In association with early theories of socialization that emphasized the role of parents in shaping their children’s personalities, recent empirical evidence suggests a positive relationship between adolescent personality traits and the quality of the parent – adolescent relationship. ‘Parenting’ may be defined as *purposive activities aimed at ensuring the survival and development of children*. The word ‘parenting’, from its root, is more concerned with the *activity* of developing and educating than *who* does it. The connotation of the word is the parenting is a positive, nurturing activity. Parental Support is a combination of commitment and active participation on the part of the parent to the student. In the current study, the researcher examined whether the positive development of a child’s personality is directly related to the support provided by parents. High School Personality Questionnaire and Parental Support Scale are used to test the relationship. The sample size was 120 parents and 120 children aged between 12 to 15years. The researcher found significant difference between parental support and personality development of children. The parental intervention was effective; it did improve the personality score of the respondents who scored low in the assessment of personality development.