

## A Study on the Personality Traits of Adolescents when Parents are More Involved

Dr. Pawan Kumar\*

\*Assistant Professor, Department of Psychology, Suratgarh PG College, Suratgarh (Rajasthan).

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### ABSTRACT

*The aim of the study was to find out the effect of parental involvement on personality traits of adolescents. For this 160 samples were taken. The age group of the sample was 16-20 years. Parent involvement questionnaire was used to find out the level of involvement of parents on the personality traits of adolescents. For statistical analysis mean, SD, and 't' was calculated. Result revealed that there is significant effect on the personality traits of adolescents when their parents are more involved with them. In other word parents involvement play a vital role in their children's personality development.*

### Introduction

Parental involvement refers to the amount of participation of a parent in their children's life. Parental involvement is a combination of commitment and active participation on the part of parent to the school and to the students. Effective parental involvement comes when a true partnership exist between school & families. It refers to parent's awareness about their children's physical, mental and social growth. How much they take care about their child's diet, health and schooling.

The concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned. However, it has been found that schools do not always know what the term parental involvement really means. According to **Vandergift and Greene**, there are two key elements that work together to make up the concept of parental involvement. One of these is a level of commitment to parental support. This includes such things as encouraging the student, being sympathetic, reassuring, and understanding. The other element needed is a level of parental activity and participation, such as doing something that is observable.

Parental involvement also affects the personality of their children. Personality is adaptive to situations. Once we are able to characterise someone's personality, we can predict how that person will probably behave in a variety of circumstances. An understanding of personality allows us to deal with people in realistic and acceptable ways. So, the parent's behaviour influences the personality of their children. For example, if you find a child who does not like orders, the most effective way to deal with that child will be not to give orders, but to present a set of acceptable alternatives from which the child may choose. Similarly, a child who has feelings of inferiority needs to be treated differently from a child who is self-confident. Hence, it is important for the parents to involve with their children, spend some time with them. If they understand their children, it will be easy not only for them but for their children to deal with the different problems.

*Some of the fundamental characteristics of personality include:*

- (1) Consistency: There is generally a recognizable order and regularity to behaviours. Essentially, people act in the same ways or similar ways in a variety of situations.
- (2) Psychological and physiological: Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.

(3) It impacts behaviours and actions: Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.

(4) Multiple expressions: Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships, and other social interactions.

### Objective of the Study

To study the effect of parental involvement on personality traits of adolescents when parents are more involved.

### Methodology

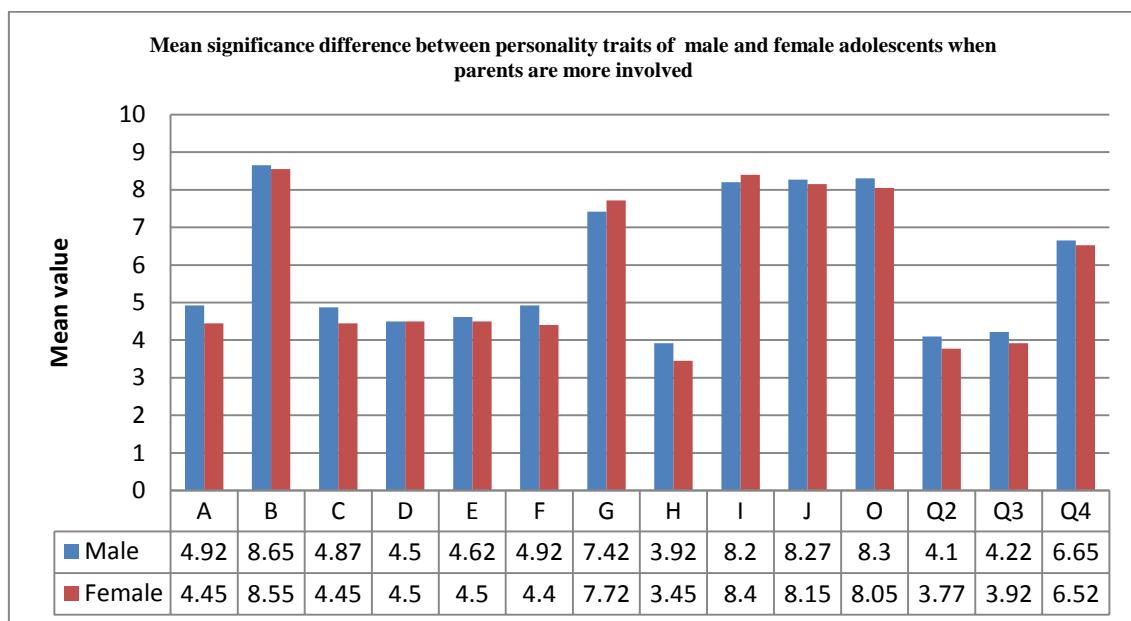
This study was conducted in Jodhpur city. For this research work, incidental purposive sampling technique was used for the selection of the adolescents. In all there were 160 adolescents selected out of which 80 students were selected where parents are more involved, from which 40 are male and 40 are female students. Likewise 80 students were selected where parents are less involved out of 80, 40 are male and 40 are female students. In all there were four sub groups, each consists of 40 subjects and entire sample was consists of 160 subjects. Parental involvement questionnaire was used to find out the level of involvement of the parents.

### Results

**Table 1.** Mean significance difference between personality traits of male and female adolescents when parents are more involved

Table No.	Factor	N	Category	Mean	SD	't' Value	Level of significance
1.1	A (Warmth)	40	Male	4.92	0.57	3.94	0.01
		40	Female	4.45	0.50		
1.2	B (Intelligence)	40	Male	8.65	0.73	0.61	NS
		40	Female	8.55	0.71		
1.3	C (Emotional stability)	40	Male	4.87	0.40	3.72	0.01
		40	Female	4.45	0.59		
1.4	D (Excitability)	40	Male	4.92	0.69	3.02	0.01
		40	Female	4.50	0.55		
1.5	E (Dominance)	40	Male	4.62	0.63	0.94	NS
		40	Female	4.50	0.55		
1.6	F (Cheerfulness)	40	Male	4.92	0.65	4.03	0.01
		40	Female	4.40	0.49		

1.7	G (Conformity)	40	Male	7.42	0.59	2.24	0.05
		40	Female	7.72	0.59		
1.8	H (Boldness)	40	Male	3.92	0.69	3.38	0.01
		40	Female	3.45	0.55		
1.9	I (Sensitivity)	40	Male	8.20	0.75	1.28	NS
		40	Female	8.40	0.63		
1.10	J (Withdrawal)	40	Male	8.27	0.78	0.64	NS
		40	Female	8.15	0.94		
1.11	O (Apprehension)	40	Male	8.30	0.79	1.29	NS
		40	Female	8.05	0.93		
1.12	Q <sub>2</sub> (Self-sufficiency)	40	Male	4.10	0.67	2.49	0.05
		40	Female	3.77	0.47		
1.13	Q <sub>3</sub> (Self-discipline)	40	Male	4.22	0.53	2.54	0.05
		40	Female	3.92	0.52		
1.14	Q <sub>4</sub> (Tension)	40	Male	6.65	0.62	0.94	NS
		40	Female	6.52	0.55		



**Graph – 1**

**Table 1** reveals personality traits of male and female adolescents when their parents are more involved.

Table 1.1 the mean value of male adolescents on the factor A (warmth) is 4.92 and SD is 0.57 and the mean value of female adolescents is 4.45 and SD is 0.50. The t-value between the mean of male adolescents and female adolescents is 3.94, which is significant at 0.01 levels. That means there is significant difference between male and female adolescents. It seems that female adolescents are more reserved, critical cool, working alone and avoiding compromise than the male adolescents.

Table 1.2 indicates that the mean value of male adolescents on the factor B (Intelligence) is 8.65 and SD is 0.73 and the mean value of the female adolescents is 8.55 and SD is 0.71. The t-value between mean of male and female adolescents is 0.61, which is not significant at 0.05 levels. That means there is no significance difference between male and female adolescents on level of intelligence when their parents are more involved.

Table 1.3 shows that the mean value of male adolescents on factor C (Emotional Stability) is 4.87 and SD is 0.40 and the mean value of female adolescents is 4.45 and SD is 0.59. The t-value between the mean of male and female adolescents is 3.72, which is significant at 0.01 levels. That means there is significance difference between male and female adolescents but the male adolescents scored significantly higher mean than the female adolescents. It means that the male adolescents are emotionally stable than the female adolescents when their parents are more involved.

Table 1.4 shows that the mean value of male adolescents on factor D (Excitability) is 4.92 and SD is 0.69 and the mean value of female adolescents is 4.50 and SD is 0.55. The t-value between the mean of male and female adolescents is 3.02, which is significant at 0.01 levels. That means there is significance difference between male and female adolescents but the male adolescents scored significantly higher mean than the female adolescents. It seems that the male adolescents are more excitable and overactive in comparison to the female adolescents.

Table 1.5 the mean value of male adolescents on factor E (Dominance) is 4.62 and SD is 0.63 and the mean value of female adolescents is 4.50 and SD is 0.55. The male adolescents scored slightly higher mean than the female adolescents. There is no significant mean difference between male and female adolescents ( $t = 0.94, p < 0.05$ ). It means male and female adolescents are similar on the level of dominance when their parents are more involved.

Table 1.6 shows that the mean value of male adolescents on factor F (Cheerfulness) is 4.92 and SD is 0.65 and the mean value of female adolescents is 4.40 and SD is 0.49. The t-value between the mean of male and female adolescents is 4.03, which is significant at 0.01 levels. That means there is significance difference between male and female adolescents. The male adolescents scored significantly higher mean than the female adolescents. It means male adolescents are more active and expressive in comparison to the female adolescents. When their parents are more involved.

Table 1.7 indicates that the mean value of male adolescents on factor G (Conformity) is 7.42 and SD is 0.59 and the mean value of female adolescents is 7.72 and SD is 0.59. The t-value between the mean of male and female adolescents is 2.24, which is significant at 0.05 levels. That means there is significance difference between male and female adolescents. The female adolescents scored significantly higher mean than the male adolescents. It means female adolescents are more conscientious and rule bounded than the male adolescents. When their parents are more involved.

Table 1.8 shows that the mean value of male adolescents on factor H (Boldness) is 3.92 and SD is 0.69 and the mean value of female adolescents is 3.45 and SD is 0.55. The t-value between the mean of male and female adolescents is 3.38, which is significant at 0.01 levels. That means there is significance difference between male and female adolescents. The male adolescents scored significantly higher mean than the female adolescents. It means male adolescents are socially bold and try on new things in comparison to the female adolescents. When their parents are more involved.

Table 1.9 shows that the mean value of male adolescents on factor I (Sensitivity) is 8.20 and SD is 0.75 and the mean value of female adolescents is 8.40 and SD is 0.63. The female adolescents scored slightly higher mean than the male adolescents. There is no significant mean difference between male and female adolescents ( $t = 1.28, p < 0.05$ ). It means that male and female adolescents are similar on sensitivity factor when their parents are more involved.

Table 1.10 shows that the mean value of male adolescents on factor J (Withdrawal) is 8.27 and SD is 0.78 and the mean value of female adolescents is 8.15 and SD is 0.94. Male adolescents scored slightly higher mean than the female adolescents. There is no significant mean difference between male and female adolescents ( $t = 0.64, p < 0.05$ ). It means that male and female adolescents are similar on withdrawal factor when their parents are more involved.

Table 1.11 indicates that the mean value of male adolescents on factor O (Apprehension) is 8.30 and SD is 0.79 and the mean value of female adolescents is 8.05 and SD is 0.93. The male adolescents scored slightly higher mean than the female adolescents. There is no significant mean difference between male and female adolescents ( $t = 1.29, p < 0.05$ ). It means that male and female adolescents are similar on apprehension factor when their parents are more involved.

Table 1.12 shows that the mean value of male adolescents on factor Q<sub>2</sub> (Self-Sufficiency) is 4.10 and SD is 0.67 and the mean value of female adolescents is 3.77 and SD is 0.47. The t-value between the mean of male and female adolescents is 2.49, which is significant at 0.05 levels. That means there is significance difference between male and female adolescents. The male adolescents scored significantly higher mean than the female adolescents. It means that the female adolescents are more parents-dependent and less self-Sufficiency in comparison to the male adolescents when their parents are more involved.

Table 1.13 shows that the mean value of male adolescents on factor Q<sub>3</sub> (Self-Discipline) is 4.22 and SD is 0.53 and the mean value of female adolescents is 3.92 and SD is 0.52. The t-value between the mean of male and female adolescents is 2.54, which is significant at 0.05 levels. That means there is significance difference between male and female adolescents. The male adolescents scored significantly higher mean than the female adolescents. It means that male adolescents are more disciplined and controlled on his emotions and behaviour than female adolescents when their parents are more involved.

Table 1.14 shows that the mean value of male adolescents on factor Q<sub>4</sub> (Tension) is 6.65 and SD is 0.62 and the mean value of female adolescents is 6.52 and SD is 0.55. The male adolescents scored slightly higher mean than the female adolescents. There is no significant mean difference between male and female adolescents ( $t = 0.94, p <$

0.05). It means that both male and female adolescents are tense, frustrated and restless when their parents are more involved.

### **Conclusion**

It was concluded that Personality traits of adolescents of more involved parents are more intelligent brighter highly conscientious, rule bounded, sensitive, overactive, worried, and tense person. Involvement of parents may play a significant role in the development of adolescent personality traits but more involved parents tend to develop secure attachment they are protected from developing internalise problems because they set limits and are very consistent in affording boundaries. On other hand they restrict competence, decision making and personal well-being across the life.

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