CHAPTER-II

REVIEW OF LITERATURE

The literature review will address personality and childhood parenting issues that serve as
the conceptual framework for this study. It investigates the following major areas: Children's
personality; children's personality and academic achievement Parenting styles and children's
personality; and parenting styles and academic achievement. The literature relating to the topic
was planned in books and journals available in the Maharshi Dayanand University library.
Studies were also retrieved from Google search and other website on the in front.

Children's Personality

According to Cattell (1950) “the personality of an individual is that which enables us to
predict what he will do in a given situation.” Mischel and Shoda (1995) identified personal styles
or strategies of individuals in dealing with the situations and found that these styles or strategies
remain consistent over the years and they in turn, become a kind of behavioral signature of their
personalities. These personality patterns or styles are determined largely by experiences of an
individual, which develop within a sociocultural world. The surroundings and the various
interacting patterns that the child faces from the beginning of life determine the dynamics of
personality.

Vansteelandt and VanMechelen (1999) found that although personality factors play a
significant role but our behavior in any given situation is a complex function of both our
personality and situational factors in the world around us. This interactionist perspective is in
vogue. Society and the culture, to which an individual belongs, always play a major role in
shaping the personality. Ara (1986) found that parent’s personality was strongly associated with
their adolescent children’s personality. Aggressive and authoritarian parents had aggressive and authoritarian children. Similarly neurotic parents had anxious children.

**Children's personality and academic achievement**

Maqsud, 1993 using the JEPQ in 14–15 year olds reported a negative relationship between Psychoticism and academic achievement in languages, but achievement was also found to be significantly negatively correlated with extraversion and neuroticism. Although the direct relationship between school success and personality traits has also been extensively studied (Chamorro-Premuzic & Furnham, 2005; De Raad & Schouwenburg, 1996), the results are not as straightforward as they are for the relationship between intelligence and academic achievement.

Using the Five-Factor personality model as a framework to organize previous research, Farsides and Woodfield (2003) concluded that empirical evidence is mixed concerning the role each of the five traits plays in determining academic success. They proposed several reasons for this discrepancy, among which are age specificity of the relationship (e.g., Neuroticism is positively related to academic achievement in middle school but negatively at college age; similarly, Extraversion predicts higher grades in middle school but lower grades at the college level, (De Raad & Schouwenburg, 1996; Eysenck, 1996), small sample sizes, varying time lapses between the collection of predictor and criterion data, and the use of different personality measures and different criteria for academic success.

While a lot of research has been conducted with college students, few studies have related personality to academic achievement in adolescents and younger children. Barbaranelli, Caprara, Rbasca, and Pastorelli (2003) reported a negative correlation between academic achievements as measured by grade point average (GPA) and self-reported Energy as measured
by the Big Five Questionnaire for children, as well as positive correlations between GPA and intellect/openness and conscientiousness in elementary school and junior high school children.

Hair and Graziano (2003) analysed the correlations between high school GPA and Big Five traits assessed by bipolar adjective scales when the participants were in middle school. A significant positive correlation was found for all personality factors except Emotional Stability, which was insignificantly correlated to GPA. Heaven, Mak, Barry, and Ciarrochi (2002) examined how personality variables measured by the Junior Eysenck Personality Questionnaire (JEPQ) and adjective scales for agreeableness and conscientiousness were related to self-rated academic performance in adolescents of 14–16 years of age. They found a negative correlation with psychoticism and positive correlations with agreeableness and conscientiousness.

In an additional study (Aluja-Fabregat & Blanch, 2004) assessing personality with Cattell's High School Personality Questionnaire in adolescents with a mean age of 13.4 years, academic achievement was positively related to Intelligence, Emotional Stability, Conformity and Self-Discipline, and negatively related to Impulsivity. These examples clearly illustrate the diversity of methods and results in previous research, which precludes any conclusions regarding age-related differences in how personality traits relate to academic achievement.

**Parenting styles and children's personality**

Parenting style has a major influence on the development of the child and there has been a growing awareness of the importance about parenting style and its impact on the upbringing of child among researchers. Hill (1980) theorized that children of very critical parents, with unrealistically high expectations, might develop anxiety during the preschool years.

Furnham and Cheng (2000) examined the paternal and maternal rearing
styles and found that a reasonable discipline exercised by mothers toward their children was particularly beneficial in enhancing the offspring's self-esteem.

In a research Muris et al. (2000) found that parental rearing behaviours, in particular rejection and anxious rearing were positively associated with worry. Lung et al. (2004) noted that a parental bonding directly affect personality characteristics.

Kaushik and Rani (2005) have stated that perfectionist attitude of mothers is positively related with anxiety among children. Similarly, unreasonable parental expectations; especially when accompanied by faulty parental behaviour pattern adversely affect the child's psychological wellbeing (Wang, 2002).

Emmelkamp (2006) suggested that a significant amount of variance of Type A behaviour can be counted for by perceived parental characteristics, especially rejection and lack of emotional warmth and negative evaluation of children by their parents may lead to an internalized maladaptive cognitive set in the children.

According to Thergaonkar and Wadkar (2007), inculcating a democratic style of parenting and greater acceptance of parents among children may prevent anxiety. Many researchers have examined the four parenting styles and revealed the authoritative parenting style is recognized as the most successful style for developing competent and confident children (Berk, 2002; Berns, 2004).

A close perusal of the review of studies reveals that parenting rearing style has greatest influence on the development of child personality and personality traits. Psychological literature is replete with studies regarding relationship between parental behaviours and personality traits.

**Parenting Styles and Academic Achievement**
Parents can play a direct role in fostering their children's cognitive development and academic achievement by becoming involved in their children's educational activities. Parents who directly participate in their yoking children's education by helping them with homework, reading to them, and playing educational games tend to have children who excel at academically relevant tasks (Hess & Holloway, 1984). Many studies have found that children of authoritative parents have better behavioral adjustment and higher academic achievement. For example, children with authoritative parents typically earn higher grades and have more positive attitudes toward school than children with parents who tend to display either authoritarian or permissive parenting styles (Maccoby & Martin, 1983).

According to Steinberg, Elmen, and Mounts (1989), adolescents who describe their parents as treating them warmly, democratically, and firmly are more likely than their peers to develop positive attitudes toward and beliefs about their achievement, and as a consequence, they are more likely to do better in school.

Dombusch et al. (1987) developed and tested a reformulation of Baumrind's parenting styles in the context of adolescent academic achievement. Building on the classic studies of Baumrind (1971, 1973, and 1978), Dombusch and his colleagues developed several indices designed to capture three prototypic patterns of parenting identified by Baumrind in her earlier studies of family interaction and its impact on children's competence: the authoritarian pattern, the permissive pattern, and the authoritative pattern. The results have shown these three parenting styles were predictive of academic performance (grades). Both authoritarian and permissive parenting styles were negatively associated with grades and authoritative parenting was positively associated with grades.
Dombusch et al. (1987) found that adolescents who describe their parents as behaving more democratically, more warmly, and more encouraging earn higher grades in school than their peers. Also the aspects of authoritative parenting may enhance youngsters' work orientation, which in turn contribute to school success. Additionally, Patterson and his colleagues (Dishion, 1990; Patterson & Bank, 1990) have documented a significant relationship between parenting styles and school success in early adolescent boys. Based on a social-learning perspective, their results suggest that inconsistent and harsh disciplines are associated with the lowest levels of academic achievement.

In short, researchers have provided evidence that Baumrind's typology of parenting styles, originally formulated to explain social and cognitive development among young children, can successfully be applied to adolescents and related to their academic performance in high school. Families that were high in authoritarian or permissive parenting tended to have students who did less well in high school, and the families that were high in authoritative parenting had children who received higher grades in school.

From this review of literature, there is a strong relationship between children's temperament and behavioral adjustment and academic achievement. Temperament is shown to affect and to be affected by parenting styles. In sum, it also reveals that parenting styles strongly influence children's academic achievement.

The problem of the study is entitled as, “Academic achievement in relation to parenting style and personality: A study amongst school students.”

In view of such a problem, the present study is centered on the following objectives:

1. To examine the relationship of academic achievement with parenting style and personality amongst male and female adolescents school students.
2. To identify the role of parenting style and personality in determining academic achievement amongst male and female adolescents school students.

HYPOTHESES:

Keeping the pertinent literature in view the investigator proposed following hypotheses:

1. There would be significant relationship of academic achievement with parenting style and personality amongst male and female adolescents school students.

2. Parenting style and personality would have a significant role in determining academic achievement amongst male and female adolescents school students.

With this much background we may now pass on to chapter-III dealing with design and methodology of the study.