mid- and later-adulthood, despite life cycle theorising that early life experiences may have a long-lasting impact on later development. Support from parents throughout childhood has been shown to influence young people's psychological wellbeing, sense of value, and self-control. Additionally, individuals who recall having pleasant interactions with their parents as children are more likely to develop social ties that are uplifting, promote wellness, and lead to improved physical and mental health. Consequently, there is evidence to support investigating a larger range of long-term effects that might result from various early parenting approaches.

Relationship between parental personality and their children's mental health problems

Approximately one-fourth of the world's children and adolescents are affected by mental health issues throughout childhood and adolescence. Psychological distress is often divided into internalising (often focused on oneself) and externalising (often aimed at others) issues. Problems that begin in infancy or adolescence tend to persist and provide a risk for a variety of bad consequences, such as academic underachievement, criminal behaviour, interpersonal conflict, and a general lack of well-being. Researchers have found numerous risk factors for mental health problems in children and adolescents; the most important of these are risk factors from the family

domain such as family dysfunction, parental psychopathology and parent-child interaction style; these factors are particularly important in children and adolescents who are at high risk for mental health problems. In contrast, previous research shows the necessity for early intervention that successfully addresses risk factors for mental health among children and adolescents that may be addressed via parental education.

Literature Review

Fan, Weiqiao & Li, Mengting & Chen, Xinyin (2021) In China, this research studied the reciprocal relationships between parenting methods and the interpersonal personality of teenagers. Seven hundred and twenty-two sixth-grade Chinese junior high school students were polled on their interpersonal relatedness (IR) personality characteristic and how they regarded their parents' parenting techniques. In eighth grade, 411 of these children completed the survey again. Each student's parent provided an assessment of their own parenting style. While felt parental rejection adversely influenced adolescents' emotional intelligence two years later, perceived paternal behavioural control favourably predicted adolescents' emotional intelligence two years later. It was shown that two years later, IR predicted a person's perception of their father's warmth. There was a strong correlation between adolescent IR and adolescent perceptions of mother rejection. Parent-rated behavioural control negatively predicted adolescents' IR, whereas Parent-rated filial piety positively predicted adolescents' IR. The findings were brought up in the Chinese context for discussion.

Gawas, Ahmed (2021) We are interested in the link between parenting methods, social responsibility, and academic accomplishment in high school children. This research included 147 Yemeni high school students studying in Turkey. Parents were asked to complete the Parental Authority Questionnaire (PAQ), along with the Social Responsibility Scale and their own grade point average (GPA). Authoritarian parenting and children's social responsibility are shown to be negatively correlated, whereas authoritative parenting is found to be positively associated with both. The results show no correlation between academic success and either parental style or social responsibility. Also, findings show that there is an interaction impact between gender and school type on the authoritative style and social responsibility. They exhibit no variation in parenting techniques or social responsibilities regardless of the number of siblings or the educational level of their parents.

Choudhury, Nidhi & Roy, Srimoyee (2021) Parents have a significant impact on their children's development in many ways. It is possible that an individual's whole personality might be determined as a direct consequence of the impact of their parents and relatives. In addition to the factors that have already been highlighted, parenting styles have been demonstrated in a number of studies to have a considerable influence on the behaviours and academic achievements of adolescents. According to the research that was conducted, Baumrind's model of parenting styles reveals that authoritative parenting is the approach that is the most successful in improving children's academic achievement. The use of alcohol as a substance of abuse by adolescents and young adults is likewise associated with permissive and negligent parenting styles. In light of this, the purpose of this study review is to determine the factors that have the most significant impact on a person's personality by contrasting aspects such as academic success and parenting styles with alcohol use and drinking habits.

Wright, Michelle & Hong, Jun & Wachs, Sebastian (2021) The purpose of this study was to investigate the parenting styles (such as authoritarian or permissive) and adjustment challenges (such as depression or anxiety) that are experienced by adolescents who have been the victims of abuse perpetrated by their parents. This study included participation from about 400 teens (years 13 to 17) and their parents (ages 47 to 47) originating from the Midwestern region of the United States. The bulk of the parents were females who identified as moms (83 percent). In the questionnaires that teenagers were asked to fill out, there were questions pertaining to their sentiments of depression and concern, as well as their experiences of being a victim of their parents. Their parents responded to a questionnaire on the extent to which their adolescents had been victimised and supplied some background information. According to the results of the

research, parents who had been bullied in their personal relationships as teens tended to employ a more permissive parenting style, while parents who hadn't been bullied tended to use a more authoritative parenting approach. When it comes to exercising authoritarian parenting, there were no discernible differences seen. According to the findings of one research, parents who had themselves been bullied as children had a greater chance of their children getting depression and anxiety disorders, in addition to having a more permissive parenting style. According to these findings, while formulating parenting practises and evaluating the difficulties that children have in adjusting to their environments, it is important to take into consideration the experiences that parents had of being victimised by their peers when they were teenagers.

Roy Chowdhury, Satyabrata & Mandal (2021) Parents are responsible for laying the groundwork for their children's futures. There is a possibility that a child's personality and sense of self-worth will be influenced by the parenting style that is either authoritarian, authoritative, or permissive. When things go tough in life, having a healthy dose of self-esteem may be helpful in maintaining a patient and sympathetic attitude toward one's own struggles. In the course of this study, both adolescents and their parents participated in a survey administered in the adolescent health clinic of a tertiary medical care facility. In order to collect demographic data, the Rosenberg questionnaire was given to teenagers, while the Parenting styles and dimensions questionnaire was given to the parents of those teenagers. In order to establish significant correlations within the data, tables and statistical analysis were used. In this particular group, 44.4 percent had a high level of self-esteem, 35.2% had a moderate level of self-esteem, and 20.4% were self-conscious. Research conducted on parenting styles found that 73.2% of parents employed an authoritative method, 20% used an authoritarian method, and 6.8% used a permissive method. There was a significant difference in the levels of self-esteem among teenagers who were brought up by Authoritative parents: 56.28 percent had high self-esteem, 30.05 percent had moderate self-esteem, and 13.66 percent had low self-esteem. It was shown that mothers with higher levels of education had a significantly increased likelihood of engaging in authoritative parenting ($p = 0.014$). The research found that adolescents whose parents had an Authoritative parenting style had greater levels of self-esteem, but those whose parents had an Authoritarian parenting style had lower levels. There is no correlation between a woman's level of education and the style of parenting that she selects for her children.

Modeling of Data

Models of Parenting Style

The investigation of child development has, during the course of its existence, focused mostly on the parenting styles of various individuals. Early studies on parenting were carried out by Symonds (1939), Bladwin (1948), and Sears et al. (1957), and later studies on parenting were carried out by Baumrind (1966), Hoffman (1970), Maccoby and Martin (1983), Darling and Steinberg (1991), and Roberson et al. (1995), amongst others. These studies examined parenting from a variety of perspectives and provided a variety of models of parenting. The three models of parenting that Baumrind, Maccoby and Martin, and Roberston et al. have proposed are outlined below for your perusal.

➤ Baumrind's Model of Parenting Style

Diana Baumrind's (1966) crucial model presented an operationalization of parenting style, which distinguished her from prior academics and established her as a pioneer in the field. Her model of parenting not only takes into account the techniques that are used, but also places an emphasis on the principles that parents uphold and the ideas they have about the nature of children and the responsibilities that they play as parents. Baumrind's conception of parenting style was of a configurational character, and it took into consideration patterns of parenting behaviours across all four aspects of parenting. These parameters were as follows:

- Disciplinary techniques adopted by parents.
- **Communication:** It demonstrates the efficacy of communication between the parent and the kid as well as the directionality of that communication.

- **Maturity:** The expectations of the parents are communicated directly to the children so that they are able to perform at a level consistent with their developmental level.
- **Nurturance:** Parents' willingness to share their feelings about parenting and the joy they get from it.

Responsibility and demandingness form the basis of all other considerations. As a result, both of them must be defined as:

1. Responsiveness is defined as a parent's conscious effort to nurture a child's sense of self-determination and self-regulation by being sensitive to the child's specific needs. To put it another way, responsiveness refers to the degree to which:
 - The parent's emotional display of love is called "warmth."
 - Synchrony or attunement in parent-child relationship is a process covered under the concept of reciprocity.
 - It is possible to communicate effectively with your parents in either a positional or person-centered manner.
 - Parental communication based on a child's position (parental authority on the basis of assigned role).
 - Attachment
 - Autonomy support

Areas of Adjustment

According to Mangal (2006), an individual's adjustment should include both personal and contextual factors. There are several subcategories of personal and environmental variables under each of these two broad categories of adjustment. Many facets and levels of adjustment exist, even if it seems to be a universal attribute or quality. Broad adjustment points are often located in the following places:

- (i) Home adjustment
- (ii) Educational adjustment
- (iii) Vocational adjustment
- (iv) Health adjustment
- (v) School Adjustment
- (vi) Social adjustment

Measurement of adjustment includes inventory approaches, projective techniques, sociometry, and scaling procedures.

OPERATIONAL DEFINITIONS AND CONCEPT CLARIFICATION:

- **Personality: the two factors of personality**

Extroverts are people who like socialising and are passionate, chatty, forceful, and sociable. Activities that bring together a huge number of people such as parties and protests are what they like the most. Introverts are those people whose energy expands while they're alone and decreases when they're with others. Extroversion and introversion are measured on a personality test.

- **Marital Adjustment:**

This is how the husband and wife acclimate to one another. As a married couple, coping with each other's needs. The degree of adjustment is determined by the results of the marital adjustment questionnaire developed by Dr. Pramod Kumar and Dr.(Km) Kanchana Rohatgi.

- **Parenting Style: The two factors of parenting**

A parent's attitude toward their kid may be characterised as either rejection or acceptance. Rejection is characterised by a lack of respect for the child, criticism, and constant comparisons to other children. Parents' acceptance of their children's ideas and devotion are examples of their "acceptance" attitude toward them.

False expectations vs. realistic expectations: b). Emotional instability and ego fragility in parents lead to unanticipated deviations in parental duties, making it difficult for their children to emulate them. Parental consistency in thinking and behaviour, as well as emotional stability, provide children with a realistic role model that they may look up to and emulate.

Dr. N. S. Chauhan's Parent Child Relationship Scale scores determine two aspects of parenting styles.

Mean, SD of personality dimensions on Family Adjustment

Personality	N	Mean	SD
Extrovert	200	15.50	4.58
Introvert	200	27.09	6.67

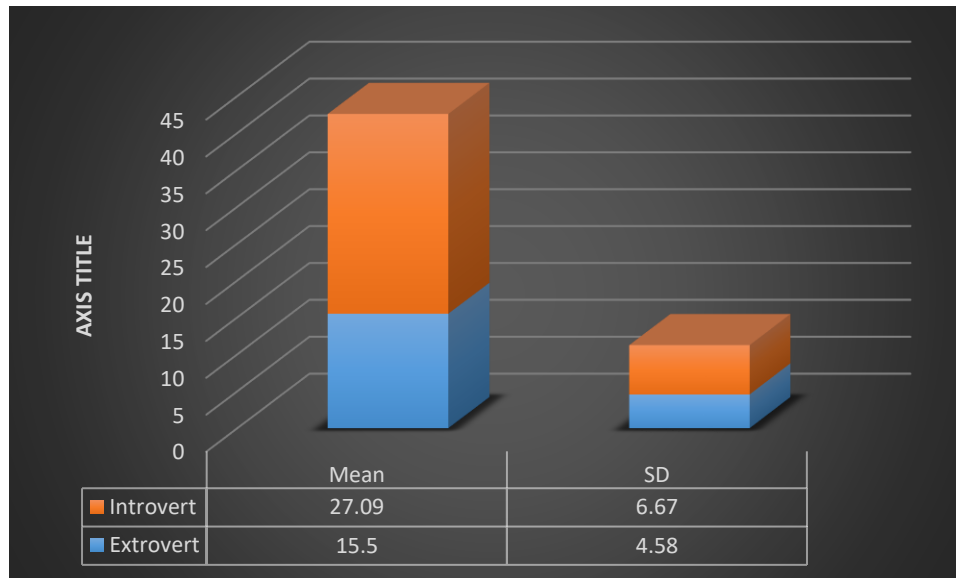


Figure 5.3 Mean &SD values of personality dimensions on Family Adjustment
 Extroverts and introverts are shown as means and standard deviations in Table 5.5 and Figure 5.3. The chart shows that introverts have a higher Family Adjustment score than extroverts.

Table 5.6 Mean, SD values of personality dimensions on Social Adjustment

Personality	N	Mean	SD
Extrovert	200	21.27	5.20
Introvert	200	34.81	3.81

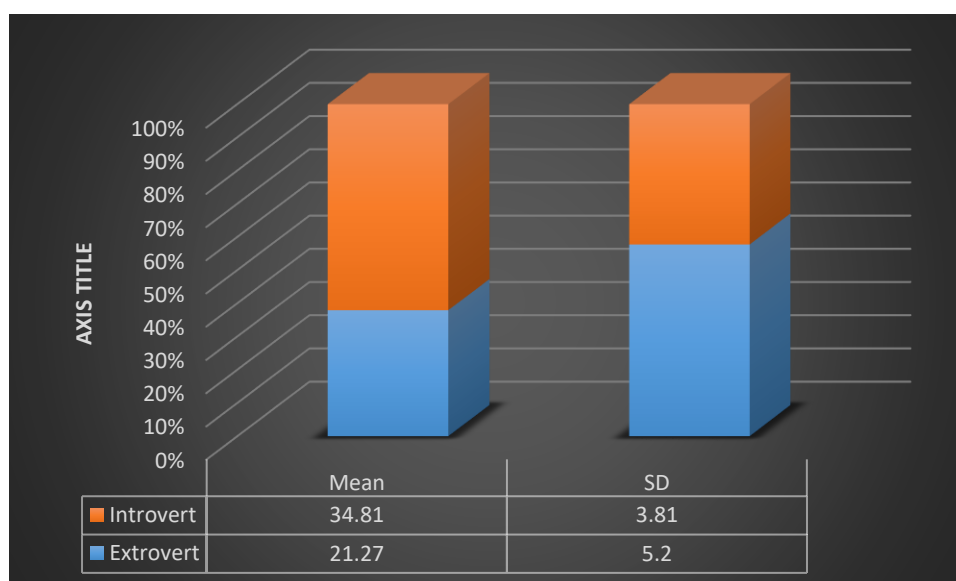


Figure 5.4 Mean &SD values of personality dimensions on Social Adjustment

For extroverts and introverts, Table 5.6 and Figure 5.4 show the mean and standard deviation on Social Adjustment for Personality. The table shows that introverts have a higher Social Adjustment score than extroverts.

Table 5.7 F value of personality dimensions - Extroversion and Introversion on Family Adjustment

Source	Type III Sum of Squares	df	Mean Square	F value	Significance
Family Adjustment	13444.403	1	13444.403	1227.530	0.01
Error	4293.340	392	10.952		
Total	207819.000	400			
Corrected Total	26470.778	399			
a R Squared = .838 (Adjusted R Squared = .835)					

Data regarding personality traits as measured by the Family Adjustment Scale are shown in Table 5.7. Family adjustment had a significant impact on personality ($F(1,392) = 1227.530, P < 0.01$).

Table 5.8 F values of personality dimensions – Extroversion and Introversion on Social Adjustment

Source	Type III Sum of Squares	df	Mean Square	F value	Significance
Social Adjustment	18333.160	1	18333.160	4644.546	0.01
Error	1547.320	392	3.947		
Total	341104.000	400			
Corrected Total	26607.360	399			
a R Squared = .942 (Adjusted R Squared = .941)					

Table 5.8 shows the correlation between Personality traits and Social Adjustment. It was discovered that Family Adjustment had a significant impact ($F(1,392) = 4644.546, P < 0.01$). Acceptance of the idea that "Parents' personality greatly influences on adjustment" is a given. The following findings have been made from the study:

- It is important to note that the parenting style is influenced by the personalities of the parents.
- Extrovert parents are more likely to accept their children than introvert parents.
- The personality of the parents has a big impact on the adjustment.
- Families with extrovert parents tend to do better in terms of coping with the stresses of everyday life.
- Parents' ability to adapt to their new marriage has a big impact on their parenting approach.

Bibliography

1. Al-jubouri, Salah & Hussein, Iman. (2022). Parental styles and their relationship to psychological adjustment among preparatory students. International journal of health sciences. 4831-4838. 10.53730/ijhs.v6nS1.5923.

2. Vrolijk, Paula & Van Lissa, Caspar & Branje, Susan & Meeus, Wim & Keizer, Renske. (2022). Preprint (accepted version) - Vrolijk et al. (2021) - Parent-Child Personality Similarity and Differential Autonomy Support Towards Siblings. 10.31219/osf.io/5mdnp.
3. Noreen, Hafsa & Parveen, Abida & Malik, Mushtaq. (2022). Parenting Styles and Academic Self-Concept of Students. Pakistan Journal of Social Sciences. 5. 15-26.
4. Noreen, Hafsa & Shahzadi, Uzma & Malik, Mushtaq. (2022). Effect of Parenting Styles on Students' Academic Achievement at Elementary Level. 2709-6254. 10.47205/jdss.2021(2-IV)09.
5. Loke, Hui-Lin & Low, Chee-Seong. (2021). Relationship Between Parenting Style, Psychological Well-Being and Academic Performance Among University Students.
6. Christian, Sunday. (2020). Parenting Style and Parental Support on Learners' Academic Achievement. Journal of Sociology and Social Anthropology. 11. 198-205. 10.31901/24566764.2020/11.3-4.352.
7. Hadjicharalambous, Demetris & Demetriou, Loukia. (2020). The Relationship Between Parents' Demographic Factors and Parenting Styles: Effects on Children's Psychological Adjustment. SSRN Electronic Journal. 10.2139/ssrn.3647329.
8. Akhter, Nasreen & Noor, Aks E & Iqbal, Sabiha. (2020). Impact of Parents' Authoritative Style on Personality Traits of Children: A Case Study of Elementary Class Students in Pakistan Impact of Parents' Authoritative Style on Personality Traits of Children 38. 29. 37-50.
9. Fan, Hang & Li, Dandan & Zhou, Wei & Jiao, Lan & Liu, Shen & Zhang, Lin. (2020). Parents' Personality Traits and Children's Subjective Well-being: A Chain Mediating Model. Current Psychology. 10.1007/s12144-020-01078-4.

