PARENTING STYLES AS A PREDICTOR OF STUDENTS' PERSONALITY AT SECONDARY SCHOOL LEVEL

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Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis **"Parenting Styles as a Predictor of Students' Personality at Secondary School Level"** submitted by me in partial fulfillment of M.Phil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Parenting Styles as a Predictor of Students' Personality at Secondary School

   Level

Parenting styles involve variety of behaviors that operate together and individually to influence a child's behaviors. This study was aimed to assess the relationship between parenting styles and students personality at secondary school level. The main objectives of the study were to determine parenting styles perceived by students at secondary school level. To determine personality traits of secondary school students. To explore the relationship between parenting styles and students personality at secondary school level. This study was based on the theoretical framework of parenting styles given by Maccoby and Martin (1983) and personality traits proposed by Goldberg (1993). The population for this study was 2292 students of public secondary schools in chitral. Simple random sampling technique was used. Sample size was 328 students selected by using Krejcie and Morgan sample size table (1070). Two adapted questionnaires were used in this study. i.e. Parenting style four factor questionnaire by Shyny (2017) and big five inventory by Benet-Martínez, V & John O. P. (1998). Through pilot testing reliability of both questionnaire was checked and both questionnaires were found reliable. Mean and Pearson correlation were applied for data analysis. The findings showed the most prevailing parenting style perceived by students was authoritative and most prevailing personality trait of students was openness to experience. There is a positive significant relationship between parenting styles and personality traits at secondary school level. It may be recommended that schools may arrange trainings/workshops/seminars to educate parents and students and to make them aware about their parenting styles and personality traits along with strength and weakness of their styles and personality traits this may help them in selection of right parenting styles and personality traits to handle any situation.

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LIST OF ABBREVIATION

N	**Total number**
Sig	Significance
COVID	Coronavirus Disease
BFI	Big Five Inventory
EX	Extraversion
AG	Agreeableness
CO	Conscientiousness
NE	Neuroticism
OE	Openness to Experience
SPSS	Statistical Package for the Social Sciences
KPK	Khyber Pakhtunkhwa
Ho	Null Hypothesis.

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DEDICATION

I dedicate my research to my mother (May your beautiful soul rest in eternal peace) thank you for giving me strength and bring me at this stage. To my father and to my family. Thank you for your support and encouragement throughout my life.

CHAPTER 1

INTRODUCTION

1.1   Background of the study

Social scientists and educationists have long debated the perception that parents are the fundamental pillars of a family. Parenting styles are specific behavior that parent use to socialize their children and the way parents manage and nurture their children (Kuppens & Ceullemans, 2019). Without which a family is incomplete. They are by nature rightly equipped with the skills to shape, change and develop a child's physical wellbeing, mental grooming, and social nurturing. They are the constant force of strength to their offspring and thus a strong moral support from their actions and deeds determines the greater personality trait of a growing up child. Parenting styles play significant role in the psychological and emotional development of a child. A balance relationship between parents and their children is equally essential for both. Parenting styles play an influential role in the development of one's cognitive skills (Thomas, 2013). Parents and parenting styles affect the personality development of the children (Xiuqin, 2010). A well understood relationship between parents and children affect both aspect of one's mental and physical health. The good and balanced relationship between parents and children affect both their physical and mental health. A healthy relationship between parents and children may serve certain purposes which include but not limited to one's personal development, social coexistence, physical and mental wellbeing etc.

The interaction between parents and children is considered as the most essential factor that determines how the parents communicate and interact with their children and how that interaction ultimately shape and affect the child's nurturing, personality, and health. Theories on parenting styles suggest that parenting is the process of purposive activities. Which are planned in a particular arrangement that would make sure the development and survival of the children. Parents are the largest contributors in the life of a child. Children are always dependent on their parents and parents always strive to provide the best possible moral and social care to their children. They make plans and muster resources to promote their wellbeing (Parenting Matters, 2016).

Parents play a very important role in helping children construct and improve their skills and knowledge. They are also influential in socializing their kids. They are the one who protect them from deleterious social habits. According to Smith (2020) Baumrind parenting styles are classified into authoritative, authoritarian, and permissive. Authoritative parenting style is also known as democratic style and this style is a child-centered approach. In this type of parenting style parents expect their children to live up to their expectations. This style of parenting is extra democratic where parents patiently listen and respond to the queries of their children. If the children are unable or fail to meet the expectation of their parents, they are encouraged to be more productive. Baumrind investigated that all these parents keep a close eye on their children's conduct and consequently establish clear behavior patterns for them. They support disciplinary methods rather than providing drastic responses. The parents who have authoritative parenting style will interact, talk to the young, supervise the kids behavior, convey their

affection, and would also put in their feedback to meet the requirements (Yaccob, Juhari & Talib, 2012).

Second type of parenting style is authoritarian, in which parents show manners of raising and in addition manage low parental openness. In this parenting technique the children are supposed to follow the strictest direction which is outlined by their parents. These parents are not approachable but have more demand from their children. According to Smith (2020) these parents are status-oriented and respectful and want that their rules and values which are created by them are to be obeyed without any justification. In this parenting style the parents are not responsive but demanding. These types of parents are also called strict, and they set ambitious goals for their children, and they want their kids to pursue policy and directions which are set out by their parents (Yaccob et al., 2012).

On the other hand permissive parents are less demanding and are more responsive and are fairly equal in leniency (Yaacob et al., 2012). This parenting tend seems to be less demanding and more responsive. These parents don't set any rules and directions for their children. These children are set free hence they can do anything that they want. These parenting styles often get objections that their children are bossy and disfigured. The permissive parenting styles have little to do to control behavior and high responsiveness.

Uninvolved parents appear to be selfish, and they like to give some space to their children (Shyny & Velayudhan, 2017). These parenting styles get objections that their children are bossy and disfigured children, because for them there are no rules, no

boundaries are set and no directions traversable. This might put them in a situation that is highly insecure.

According to Baumrind the authoritarian parents are low demanding and high responsive, they are tolerant and nontraditional parents,and they don't put excessive restrictions on their children to demonstrate maturity. These type of parenting styles fulfill the wants and necessity of their children. They do not blame their children for anything that happens as a consequence of their actions (Kassa& Rao, 2019).

Personality is a conglomerate of complex characteristics in which the life pattern of an individual could be recognized (Edobor & Ekechukwu, 2015). Personality is a critical aspect in one's life that clarifies an individual being difference in behavior and understanding from that of others (Xie et al., 2015). Personality is seen as a permanent quality that describes one's behaviors, interactions, and above all social cohesion (Robbin & Judge, 2013). According to psychologist personality is a concept which is dynamic that deals with the growth and development of the entire psychological system of a person (Robbin & Judge, 2013).

Lewis Goldberg proposed the five traits of personality i.e. "openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism" (Shekhar, 2012). Openness to experience is the characteristics to be imaginative, self-determining, independent, and involved in diversity (Shekhar, 2012). Conscientiousness is the characteristic which needs others to be organized, planned, careful, responsible, and disciplined (Shekhar, 2012).Extraversions tend to be sociable, friendly, outgoing person, fun-loving or joyful and they are affectionate or kind (Shekhar, 2012).Agreeableness is the characteristics of the individuals who are trusted, supportive, and helpful (Shekhar,

2012).Individuals with Neuroticism are likely to be peaceful, quiet, or protected .Furthermore they are assured or pleased within oneself (Shekhar, 2012).

Robbin and Judge (2013) described the basic five dimensions of personality that highlight all others and include most of the important difference in human personality, including the five personality traits. Extroversion factor takes relieve level with relationships. Agreeableness factors tend to an individual's partiality to defer to others, the people who are highly agreeable they are trusting, cooperative, and warm (Robbin & Judge, 2013).

Conscientiousness dimension captures the extent to which an individual remains persistent, careful, organized, and responsible; this trait measures the consistency (Edobor & Ekechukwu, 2015; Robbin & Judge, 2013). Neuroticism dimension measures people's tendency to understand negative emotional conditions, they usually observe their surrounding and themselves in negative perspective, and they feel distress (Edobor & Ekechukwu, 2015). Openness to experience is the desire for curiosity, aesthetic, imagination, the people who are particularly open they are curious, creative and artistically sensitive (Robbin & Judge, 2013).

Parenting styles have a great influence on the functionality of their children in many ways as well as on their personality traits. Parenting styles are one of the key factors in the personality development of the children. Therefore, present study explored to check preferred parenting styles and personality traits of students at secondary school level. Furthermore, this study also investigates the relationship of parenting styles and students' personality traits at secondary school level. The focus of the presents study was

on the relationship between parenting styles and students' personality at secondary school level.

1.2   Rationale of the study

Every society has some expectation from the adolescence in terms of norms, values and behavior which are acceptable to the society where they live and work. Some parents do not spend sufficient time with their children, whereas some parents do not provide right parenting styles to their children. Parenting style is the primary raw material that makes the fertile ground for a child's overall behavior. Patents play very influential role in the personality development of the child. Good upbringing leads a child to embrace well-manners and discipline. Parenting methods are the most influential tools in the development and creation of a student personality. The interaction between a child and his parents is the most important aspect in shaping his personality. Unfortunately, the children look on to their friends for guidance and they follow them in certain ways as their well-wisher and others as role model in the absence of active communication from their parents. Thus parenting style plays a very important role in a child's life.

If parents have no idea about their parenting styles, it will be difficult to bring up their children and it is very important to select an efficient parenting style for the better development of the children than to spend lots of time with them. Personality traits are characteristics of an individual's constant conduct in several situations that are permanent and consistent. In terms, of desire conduct, and reaction to the situation, everyone is unique. This may be observed in the way people have various personality traits. Information about personality can help students towards harmony and well-being. As a

result, personality trait is essential in identifying the appropriate ways and strategies for developing individual self-development in life.

Madahi et a.l (2012) showed that parenting styles of parents and the methods through which they communicate with their children is efficient under increasing child's character qualities and parents who are authoritative parents can infuse constructive personality traits namely, agreeableness, extraversion, also openness within the students. According to Xie et al. (2016) parenting styles and student's personality is interrelated. There is strong affiliation among parenting approach and student personality (Tomsik et al., 2017). Several research studies have revealed that authoritative parenting styles have a great positive influence on student personality. The purpose of this research was to find out whether there is any relationship between parenting style and student personality at secondary school level in Chitral district KPK. This study includes those who identify the parental characteristic that contribute to the relationship with personality traits of the students. Zahedani et al. (2016) conducted that there is a positive and significant relationship between parenting styles and students' academic achievement. Moreover Odongo et al. (2016) also showed that the parenting style has also proven to be having bad influence on the academic performance of the child. Furthermore Masud et al. (2019) conducted that perceived parenting styles has better impact on the academic performance of the adolescent students. In addition Obiunu (2018) indicate that parenting styles have a few measures of influence on the academic performance of the secondary school children. There have been many studies conducted on parenting styles along with students' academic performance and student academic achievement however very few studies conducted on parenting styles and students personality at secondary school level

especially in Pakistan. The gap of the current study was there must be more studies need to conduct on parenting styles and students personality

1.3   Statement of the problem

A child spends most of the time with his parents so his personality makeup at this tender age depends largely on the nature and quality interactions with parenting style of the parents. Children from the parents who are unaware about parenting styles are considered problematic because they do not have enough love, financial resources, education and attention. The parenting styles play a very important role on student's personality at secondary school level where the students live the entire sort of both positive and negative life. Parenting styles has a significant influence not only on the character of the students as well as on the personality development of the students. Therefore, ignorance in parenting can lead unwanted behavioral and mental problem in their children. Adolescents' development can be encouraged by empathetic and positive relationships with their parents, which provide a healthy environment for their maturation. The way parents raise their children has a big impact on their behavior, social skills, and emotional development. Depending on the personality and temperament of the children, different parenting approaches might lead to diverse behavior. The different parenting styles can influence different personality development in the children.

This study thus wants to find out that is there any significance relationship between parenting styles and personality traits at secondary school level in the district Chitral. In addition to find out perceived parenting styles by students at secondary school level and personality traits perceived by students at secondary school level.

It was found from the existing literature that there have been many studies conducted on parenting styles along with students' educational performance with student academic achievement however very few studies conducted on parenting styles and students personality at secondary school level especially in Pakistan. The studies which were found from the literature do not focus on all the four parenting styles relationship with the personality traits. In addition there was no detail information of the findings provided by the researcher in the literature. The gap of the current study was there must be more studies need to conduct on parenting styles and students personality. That's why this research was conducted to identify the relationship of parenting styles with personality traits of the students at secondary school level.

1.4 Research objectives

Objectives of the current study were as follows:

1. To determine prevailing parenting styles perceived by students at secondary school level.

2. To determine prevailing personality traits of secondary school students.

3. To explore the relationship between parenting styles and students personality at secondary school level.

4. 3a. To determine the relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

5. 3b. To determine the relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

6. 3c. To determine the relationship between conscientiousness personality

7. trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

8. 3d. To determine the relationship between neuroticism personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

9. 3e. To determine the relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

1.5 Null Hypotheses

Null Hypotheses of the present study were:

Ho1: There is no significant relationship between parenting styles and students personality at secondary school level.

Ho1a: There is no significant relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Ho1b: There is no significant relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive an uninvolved at secondary school level.

Ho1c: There is no significant relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Ho1d: There is no significant relationship between neuroticism personality trait

and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Ho1e: There is no significant relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

1.6   Theoretical Framework

This study was supported by Maccoby and Martin (1983) extended Baumrind theory of four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved parenting styles. According to Goldberg (1993) there are five personality traits i.e. extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience will be used within this study.

Authoritative parenting use love, nurturing, openness, and open parent-child interaction to exercise control. Authoritarian parenting involves a low amount of attentiveness and a high level of demand. Permissive parents are characterized by a great degree of affection and a lacking of control. Parents that practice uninvolved parenting are uncaring and lack influence over their children. Whereas extraversion is likely to be extroverted, confident, and friendly. Agreeableness referred as trusting, cooperative, and warm. Neuroticism dimension measures people's tendency to understand negative emotional conditions. Conscientiousness individual remains persistent, careful, organized, and responsible. Openness is the desire for curiosity, aesthetic and imagination.

Parenting Styles   **Personality Traits**

• **Authoritative** • **Authoritarian** • **Permissive** • **Uninvolved**	• **Extraversion** • **Agreeableness** • **Conscientiousness** • **Neuroticism** • **Openness to experience**

Maccoby and Martin (1983)   Goldberg (1993)
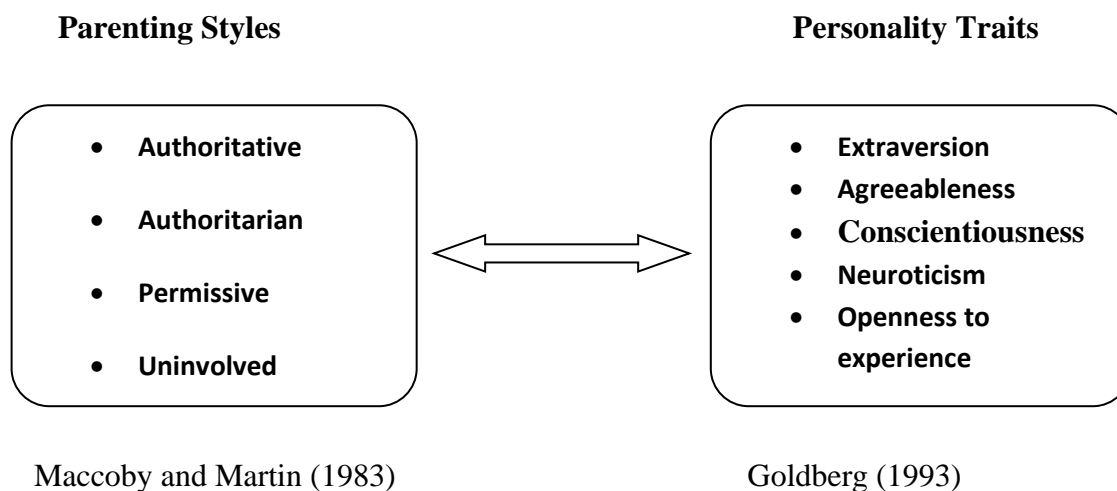
Figure 1.1 Theoretical framework of parenting styles and student personality

1.7   Significance of the study

This study plays a critical role for parents and for students alike. It will be helpful for parents in managing the personality of the children. The results of the study may be useful to understand the importance of parenting styles. The study may provide guidance to the parents for providing the conductive parenting environment to their children. This study will be supportive in understanding parenting styles among parents that facilitate ones knowledge the way parents develop personality of the children. It will be beneficial in understanding the relationship between parenting styles and student personality and will be also advantageous to understand the significance of parenting styles that will develop their children personality over time. This study will helpful for students in recognizing different personality traits and help students to adopt the best and effective personality trait which will helpful to improve the personality of the students.

This study will also helpful for teachers to know about different personality traits and in identifying the various personality traits of the students which will helpful

for teachers in interacting with the students according to their personality traits. This study will also help the curriculum developers to create and plan instructional materials according to the different personality trait of the students as every student is unique and have not the same personality trait as their peer.

1.8 Operational definition

1.8.1 Personality trait

Personality trait is a ongoing characteristics that expresses individual actions.

1.8.2 Extraversion

Students with extraversion personality traits refer to experience positive emotions and they think well about them and about the world. They are confident, talkative and friendly.

1.8.3 Agreeableness

Students with agreeableness trait referred as the individuals who are agreeable they are kind, they are good in nature cooperative and trusting.

1.8.4 Conscientiousness

Students with conscientiousness trait individuals are those who are organized, planned, and careful and they demonstrate self-control.

1.8.5 Neuroticism

Students with neuroticism person feel negative emotions i.e. Anger, depression anxiety, nerves and they think negative about themselves.

1.8.6 Openness to experience

Students with openness referred as the individuals experience to curiosity, creativity, adventure and they are ready to take threat.

1.8.7 Parenting style

Parenting styles are describing as the various method accepted by the parents in the nurturing of the children

1.8.8 Authoritative

The parents have the quality of both demanding and responsive, it means that they are responsive to some end but not totally restrictive. This type is referred to as child-centered in which the parents' involvement such as interest and participation is highly valued in the life of their children.

1.8.9 Authoritarian

Authoritarian parents are not responsive, but they are demanding, as compared to the authoritative parents. These parents show less association in relationship with their children, and they are usually strict, and with fewer friendly conversations. This kind of parenting style is characterized by a lack of involvement and belief in the children.

1.8.10 Permissive

In this type of parenting styles the manners of the parents are relatively less strict. These parents give maximum independence to their children. They give the responsibility of decision-making to their children if they can hold and also they provide direction and security if they require.

1.8.11 Uninvolved

As the name implies, tend to give little supervision, support, or direction. For a variety of reasons, some of these parents were loath to involve their children in this study.

1.9 Delimitation

Due to COVID-19 this study remained confined to the class (10th) students of two tehsils of Upper Chitral in KPK. Owing to the lack of time and financial resource, this study could entertain only 10th grad students.

1.10 Research methodology

This current study was correlational in nature with quantitative approach. According toApuke (2017) in quantitative research the variables are quantified and analyzed for the purpose of reaching a sound conclusion. It includes the use of statistical methods to analyze numerical data to address the research questions .It also refers to the collection of numerical data to fully explain an issue or phenomenon. Survey research, correlational research, experimental research, and causal-comparative research are the different types of quantitative methods.

1.10.1 Population

All the students of grade 10th of government secondary schools in district upper Chitral were the population for this study. According to the District Education Office there are 25 government boys' high schools with the overall strength of 1789 students and there are 10 government girls secondary schools with the total number of 503 students in district upper Chitral.

1.10.2 Sampling Technique

In this current study the researcher use simple random sampling technique. In simple random sampling everyone in the population has an equal chance of selection.

1.10.3 Sample

All the govt boys and girls secondary schools in district upper Chitral are the targeted population of this study. There are 25 boys' secondary schools and 10 girls' secondary schools in upper Chitral and the total strength of male and female students are 2292. The sample size of this study was 328students 255 male students and 73 female students. The sample size was taken according to the table of Krejcie and Morgan (1970). The researcher selects 8 boys' schools from 25 male schools and 2 female schools randomly from 10 girls' schools randomly for data collection.

1.10.4 Data collection tool

For the data collection two adapted instruments were used in this research. Parenting style four factor questionnaires PS-FFQ by Shyny (2017) was used to assess the parenting styles of the students and Big Five Inventory by Benet-Martínez, V., & John, O. P. (1998) used to identify the personality of the students.

1.10.5 Data collection

The researcher gathered the data by personally visiting the schools. Data were gathered from the grade 10th students in selected schools in two Tehsils of district upper Chitral.

1.10.6 Data Analysis

After completing the data collection of grade 10th students, the data were analyzed through "statistical package for social sciences" SPSS. Different statistical techniques were applied according to the objectives and hypothesis of the study like reliability, mean, and correlation.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.1 Parenting

According to Cambridge dictionary parenting is the development of the children and all the functions and activities that are concerned in the development of the child. Parenting includes all the activities and act that parents expected for the comfort of their children (Nesrin & Mathai, 2018). Parenting is a difficult task that includes many specific behaviors that work individually and together to influence child's behavior. Although specific parenting behaviors such as spanking or reading loud may influence child development, looking at any specific behavior in isolation may be misleading (Savitha & Venkatachalam, 2016). . Parenting behavior includes emotional, behavioral, and psychological dimensions (Gogolinski, 2012). Parenting consists of all the actions of the parents expected at their children's welfare (Nesrin & Mathai, 2018).

2.2 Parenting styles

Parenting style is the foremost reason behind the child's behavior. Parents have a significant impact on their children's behavioral and psychological development. They must strike a balance between an adolescent's demand for independence and monitoring (Jabeen & Haque 2013).

The attitudes, ideas, and behaviors that parents employ to form a parenting strategy or parental emotional environment utilized to nurture their children are referred to as parenting style (Lee et al ., 2018). Parenting styles are a broad concept that is thought to reflect a parent's normal reaction to a child-rearing situation. Parental ideas

and emotional reactions are more situation-specific in agreement, altering depending on the child raising circumstances (Coplan, 2002). Parenting styles are formed based on the general attitude of parents toward their children (Safdar & Zahrah, 2016). A well-researched intellectual classification of parents' connections with their children is known as parenting style (Monaghan et al, 2012). Parenting style is the primary cause behind the child's actions. Parents play very significant component in the affecting and social growth of the child. Parents should have sense of stability about the adolescents wants for freedom and regulation (Jabeen & Haque 2013). In every structured society the people follow the standard or the values and norms of the society. This can be achieved when people show the accurate behavior demanded by the whole society. According to Zahedani et al. (2016) parenting styles is combination of behaviors that explain the parent child communication and over a large range of condition and generate a useful environment and parenting style influential and successful part that play very important role in child's development and psychology. Parenting styles are developed on the basis of the general pattern of parents' attitude towards their children (Safdar & Zahrah, 2016). According to Yasmin et al. (2016) a parent's house is the very first unique institution for the kid's physical, intellectual, and cognitive development, where parents serve as managers and guides and children serve as subordinates and followers.

According to Zahedani et al. (2016) parenting styles is combination of behaviors that explain the parent child communication and over a large range of condition and generate a useful environment and parenting style influential and successful part that play very important role in child's development and psychology. Diana Baumrind (1966) represents three basic parenting styles that describe the parent's

behaviors and child-rearing aims (Rodrilguez et al., 2009). Later Maccoby and Martin (1983) expended Baumrind work into four parenting styles (Shyny & Velayudhan, 2017). These styles are important for collection of parenting behaviors and child-rearing aims.

2.3 Two Dimension: Parental Demandingness and Responsiveness

Parenting styles are based on two on to dimension i.e. parental demandingness and responsiveness. Parenting behaviors are classified using dimensions, which include affection, punishment, and monitoring (Hoeve et al., 2009). Parental words of support and acceptance that are consciously stated to enhance the child's individuality and self-regulation are termed as responsiveness. Parental actions and behaviors that try to assimilate children into their social context by introducing them to the familial and cultural rules they are expected to obey are referred to as demandingness. While other parental responsiveness differs from parental support in that its major and basic goal is to build independence in the kid rather than only to explain love, kindness, and appreciation, parental demandingness needs to reflect parents' actions to discipline a child by monitoring them and establishing appropriate limits for their behavior (Estlein, 2016).

According to Baumrind (1971, 1989, & 983), there are two aspects to parenting styles. The degree to which parents exercise control, maturity demands, and monitoring in their parenting is referred to as degradingness; the degree to which parents exhibit emotive warmth, acceptance, and participation is referred to as responsiveness. The degree to which parents purposefully develop originality, self-regulation, and identity through being responsive, respectful, and obedient to their children's individual requirements and expectations is refers as to parental responsiveness (parental warmth or responsiveness). On the opposite hand, the expectations that parents make on their

adolescents for becoming incorporated are referred to as parental demandingness, generally referred as behavioral control (Ofosu-Asiamah, 2013). The support dimension, also known as warmth, openness and acceptability, refers to parenting involvement towards to the kid that helps the youngster feel safe, recognized, and appreciated. The control component, also known as demandingness, is described as putting demands on and regulating the child (Hoeve et al., 2009).

2.4 Parenting and parenting styles

Parenting is a difficult task that involves a variety of behaviors that operate together and individually to influence a child's behavior (Yaqubu et al.,2019). Most areas of a child's development are influenced by their parents, including cognitive development, emotional regulation, social-emotional development, and academic accomplishment (Hanna, 2016). Parenting encompasses all of a parent's responsibilities. Nesrin & Mathai (2018) defined parenting as all of the actions that parents engage in to ensure the well-being of their children. The way parents nurture and manage their kids is referred to as parenting style (Haritha et al., 2019). Parenting consists of all the actions of the parents expected at their children's welfare (Nesrin & Mathai, 2018).

Adolescents who seem to have a great style of parenting also who supervise their children's actions fit to community more than parents who may possess a weak parenting style and whose parents do not supervise their actions. Better self-esteem, personality, self-concept, communication skills, adaptability, and mental health are all linked to parenting (Nesrin& Mathai, 2018). When parents handle their children in a favorable manner, it has a different impact on the kids. The parents often feel they were giving adequate nutrition and performing suitable task and supervision over their children

depending on their personal psychological experience and viewpoint, but the children might regard their parents' accountability and authority as adequate. Parenting is a complex activity that has an impact on a child's success in a variety of areas, including morals, ethics (Sahithya et al., 2019). According to Madahi et al. (2012) authoritarian parenting style and openness parenting style have a negative association, while openness parenting method and authoritative parenting approach has a direct relationship.

Furthermore, neuroticism parenting style and authoritative parenting style has been proven to have an opposite and important association, and neuroticism parenting style and authoritarian has been shown to have a direct and significant relationship. In reality, the findings of this study revealed that parents' educational methods and styles had an influence on child's upbringing personality trait. Parenting styles have also been related to a wide range of children's development, particularly psychopathology, behavioral issues, regarding academic achievement (Turner et al., 2009). Parents are active participants in their children's education, as well as the nature style of their parenting, and relationship with them has the potential to influence their cognition and learning ability at an early age of the children life (Ofosu-Asiamah, 2013).

2.5 Parenting styles Types

Parenting styles defined as a collection of parental behaviors, opinions, and appearance throughout a range of parent-child interactions and so-called parenting practices that parents employ to socialize their children (Vafaeenejad et al., 2019). Parenting that is authoritative displays a great amount of command and attentiveness. Authoritarian parenting, on the other hand, indicates a high amount of control combined with a lack of warmth. They are obnoxious and unresponsive to a child's emotional

demands. Permissive parents' adolescent children often lack verbal and behavioral control (Jabeen & Haque, 2013). The authoritative parenting style, which includes affection and attentiveness, has consistently been linked to favorable cognitive performance, such as fewer behavioral issues and psychiatric illnesses. (Mathai & Nesrin 2018). Authoritative parenting is defined through a wide level of authority. Nourishment, engagement, kindliness, logic, moreover autonomy support are all hallmarks of authoritative parenting. Parents who use argument and punishment to influence their children's activities and decisions are referred to as authoritative. Permissive parenting, on the other hand, is defined by making few expectations, demonstrating no controlling behaviors, and employing minimal discipline.

A permissive parenting style, for example, is defined as Parents who would not set clear expectations for their child's behavior. The other extremity of the parenting range is authoritarian parenting. Authoritarian parents have a lot of directive behaviors, lots of energy acts, as well as a number of limitation and rejecting behaviors. "It's my way or the highway" is a common mindset among these parents (Turner et al., 2009). Warmth and engagement, thinking and reasoning, and social participation are all characteristics of authoritative parents The amount of parent involvement is low in authoritarian parenting, while the influence of parental demand is great, unambiguous parental authority, unquestioning obedience, and punitive strategies are used. Permissiveness is characterized by although there is a significant level of parental responsiveness, there is a low grade of parental demand; tolerance is characterized by a general acceptance of a child's decisions and a tendency to overlook a child's misbehavior. Low parental response and demand are indulged in (Ng et al., 2013).

Authoritative parenting is characterized by a high level of affection and control while maintaining strong control over the child's behavior. The parents can also be described as sensible and supportive of the child's autonomy. Parents maintain control over their children through explaining things to them, utilising reinforcement tactics, and being sensitive to them. Authoritarian parenting is characterized by a great degree of supervision, low warmth as well as use of physical punishment, shouting, and instructions by the parents. This parenting style is characterized by a directive approach and a lack of affection and interaction. Children have no say in the regulations since their parents are authoritarian. In addition, parents try to mould and regulate their children's behavior. Permissive parenting is characterized by a lack of affection and control. It's also known as a careless or emotionally detached manner. This sort of parent does not exert excessive control over their children and imposes fewer, if any, directives or constraints on their behavior (Soh & R, 2019). Authoritative parents are demanding and responsive, which indicates they are in charge but not overbearing. When contrast to authoritative parents, Authoritarian parents has high expectations but not reactive, in addition to they are less willing to be open with their children. Permissive parents, on the other hand, are attentive but not overbearing. Aunola et al. (2000) discovered that neglectful parents seem neither unresponsive nor demanding.

Authoritarian parenting is characterized by the exercise of power without regard for warmth, nurturing, or two-way conversation. In this regard, a parent who adopts this parenting style is cold but in command. Authoritarian parents use an absolute set of criteria to evaluate and regulate their children's behavior and attitudes. Above all, these parents value respect for the law and loyalty. Authoritative parents generally

maintain strict restrictions over the actions and attitudes of their kids demand and adulthood, they are, nevertheless, willing to pay attention to their children's viewpoints and even alter their behavior properly. For authoritarian parents, soliciting their children's opinions and feelings, as well as explaining and justifying punishment, are frequent activities (Coplan et al., 2002). The authoritative parenting style is defined by a set of characteristics shared by both parents, including emotional support and clear, bidirectional communication, strict limits, rationality and responsiveness. Authoritarian parenting styles include punitive and directive disciplinary tactics, whereas permissive parenting styles include little demands or limits placed on the kid (Querido et al., 2008). Vafaeenejad et al. (2019) claimed that parents who lack warmth and control are inattentive. Parents who are uninvolved or neglectful are disengaged, with low levels of responsiveness and demand (Sahithiya et al., 2019). Uninvolved parents are primarily concerned with their own children and are rarely involved in child parenting techniques. They don't provide comfort or establish guidelines for their children (Bi, 2018).

According to Ofosu-Asiamah (2013) authoritarian parenting techniques, have generally resulted in youngsters who are well-behaved and respectful, competent, however position lowest on the satisfaction factor, communication skills as well as sense of worth. This parenting style scores well on all four areas of family functioning: Discipline practices, comfort and nurture, connection patterns, and growth and handle standards are all factors to consider. It is distinguished by a perfect balance of responsiveness and demand. When rules are broken, they continuously monitor behavior and apply non-punitive methods or discipline. Mature, socially responsible behavior is expected and rewarded. Warm and sympathetic parents are also authoritative. They

support and validate the child's unique point of view, as well as parents' and children's rights. In comparison to other parenting styles, It has proven established that authoritative parenting is important role within the life of a teenager. High expectations for their children are common among authoritative parents, who continually encourage them along the road. In terms of personality qualities, children from authoritative households who have an appropriate balance in the four aspects of parenting are: determined and high achievers; self-disciplined; respectful and courteous; aggressive and independent; identity and self-assured. They are considered to be emotionally self-reliant, great promoters of high self-esteem, and actively positive. They are also known to be intellectually developed, intrinsically motivated, and have an inner area of influence. Socially, they are regard to be socially skilled in dealing with social difficulties; having pleasant interactions with others and coordinating well with others; essentially playing a role in society and effectively; the ability to interact effectively; and being able to change themselves appropriately in society. Finally, these children are known for the emotional results listed below. They are joyful, psychologically stable, sympathetic, and empathic; they are known to acquire a feeling of protection and have no issues with trust and they are recognized for their capacity to convey love to others. These parents try to mould and control their children's conduct and beliefs by enforcing a set of rules. They place a strong emphasis on respect for authority and order. Authoritarian parents restrict their children's independence also expect them obey rigid parental rules and demands without question, fearing harsh consequences if they do not.

2.5.1 Authoritative

Authoritative parents have both high expectation and high reaction to the children and allow children independency they don't set any strict rules meant for the child. These parents give guidance and boundaries they give them choice and to make decision and learn from their blunder. Authoritative parents demonstrate a sense of stability linking large amount of consideration and lofty level of reaction. The authoritative technique will interact with the kids; supervise their children's manners along with express warmth with support the adolescent need and challenges. Authoritative parenting style is also referred as the democratic this style is involving a child-centered approach in this parent grasp high expectation from their children. This parenting style is greatly extra democratic. Authoritative parents are willing to listen to the question of the adult, and they are receptive to the young. If the children are unable or fail to meet the expectation of their parents this type of parents are more encouraging rather than punishing. Baumrind (1966) propose that these parents monitor and set obvious values for the manner of the child. These are confident, but not disturbing and preventive. They have Supportive disciplinary method rather than drastic. This method explains the equal above near of demand then extraordinary close reactive; the person who has authoritative parenting style will interact, supervise, convey affection helps his/her children challenges and requirement communicate with their children, supervise their children behavior, and convey affection and help their children challenges and requirement (Yaccob et al., 2012).

Parents wish their kids to be self-assured and environmentally sustainable, and agreeable yet self-controlling. Authoritative parents can recognize their kid's mood also train them how to control feelings. Authoritative parents let their children that they can do what they want to do as long as the children have explanation to influence their parents, they openly talk about the daily activities with their children and when their children do any wrong action then their parents advice the children rather than punish their children, the authoritative parents are reactive give feedback and these parents give reason for and clarify their action and expectation to their children. These types of parents also facilitate their kids to discover out suitable channel to resolve the problem. Authoritative parents are not generally as controlling as authoritarian parents, letting the children to more freely explore the things and therefore including making their own decision based on their own reasoning. The children of the authoritative parents they are more independent and self-dependent. Authoritative parents always listen to their children, support independence and place limits for their children.

2.5.2 Authoritarian

This way of parenting is explain through towering demanding and little openness and low level in allow independence (Rodrilguez et al., 2009). Authoritarian parents are very strict parents and they set strict rules and their expectation from their children is very high however these parents don't let their children to make decision for themselves and once the children broke any rule the parents quickly punished and they are very strict. Authoritative individuals be described through above demanding as well as high reaction and this allow independency (Rodrilguez et al., 2009). Authoritarian parenting style is describing by means of the great point demanding and low level of

answering, where parents try to manage, shape and significantly evaluate the attitude and behavior of their children (Walton et al., 2018).

This type is very tough, impassive in addition to be likely toward highlight respect plus admiration meant for right. Authoritarian parent describe by extensive performance manage also low reaction. In this parenting method the children are supposed to chase the strict direction which is created by their parents. When the children don't go after set of laws that establish with their parents, they get punishment from their parents. These are not alert but have extra demand from their children. According to Baumrind (1966) these parents are status-oriented and respectful and want that their rules and values which are created by them are observing without any justification. These parents are not responsive but demanding. This type of parents also called strict, they have more hope from the children in addition to they want the children to pursue their policy and directions created through their parents

Authoritarian parents are very demanding and do not responsively and be likely to highlight obedience and respect for authority (Yaacob et al., 2012). These parents are preventive and harsh method. These types of parents are too much expected from the children they typically don't discuss the reasoning behind the regulations and limitations. Authoritarian parents are not as much of responsive and reactive to the needs, requirements of their children and are extra likely punitive rather than solve and discuss their problems.

These types of parents have children like they have fewer social abilities and the parents usually say to their children that what to do instead of allowing them to decide by her or himself. The children of the authoritarian parents have been many child results

with social skills and academic skills. These parents develop children who behave as if they are obeying and succeeding with love; few children possess violent conduct outside the house, while others show as if they are scared and extremely quiet; many have poor confidence, while others have societal issues. Authoritarian parents have over control all the activities of their children; to discipline their children they extremely use punishment and they generally do not show love. This type of parenting style more worries about what the child is doing and what they say and they less concern about their view, opinion and what they want (Sooriya, 2017).

Parents that have the authoritarian parenting style expect overall collaboration from their children and they don't tolerate to break their rules and asking question. With the low level of parent-child communication, interaction these parents demand high level of maturity from the child. The children of these parents live out any type of troubles and make good scores, other than they have very low social interactions and development affected due to not be supported to have opinion, being shy and introverted, and all the time concerning disheartening their parents.

2.5.3 Permissive

These have small near of effort too great level of approachability, they allow to independency give freedom to their children (Rodrilgue et al., 2009). These parents have a lot care, responsiveness and maintain their children however minor control (Bahrami et al., 2018). Minimal demands and great attentiveness are characteristics of permissive parenting, where parents highly tolerant children, construct few demand, and allow children to manage their disruptive behavior (Walton et al., 2018).Permissive parenting style is responsive not demanding (Aunola et al., 2000).

Permissive have little level on demand and in elevation level on reactive too fairly inequality happening humanity. Permissive parenting tends to be less demanding and more responsive. Permissive parents don't set any rules, directions for their children, children are free they can do anything which they want to do, children may confuse because they parent, do not, care their children they don't set any rules and ways to follow. Permissive parenting styles get objections that their children are bossy and disfigured children, they behave like this because they don't learn any rules, boundaries and directions and not at all have any demand and they experience insecurely. The permissive parenting styles have little behavior control and high responsiveness to their children. According to Baumrind the authoritarian parents are low demanding and high responsive, they are tolerant and nontraditional parents they don't require mature. Permissive parents fulfill the wants and necessity of their children. They do not blame their children anything their children do.

2.5.4 Uninvolved

Uninvolved parents are selfish, and they give independence to their children (Shyny & Velayudhan, 2017). These parents show lack of involvement, connection with their children and a few time committed to communicate with their children. These parents usually worried about their personal troubles and ignore their responsibilities as a parent. These parents do not manage their children, and they don't give any type of sustain to their children. Achi et al. (2019) claimed that some of these parents are just more concerned with their own desires than with their children's requirements. Parents that practice uninvolved parenting are uncaring and lack influence over their adolescent children. As a result, pupils engage in violent behavior that is disapproved upon in

society. Uninvolved parents are generally concerned by their particular demands to the point that they overlook or ignore the demands of their children while uninvolved parents may appear to be indulgent on the surface, there are several distinctions. According to Saleem et al. (2020) Parents that have an uninvolved parenting style have no expectations or limitations for their children. With children, they lack emotional connection and warmth. They are generally unconcerned about their children's future. They behave in a non-serious and uninformed manner when it comes to the children's wants and expectations. Children behave badly not just in school as well as in other areas of life and in problems of society as a result of their parents' conduct. They are often sad and uncomfortable throughout their lives.

2.6   Theories of parenting

Baumrind (1971) created the theoretical paradigm of parenting. Earl Schaefer's (1959) concept of parental demandingness and responsiveness was used to present three parenting styles. Parental responsiveness is defined as behavior that is supportive, loving, and guiding. Parental expectations pertain to instill good habits and reining in undesirable ones. Baumrind described three styles using these concepts: authoritative, authoritarian, and permissive. In an authoritarian approach, parents have a harsher and less friendly attitude towards their children, and as a result, children execute their chores out of dread of their parents, and then in their school careers, out of worry of their teachers. In a permissive parenting style, parents would be less harsh and more caring, which results in children being spoiled in their social and educational lives. In an authoritative manner, parents exercise equal control and warmth in their roles, resulting in the provision of enjoyable ways and possibilities for children in their scholastic and practical lives. This is

a discipline style that is well-balanced, moderate, and optimal (Yasmin et al., 2014). According to Merrium Webster dictionary students is any learner and scholar, the one who studies, learning and a student is one who is attentive and systematic observer, student is someone who is paying special attention and is a organized viewer.

2.7 Personality

According to Fiest and Fiest (2008, p. 4) the phrase "personality" derives from the Latin persona, or the mask that people portray to the outer world, although psychologists consider personality as even more than external looks. Personality is observed as the constant complex characteristic in which the life pattern of an individual could be recognized (Edobor & Ekechukwu, 2015). Personality is critical aspect that clarifies individual difference considerably (Xie et al., 2015). Personality is permanent qualities that describe a person behavior; Personality is the entire of methods in which human beings exchange a few words and interact with others, according to psychologist personality is a dynamic concept relating the growth and development of the entire psychological system of a person (Robbin & Judge, 2013). Personality is the example of comparatively permanent behaviors that a person feels, thinks, and behaves. Personality is moderately influenced by biological heritage or nature (George & Jones, 2012).

Fiest and Fiest (2008, p. 4) claimed that personality is a combination of generally constant features and distinctive characteristics that make a person's conduct both stability and originality. Individual variations in behavior, consistency of behavior through time, and stability of behavior across settings are all influenced by traits. Traits may also be different, general to a group, or given by the entire society, yet each person's pattern is distinct. As a result, each person has a distinct personality, even though they are

similar in certain ways to others. Traits refer to an individual's different features, such as attitude, appearance, and cognition. According to Schultz and Schultz (2009, p 8) personality belongs to our outward and apparent character, or those aspects of us that others can perceive. Our personalities would thus be defined by the impressions we create on others, or by who the researcher seem to be. It claims that one's personality is the outward manifestation of one's character, as it influences others. It claims that one's personality is the outward manifestation of one's character, as it influences others. Adolescence is the crucial period during which an individual personality matures. Parents and instructors play a critical influence in molding the personalities of adolescent pupils this era (Mandal & Mehera 2017). Adolescence is the vital period in which personality reaches its maturity. In these stage parents and teachers play the pivotal role in shaping the personality of adolescent students.

2.7.1 Personality traits

Traits are ongoing blueprint of beliefs, thoughts, and behaviors that distinguishes people. Traits are the most fundamental characteristics that do not change over time, yet typical behavior might alter dramatically as a result of adaptive processes. A trait is an inner attribute that corresponds to a behavioral extreme stance.

Personality is normally explained as combination of psychological characteristics that guide one to behave in significant reliable manner (Schofield et al., 2012). According to the Robbins and Judge (2013) personality is the sum total of behavior in which someone responds and cooperates with other. Personality is described as to comparatively permanent socially and personally significant forms of behavior,

belief and psychological condition that are quality to individual (Konstab et al., 2019). The big five of personality is proposed by (Goldberg, 1993).

Personality is the example of comparatively permanent behaviors that a person feels, thinks, and behaves. Personality is moderately influenced by biological heritage or nature. Personality is observed as the constant complex characteristic in which the life pattern of an individual could be recognized (Edobor & Ekechukwu, 2015). Personality is critical aspect that clarifies an individual difference considerably (Xie et al., 2015). Personality is permanent qualities that describe a person behavior; personality is the methods in which human beings exchange a few words and interact with others, according to psychologist personality is a dynamic concept relating the growth and development of the entire psychological system of a person (Robbin & Judge, 2013). The construction of Personality struggled to discover and label permanent characteristics that identify individual's behavior, with shy, lazy, violent, obedient, loyal and nervous. When someone shows these types of qualities in a huge number of conditions, we identify them personality traits of the person.

There are five basic traits of personality that highlight all others and include most of the important difference in human personality, including the five personality characteristic (Goldberg, 1993). People with high levels of neuroticism are quickly frustrated, irritable, tense, and worried, and they lack emotional maturity, extraversion reflex (the amount and strength of interpersonal communication, level of activity, and capability for happiness that distinguishes individuals), social connection, energy, and optimism and Positive effects are likely to be mirrored in an individual's conduct when interacting with others. Agreeableness expresses one's interpersonal attitude in beliefs,

emotions and behaviors along a range from sympathy to aggression. Openness to experience shows the amounts to which a person appreciates new experiences, has a great interest, and is creative, whereas conscientiousness describes the extents through which a person is so well organized, detailed, and goal - directed and maintains a clear sense of identity and high expectations (Prinzie et al., 2019). Robbin and Judge (2013) described the basic five dimensions of personality that highlight all others and include most of the important difference in human personality, including the five personality traits. Extroversion factor takes relieve level with relationships. Extraversion is likely to be extroverted, confident, and friendly (Robbin & Judge, 2013). Agreeableness factor tend to an individual's partiality to defer to others, the people who are highly agreeable they are trusting, cooperative, and warm (Robbin and Judge, 2013).

Conscientiousness dimension captures the extent to which an individual persistent, careful, organized, and responsible, this trait measure the consistency (Edobor & Ekechukwu, 2015; Robbin & Judge, 2013). Neuroticism dimension measure people's tendency to understanding negative emotional condition, they usually observe their surrounding and themselves negative, and they feel distress (Edobor & Ekechukwu, 2015). Openness to experience is the desire for curiosity, aesthetic, imagination, the people who are particularly open they are curious, creative and artistically sensitive (Robbin & Judge, 2013).

2.7.2 Types of Personality

A person's personality serves as a guideline to what they should do (Durand & Fung, 2014). Lewis Goldberg proposed the five dimension of personality i.e. "openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism" (Shekhar,

2012). According to Durand and Fung (2014) extraversion is defined by a person's amount of activity, desired communication, need for excitement and capability for delight. A person having a higher amount of extraversion is extra gregarious, energetic, positive, exciting, and chatty, whereas a person with a low level of Extraversion is reserved, distant, and silent. Agreeableness, like Extraversion, is an interpersonal characteristic. Agreeableness is associated with being trustworthy, generous, good-natured, communicative, and cooperative. Someone with a low level of Agreeableness, on the other hand, is likely to be arrogant, rude, distrustful, unhelpful, impatient, and sometimes even controlling, spiteful and cruel. The degree of discipline, control, tenacity, and passion to goal-directed conduct is referred to as conscientiousness. An individual with a strong conscientiousness rank attentive and has good self-control. A being with a little conscientiousness score is expected to be careless, unfocused, selfish, loose, and uncaring. The level of emotional stability a person has is referred to as neuroticism. Neurotic people are most probably to be exposed to psychological distress, for example negative emotions as annoyance, aggression, despair and anxiety. The active exploration and enjoyment of experiences for their own sake are referred to as openness to experience. People with a high Openness score are creative, adventurous, and open to new ideas and values. Those with low Openness, on the other hand, are more traditional and inflexible in their attitudes and beliefs, set in their ways, and emotionally insensitive.

2.7.3 Extraversion

According to George and Jones (2012) extraversion is a quality of that affect positive emotional condition and they feel good the world around them and also feel good about themselves. Extraversion tend to be sociable, friendly, outgoing person, fun-loving

or joyful and they are affectionate or kind (Shekhar, 2012). Extraversion can be referred as friendly, confident, talkative, sociable, emotionally communicative and happy, the one who have high on extraversion have direction to achieve power in social surroundings and sociable (John & Srivatava, 1999). Extraversion is encouraging effectiveness; this is personality trait that influences the individual to practice a pleasant mental state and is pleased with themselves and the environment outside them. Person who are highly extraversion they are friendly, sociable and demonstrative. They score high when they expose the world around them. The people low on extraversion they are introvert and they have low positive emotional condition and have very less social contact with others, they are opposite to extravert. Introverts tend to be timid, reserved and quiet. Extraversion factor takes to relieve level with relationships. Extraversion is likely to be extroverted, confident, and friendly (Robbins & Judge, 2013).

2.7.4 Agreeableness

Agreeableness describes characteristics for instance trustworthy, kind, helpful, generous and don't hesitate to give up their interest/concerns (John & Srivatava, 1999). Extremely Agreeable individual are supportive, trusting and friendly (George & Jones, 2012). Agreeableness factor tend to an individual's partiality to defer to others, the people who are highly agreeable they are trusting, cooperative, and warm (Robbin & Judge, 2013). Moreover agreeableness is the characteristics of the individuals who are trusting, supportive, helpful and trusting (Shekhar, 2012).

Agreeableness is the traits that confine the difference between those who get along with other people and those who do not. In common it is the ability to concern for others and to be kind characterizes individuals who are high on agreeableness. They are kind,

trustworthy, kind, and generous, and they compromise their concern with other without any hesitation. The disagreeableness people are selfishness and unfriendly, they do not compromise their concern with others. People with disagreeableness tend to be mistrustful, unhelpful, uncaring, and rude. Agreeableness factor tend to an individual's partiality to defer to others, the people who are highly agreeable they are warm, cooperative, and trusting (Robbins & Judge, 2013).

2.7.5 Conscientiousness

Conscientiousness is the characteristics of to be organized, planned, careful, and responsible and disciplined (Shekhar, 2012). Conscientiousness describes as consideration, behavior to control desire, act in a socially suitable manner and they have encouraged the goal directed manner. Conscientiousness individuals are careful or attentive and protective, People who have high on conscientiousness are very organized, planned and are very sober (George & Jones, 2012). Conscientiousness dimension captures the extent to which an individual persistent, careful, organized, and responsible, this trait measure the consistency (Edobor & Ekechukwu, 2015; Robbin & Judge, 2013). Conscientiousness is the dimension that measure the as tendency to manage desires and behave in the way that is socially acceptable. Conscientiousness people work within rule, and plan, and they organize in an effective way. The people who are low in conscientiousness they may lack self-discipline, and direction and they are unreliable and disorganize. Conscientiousness is the dimension captures the extent to which an individual persistent, careful, organized, and responsible, this trait measure the consistency (Robbins & Judge, 2013).

2.7.6 Neuroticism

Neuroticism describes individuals to practice negative emotional conditions; experience worried and negatively views the world around them and themselves (George & Jones, 2012). Neuroticism explains the individuals who have the tendency to practice anger, irritation; emotional insecurity and unhappiness and have range emotional insecurity are regularly viewed as in individuals who gain high on neuroticism (John & Srivatava, 1999). Neuroticism individuals usually like peaceful, composed, safe or protected moreover they are happy or pleased with one (Shekhar, 2012).

Neuroticism is the trait that experience anxiety, anger, depression, and they people who are the high score in neuroticism they experience may other type of negative emotions and it is also called emotional instability. The high neuroticism experiences negative emotions and distress, insecure all the time and across condition. The people who are positive emotional stability tend to be secure, calm, and self-confident. Neuroticism dimension measure people's tendency to understanding negative emotional condition, they usually observe their surrounding and themselves negative, and they feel distress (Robbins & Judge, 2013). Neuroticism dimension measure people's tendency to understanding negative emotional condition, they usually observe their surrounding and themselves negative, and they feel distress (Edobor & Ekechukwu, 2015).

2.7.7 Openness to experience

Openness to experience measure the extent through which a person is unique, ready to a broad range of motivation, have wide range of interest and happily to take danger as opposite to be small-minded and careful (George & Jones, 2012). Openness to experience individuals are mentally unexpected, creative and grasp original attitude,

individuals who have high on openness are creative, risky and have talent to think outer the box (John & Srivatava, 1999). Openness to experience is the characteristics to be imaginative, self-determining, independent, and involved in diversity (Shekhar, 2012). Moreover openness to experience is the desire for curiosity, aesthetic, imagination, the people who are particularly open they are curious, creative and artistically sensitive (Robbin & Judge, 2013).

Openness to experience describes the point to which the person is original, open to broad range of stimuli, has variety of interest and ready to take risk as oppose to be small-minded and careful. Openness people are interested about the people and the world and enjoy new experience and excited to discover new things. Individuals who practice huge in this attribute live likely extra original and adventurous. People who have low on openness they are a lot and much more traditional and may fight with abstract thinking. Openness to experience is the desire for curiosity, aesthetic, imagination, the people who are particularly open they are curious, creative and artistically sensitive (Robbins & Judge, 2013).

According to Ebrahim and Mona (2011) present a down beat affiliation among neuroticism and authoritative parenting technique, moreover there is constructive association linking neuroticism and authoritarian parenting method, furthermore there is encouraging correlation with extraversion, friendliness and frankness with authoritative along with permissive parenting styles and negative relationship between authoritarian style, moreover the study show pessimistic link involving conscientiousness with the tolerant parenting way in addition to positive relationship to authoritarian, and authoritative style. Every parenting style is different from the other which forms the

growth of their child and their personalities it is the parents' responsibility to give the effective parenting styles, environment and resources to the children for their academic development (Masud et al., 2015) , further more they conducted and they demonstrate significance affiliation connecting parenting approach and student educational presentation. Dehyadegary et al. (2011) found the positive important relationships connecting authoritative parenting techniques and intellectual attainment of the secondary discipline scholar and liberal manner comprise unconstructive bond by school accomplishment, in addition to they conclude refusal significance correlation involving strict parenting method and academics, moreover this study also suggest that through positive parenting fashion the educational success of the towering educate the learner can be enhanced and improved, therefore it is suggested that parents be prepared with proper skill and knowledge according to the requirement of the and growth of the children. They concluded the major affiliation connecting persona plus parenting, according to this study authoritative parenting styles is mainly functional parents (Bahrami et al., 2018).

Moreover according to (Schofield et al., 2012) their study found that there is indirect relation between parents personality and adolescent personality through positive parenting, this study also suggest that parent play important in the adolescent personality traits development that encourage ability and personal security in their whole life. According to Rahimpour et al. (2015) the parenting styles play significant role in the education performance of the student. Furthermore Ebrahimi and Mona (2011) found to present link amid parenting approach with sample consist 382 students they are selected through random sampling from Islamic Azad University, To nekabone branch, and was tested to observe parenting styles and student personality, this study found that the

depressing relation with neuroticism personality traits moreover authoritative style, while there is positive association involving neuroticism character feature by way of permissive also authoritarian parenting styles, additionally there is positive rapport flanked by extraversion, kindness, honesty behavior qualities through authoritative as well as the authoritarian parenting style has an adverse correlation with permissive parenting approach, moreover personality trait of conscientiousness is negatively correlated with permissive parenting style and positive relationship between authoritarian and authoritative parenting styles. According to Xie et al. (2016) them found that personality, parenting styles and life satisfaction are interrelated, there is connection between parenting styles, personality and life satisfaction.

2.8 Studies on parenting styles

It was discovered that the two variables considered authoritative parenting style and aggressive behavior are inversely associated, suggesting that when younger people recognize their parents' parenting style as achieving a high degree of accountability and influence (Authoritative Parenting style), their aggressive behavior is lesser. Cause could include the fact that when parents raise the children in this manner, they provide them complete independence while also establishing clear boundaries that allow them to express themselves in a healthy manner (Haritha et al., 2019). The outcomes of this study, according to Sarwar (2016) showed that authoritarian parenting styles induce teenagers to be delinquent because their parents' extreme strictness causes them to rebel. From this perspective, proper parenting is parents keeping a close eye on their children and attempting to comprehend their thoughts. Authoritarian parents tend to impose a great deal of control and have a great deal of authority over their children's

future growth, but adolescents see this as a negative because their behaviors are limited. Rezaee et al. (2016) concluded that there was a significant association among authoritarian parenting with academic performance (p=0.005). Furthermore, studies revealed a strong relationship between authoritarian parenting style and career paths of students, authoritarian parenting style and students' Career Paths, educational achievement (p=0.001), and educational success and students' Career Paths (p=0.001). Parents have a vital part in finding and guiding their children's talents. Parents and children should have a close relationship and common understanding. As a result, it is suggested that the ways of proper parent-child contact be valued more highly. Parents should teach their children about the functions of organizations in society and the importance of working in a legal business and this vital matter should be stressed more through the media and family training programs. Tiller et al. (2000) found that equally authoritarian and permissive parenting types found adversely connected to children's intellectual function, implying that children whose mothers report higher degrees of authoritarian and permissive parenting practices have lower mental ability scores. Children's cognitive capacity was linked positively to authoritative parenting styles, showing that children with fathers who indicate high amounts of authoritative parenting have greater cognitive capacity. These results suggest that parenting styles are no greater indicators of students' cognitive aptitude than financial and demographic factors.

2.9 Theories of parenting and personality

2.9.1 Theory of parenting

2.9.2 Parental acceptance rejection theory (PAR)

According to Hassan et al (2012) Rohner (1975) introduced parental acceptance rejection theory (PAR), Rohner described, parental warmth bipolar element wherein acceptance place on one limit of the range and rejection (deficiency of acceptance and affection) drop limit. Rohner has explained the acceptance and rejection in condition of kid's view of parental conduct. PAR theory suggests that individuals all over the place encompass primary, racial acquired requirements for constructive reaction (i.e. love support, kindness and care) for people mainly significant to them, such as from parents and other addition forms. This call for the constructive reply is necessary for the common growth and the taking out of warmth is enough by itself to create negative consumptions for emotional and personality qualities and behavioral performance depending on the amount to which require is fulfilled, beings are likely in the theory to increase a definite group of characters, as well as unfriendliness, violent behavior, inactive anger, problems with the supervision of apposition and violence; confidence, strong self-determination, or protective freedom positive or negative self-respect, constructive and negative self-adequacy; emotional impassiveness, emotional insecurity and encouraging and depressing world observation. This theory as well expect that the unwanted kid be likely more than established child to be unfriendly, destructive, to be reliant and to have a damage logic of confidence and sufficiency, to be emotionally unbalanced, to be emotionally uncaring, and to have a universe negative vision. "Therefore according to this theory whether a parent accepts or rejects the child". Its considerably effects the

adolescent personality creation and improvement. Acceptance-rejection theory is a theory of socialization which seeks to describe and expects most important assumption of rejection for behavioral, reasoning and emotional progress of the child and for personality performance of the grown person all over the place. PAR theory expectations that kids all over the place who come from loving, caring (accepting) families are extra are probable than the kids who come from unloving, not affectionate (rejecting) families to think well regarding themselves (positive self-respect); to think skilled (constructive self-adequacy) has the capability to freely and non-defensively increase warm, trusting associations (emotional openness).

2.10 Theory of Sigmund Freud: Psychoanalysis (Personality Theory)

2.10.1 Instincts: the propelling forces of personality

According to Schultz and Schultz (2009, p 54) Instincts are the fundamental components of an individual's personality the motivational factors that motivate and direct conduct. Instincts are a type of force that changed intellectual power that links the physical demands and the thoughts desires. Instincts are triggered by emotional reactions (such as hunger or thirst). When the body is stimulated by a need, such as hunger, it produces a state of physical excitement or energy. This biological force is converted to a wish by the mind. The instinct or primary factor that pushes the individual to act in a manner that fulfils the requirement is this wish, which is a mental representation of the physical want. A hungry man, for instance would look for food to fulfill her or his hunger. The instinct is not a physical condition; rather, it is a physical need that has been turned into a mental state, a desire.

2.10.2 Types of instincts (Components of Personality)

Sigmund Freud divided instincts into two types.

2.10.3 Life instincts seek to satisfy the individuals and groups' demands for pleasure, eating, drink, and breathe in order to ensure the individuals and organisms' existence. The natural instincts of life are to manage and flourish (Schultz & Schultz, 2009).

2.10.4 Death instincts He noted the clear reality consider every biological organisms degrade along with expire, he stated that individuals have a subconscious wish to death, and that they returned to their passive condition based on biology. That aggressive drive, which was defined as a desire to die turned towards objects other than oneself, is one component of the death instincts. We are driven to destroy, conquer, and kill by our aggressive nature. Aggression, like desire, became a powerful component of Freud's human nature (Schultz & Schultz, 2009).

2.10.5 The level of personality

The conscious, preconscious, and unconscious dimensions of personality were initially categorized into two levels by Freud. As described by Sigmund Freud, the conscious corresponds to its daily experience. It contains all of the emotions and observations that we are conscious of at any particular time. While you hear these words, you might be aware of the feeling of ballpoint, the appearance of paper, concept you are attempting to understand, as well as a dog screaming inside. Since only a small percentage of our ideas, experiences and feelings have remained in conscious thought at any given time, Freud regarded the conscious to be a restricted part of personality. The intellect, he compared to an iceberg.

2.10.6 Structure of Personality

Later, Sigmund Freud modified this idea of three different levels of personality and presented the id, ego, and superego as three fundamental frameworks in the physiology of the personality (Schultz & Schultz, 2009).

2.10.7 The id

Even though it supplies many of the strength with the remaining two elements, the id is a major part of personality. Although an id would be the source of impulses, it is strongly bound to the satisfaction of physiological wants. As previously stated, whenever the physique would be under a state of desire, stress is generated, along with the individual responds by gratifying that need. The id functions according to Sigmund Freud's pleasure principle, which states that the preoccupation id with stress decrease allows it to enhance pleasure while avoiding suffering.

2.10.8 The ego

This is the personality's logical master. Its goal is to assist the id in achieving the pressure decrease it desires, not to obstruct the id motivation. Because it is informed, of truth, the ego chooses when and where to satisfy the id desire. It decides when, where, and what will fulfill the id desire in a socially acceptable way.

The ego does not stop id pleasure. Relatively it seeks push back, wait, or forward it in conditions of the demands of the actuality. Your ego is always balancing between two concepts the imagination and truth with commanding negotiation among their differing loads. As well, the ego is not at all self-governing of the id.

2.10.9 The super-ego

Neither id nor the ego would not represent Freud's entire vision of individual existence a third set of abilities exists. An influential with mainly unaware collection of orders or viewpoints that we gain in early days, our thoughts of correcting as well as incorrect.

We recognize this underlying ethical concept in everyday vocal conversation. Freud named this the super-ego. The origin of this ethical part of the personality typically educated through the age of fifth or sixth, our bodies are mainly made up of the behaviors that our parents have instilled in us. Those manners for which childs are punished from the principles, single piece of the super-ego. Those manners for which childs are punished from the principles, single piece of the super-ego (Schultz & Schultz, 2005).

2.10.10 Anxiety: a thread to ego

Actuality anxiety is a dread of tangible harm, according to Freud; fearful anxiety is a confrontation with the id and the ego; moral anxiety is a dispute among the id and the super-ego. Freud explained three kinds of anxiety.

2.10.11 Neurotic anxiety

According to Fiest&Fiest (2008) neurotic anxiety as nervousness regarding unidentified threat. The emotion itself present in the ego, but it appears from id impulsion. People might practice neurotic anxiety in the existence of a educator, boss, or various other power form as they before practiced unaware emotions of devastation in opposition to one or both parents. Throughout infancy these emotions of aggression are over and over again come with by fright of punishment, and this fear develops into the general into unaware neurotic anxiety.

2.10.12 Moral anxiety

Stem from the clash between the ego and the super-ego. After kids found super-ego, generally by the age of 5 or 6, they might practice worry as a development of the argument among reasonable requirements and the orders of their super-ego. Moral anxiety, such as, would product from relations attraction if a kid considered that tolerant to the attraction should be ethically wrong. It could furthermore effect from the break down to perform every time with that they consider as morally correct, such as, failing to think about for aging parents(Schultz & Schultz, 2009) .

2.10.13 Realistic anxiety

It is directly connected to fear. It is described as a disagreeable, unfocused reaction appealing a likely exposure. Such as, we might practice realistic anxiety even as driving in serious, fast-going traffic in an unknown place, a circumstance full with actual, goal threat. Yet realistic anxiety is unusual from panic in that it do not engage a particular scared thing. We have knowledge fright, such as, if our motor car unexpectedly started down out of manages on a frozen main road. These three kinds of anxiety are hardly ever specific or simply break down.

2.10.14 Defense mechanism against anxiety

Techniques the ego element to secure itself in opposition to the anxiety by disagreements of daily life. Defense mechanism engages rejections or deformation of truth (Schultz & Schultz 2005).

2.10.15 Repression

Is unintentional elimination of something from intended understanding? It is an unaware sort of neglecting of the continuation of something that produces us distress or

hurt and is the greatest basic and commonly used protection system. Formerly repression was working, it is hard to remove. As we utilize repression to defend us from risk to get out of it, we must first realize that the idea or memory is just no anymore dangerous. The concept of repression is central to many of Freud's personality theory, yet it is associated with danger (Schultz & Schultz, 2009).

2.10.16 Denial

The protection system of denial is associated to repression and is engaging rejecting the survival of various outer dangers or disturbing affair that have happened. Such as, an individual with a life-threatening sickness can refuse the proximity of death. Parents of an adolescent who have died could carry on to reject the loss by observance the kids' room unaffected (Schultz & Schultz, 2005).

2.10.17 Reaction formation

Individual protection against a troubling motivation is to keenly convey the opposed desire. This is named reaction formation. An individual who is powerfully determined by expressing has attraction, might contain that affection and returns them with further generally suitable conducts. Such as, a human being in danger by relations desires might opposite them and turns into an angry supporter against erotic behavior. Other individual, worried by intensive violent aptitudes, can turn very caring and sociable. Therefore desire happen to good quality and hate turn into love, in the unaware brain of the self-using this method (Schultz & Schultz, 2009).

2.10.18 Projection

One more method of protecting against distressing impulses is to point their other. This security method is called protection. Immoral, destructive, and other improper

motivations several individuals, not the person, are viewed as having effect on them. As a result, the person claims that he "doesn't dislike" them.

2.10.19 Regression

A protection system that engages moving back to a previous, little annoying time of life and showing the frequently immature manners quality of that extra safe moment. The person comeback to this further protected moment of life by obvious manners showed at that time, such as, immature and determined manners.

2.10.20 Rationalization

Is a secure system that engages different interpreting our conduct to formulate it look like extra logical and satisfactory to us. We explanation or defend a harm through or act by convinced ourselves there is a reasonable clarification for it. A individual who is dismissed from a profession can explain by saying that the occupation was not excellent one anyhow.

2.10.21 Displacement

If an item pleasures an id desire accessible, the personality could change the desire to an additional thing. This is identified as displacement. Such as, kids who extreme dislike their parents or matured who do not like their supervisors, but are scared to convey their aggression for fright of being punished, could shift the anger on somebody other. The adolescent can beat a younger brother or sister, or the grown-up could scream at the dog. In these exemplifications, the initial thing of the violent wish has been changed by an item that is not a warning.

2.10.22 Sublimation

A protection system that engages modifying or shifting id desires distracting natural capacity power into collectively good enough manners. Freud said that a range of a person action, especially those of a creative personality, are expressions of id wish that have been transmitted into generally satisfactory means. As with dislocation (of which a sublimation is a variety), sublimation is a cooperation. In such a way, it does not generate full happiness although guides to an increase stress.

2.11 Carl Jung: Analytical Psychology

2.11.1 Levels of Psyche

According to Fiest and Fiest (2008) Jung based his personality theory on the statement that the intelligence or brain has equally an aware and an unaware level. According to Jung mindful description is those are felt by the character, while unmindful features contain no association with the self-image. Jung's concept of the ego is further limiting than Freud's. Jung sees the ego as the core of perception, however not the center of personality. Ego is not the complete personality, although should be accomplished by extra complete nature, the base of the personality that is mostly unaware. Therefore, consciousness performs a comparatively insignificant part in logical psychology, and an excessive amount on increasing one's knowing psyche can guide to psychological in equality.

2.11.2 The personal unconscious

Schultz & Schultz (2009) stated that it is a store of objects that was one aware however have been neglect or hided as it was unimportant or worrying. Throughout the personality and the collective subconscious, there is a great deal of communication. For

example, our focus can quickly shift through the written page to a memory of anything we did today. The subconscious mind stores all sorts of practices; it may be compared to a file cabinet. To bring anything out, examine it for a while, and then return it to where it belongs until the last moment we desire for it or recall it, a little mental effort is required.

2.11.3 Complexes

As people store so many more behaviors in our subconscious minds, we begin to group items in complexes. A complex is a base and form underlying feelings, recollection, observations furthermore desires planned approximately a general idea. Such as we may speak that an individual has a complex about power and class, it means that he or she is worried with that idea to the point where it affects conduct. The self might attempt to become dominant by operation for optional office or associate with authority by driving a motorcycle or a speedy van. By expressing feelings and conduct in different methods, the complex finds out how the human observes the universe.

2.11.4 Collectives unconscious

Junk assumed so as to immediately as everyone collects as well as records the entire of individual practices along with one's own subconscious, as a result do human together, while the group accumulate practices about individual being and before human group inside the common psyche. The tradition was accepted for every latest age group.

2.11.5 Archetypes

The earliest practices included in the collective unconscious are expressed by habitual ideas or forms Junk called archetype (Schultz & Schultz, 2009).

2.11.6 Persona Archetype is a partial cover for the face, a people face we put on to show ourselves as somebody different from whom we actually are. The personality is

essential, Jung assumed, as we are required to perform several tasks from the sequence to achieve progress in academics as at in job alongside the variety of individuals (Schultz & Schultz, 2009).

2.11.7 Anima Archetype Archetype of Animus The male psyche has a female aspect, while the female psyche has a masculine aspect. That only anima or the animus, according to Jung, must be shown. The male should display womanly in addition his male qualities; moreover a lady should communicate her male features together to her female a single. Something else, these are very important characteristics would stay inactive and not fully formed, leading to irregularity (Schultz & Schultz, 2009).

2.11.8 The shadow the archetype of shadows and repression, describes those characteristics we do not want to recognize but try to cover from ourselves and others. The shadow contains of ethically unpleasant affection as well as a number of productive and imaginative characteristics that we, still are unwilling to face (Fiest & Fiest, 2008).

2.11.9 The self-archetype characterizes the oneness, incorporation and agreement of the whole traits. The battle for achieving harmony, according to Jung, seems to be the ultimate goal of humanity. The whole archetype is concerned with combining all aspects including its personality altogether as integrating them (Schultz & Schultz, 2009).

2.11.10 The development of the personality

2.11.11 Childhood Your ego begins to form in infancy and adolescence and continues to grow until teenage years. As a teenager, you haven't yet formed an outstanding personality in a natural way. What is known as the child's personality on that time is nothing but an expression about his or their parents' characteristics; certainly, parents have a significant effect in a development of the child's development after that. People

have the ability to accelerate and slow down the development of a child's personality based upon this approach people use. Parent may try to impose their own personality on the children, hoping that he or she would grow up will become as extension of themselves. Alternatively, parents might anticipate the child developing a personality distinct other than her personal in order to find a surprising reward in the absence. (Schultz & Schultz, 2009).

The ego starts to shape substantively just as soon as the child becomes capable to differentiate among them with further individuals otherwise things inside the globe. By another words, a kid's awareness begins in form once he or she can pronounce the letter "I." The mind does not assume a particular form and substance until the adolescent years. Particular phase, that Jung explained our self supernatural beginning, be cleared by means of complexity moreover require in the direction of adjust. Early days daydreams have to finish as the teenager face the demands actuality from the adolescent times throughout young adulthood, we are worried with elementary activities for example, finishing our learning, starting a job, getting married, and initial a family. Our center of attention throughout these days is outside, our mindful be leading, in addition to inside common, our main aware manner are characterized by sociability. The goal in existence was to help others accomplish our objective also create a safe, flourishing position because of our own benefit within world. Therefore, adolescent middle age must be a stirring and difficult time, filled with original possibilities and activities (Schultz & Schultz, 2009).

2.11.12 Middle life Jung explained that middle life starts at around age 35 or 40; by which time has the sun, has moved its summit and starts its sliding fall. by which time

has the sun, has moved its summit and starts its sliding fall. Even though this turn down can contribute middle aged individual with rising worries, middle life is, moreover, a stage of incredible capability. Finding their moral changing, they may clash badly to continue their young look and way of life.

2.11.13 Old age as the dusk of life styles, individual practice a reduction of perception just as the brightness and heat of the sun reduce at evening. If people panic life in early days, after that they will about surely stress death throughout the later ones. Fright of death is frequently use as common, but Jung described that death is the aim of life and that life may be satisfying but just while death is observed in this light (Fiest & Fiest, 2008).

2.12 Evolutionary theories of personality

Personality psychology now explains and discusses how personality is formed, as well as the factors that result in certain variations in patterns of behavior. Personality theorist studies how personality variations emerge and describe the underlying 'how it functions as' reasons of these particular differences but they rarely explore the basic 'why it works' reasons. Overall descriptions identify why human characteristics are organized in the specific manner that they are, why various environmental components influence people in the direction that they really do, why particular underlying genetic guidelines that determine how a person behaves in different natural input takes place and why other regulations do not, and why personality traits are attentive to the surroundings at all. Developing a strategy for addressing these issues concerning developed role would expand personality theory with new theories.

Evolutionary psychology examines all human behavior through the viewpoint of evolution theory, in the aim that by investigating why various emotional processes developed in the first place, previously unknown psychological mechanisms and new features of previously unknown psychological mechanisms will be revealed. The only meaningful theory that could describe why complex, adaptive cognitive processes exist and what adaptive issues they are meant to answer is evolution via evolution by natural selection. There is no formal meta-theory to guide the examination of personality in the traditional social science approach. This forces personality researchers to rely on perception or experimentation to guide their research. This could prevent major importance in improving the mechanisms explaining personality variations and their formation. Whereas evolutionary psychologists believe that evolution is essential to all cognitive phenomena, there seems to be limited evolutionary study on personality. In particular, evolutionary psychologists are already concerned exclusively in what has been referred to as mankind's mental connection. As a result, they have been focused with human behavior rather than individual characteristics (Corr & Matthews, 2009). As a result, many evolutionary personality psychology researches has concentrated on commonly accepted psychosocial factors that response in behavioral variation as an outcome of various environment contributions without concern for genetic diversity or inherited characteristics the focus of psychology study has been on universally shared cognitive phenomena. That cause genetic variation as a result of different environmental input without respect for genetic differences or genetic qualities The concentration of evolutionary psychology on the human race' shared hereditary capacity has thus produced, in our opinion, an imaginary barrier among evolutionary psychology and

individual characteristics. Individual differences psychology, as well as human behavior, is a branch of psychology that is particularly relevant to personality (Corr & Matthews, 2009).

In our opinion, greatest cause why questions could be used to genetically variable qualities along with personality characteristics just as well as some other species-typical individual characteristics. Significant links with evolutionary theories of ultimate function may contribute to innovative suggestions that may aid in the development of unique proximate processes influencing personality. Theories of evolutionary flexible relevance could provide foundation that can notify personality theorists about an even if there are responsive functions for genetic factors that impact differences in character traits and what those processes are, as well as possible new components of mechanisms regulating personality characteristics; what components of a person's developmental context must be anticipated to impact that individual; whether and to what extent various environments can affect people; and why personality characteristics are responsive to environmental modification. Current personality theory can be supplemented and enhanced by evolutionary theory. Information on nonhuman specie as well as other creature personality patterns, as well as the society and the environment circumstances linked with the evolution of such personality traits, may give valid assumptions regarding novel elements of human personality (Corr & Matthews, 2009). The present data on animal personalities and the selection forces that produce such traits is just too limited to add meaningfully to human study. However, this knowledge may be useful in facilitating the identification of previously unknown features and mechanisms of human personality, and this line of research should be followed actively.

2.12.1Gordon Allport: Motivation and personality

2.12.2 Nature of personality

Personality is the ongoing structure of those psychophysical processes within a person that define distinctive behavior and cognition. Allport defines dynamic organization as the fact that, while a person's personality evolves and changes through time, it does so in a predictable and orderly manner. The word "psychophysical" alludes to the notion that a person's personality is composed mainly of both the intellect with the physique acting as one. It's not completely psychological or natural. Allport defines decide as "all aspects of personality activating or directing certain conduct including ideas. The expression typical conduct plus cognition indicates that we all perceive and behave in the same way. As a result, each individual is distinct (Sultz & Sultz, 2017).

2.12.3 The role of heredity and environment

Allport argued that we reflected respectively our genetics and to defend his concentration mostly in distinctiveness including its character, he uses our surroundings. Heredity offers primary ingredients for the personality, such as body, cognition, and mood, which can then be formed, enlarged, or constrained by our environment. Allport uses individual and environmental factors in this method to emphasize the significance of heredity and learning. Our genetic heritage, on the other hand, is accountable for the majority of our originality. There is an unlimited amount of potential DNA combinations, and, with the exception of conjoined identical, the likelihood that everyone as well inherited capacity are bound to reproduced during almost all of us would be as well remote. Allport believed thought human hereditary history affects to the sociological context, but so neither two people, even if they were reared in the same home, had the

similar surroundings. The unavoidable outcome is a distinct personality. As a result, Allport argued that psychology should focus mostly in particular in order to understand personality person rather than on aggregate findings across organizations (Sultz & Sultz, 2017).

2.12.4 Two Distinct Personalities for Two Stages of Life

Personality, according to Allport, is unique or continuous. Each individual is not just unique from the others, but he or she is often separated from their history. He discovered no personality stability between adolescence and maturity. Infant behavior is driven by basic biological impulses and responses. However adolescent behavior is largely psychological. In some ways, two personas exist: one for infancy and the other for maturity. Adolescent experiences have no effect on an adult's personality. All port's particular perspective highlights the conscious instead of the unconscious, as well as the present and future above the past. Rather than suggesting generalization or commonalities for vast groups of people, he emphasized the uniqueness of individuality. He also preferred to focus on the regular personality rather than just the unusual personality (Sultz & Sultz, 2017).

2.12.5 Personality traits

According to Allport Personality characteristics are predispositions to deal with various situations with the same or similar ways in other terms, characteristics are constant and long-lasting responses to our surroundings. The following is a list of features that he summarized. Personality traits are genuine, and they can be discovered in anybody. They aren't just make-believe words or conceptual approaches for generating information. Behavior is determined or caused by traits. They do not show up in response

reaction toward certain circumstances. They motivate everyone to seek more meaningful information while influencing our behavior by communicating with our environment. Traits can also be objectively proved. By observing behavior over time, we might infer the existence of traits in the regularity of such an individual's response to similar or identical events. Traits are connected; even though they express unique qualities, they can combine, for example, aggression and anger are both different other than connected qualities that commonly inside a person's behavior, they can interact. Characteristics differ based on the context in one setting, a person may exhibit the characteristic of orderliness, while in another, they may exhibit the trait of disorderliness. Allport suggested two categories of characteristics at first: personal and general traits. Individual characteristics distinguish a person and determine his or her personality. A group of individuals, such as members of a culture, share certain characteristics. As a result, people from many cultures will have a variety of similar characteristics. As societal norms and values change, common characteristics are likely to change as well. This shows that common characteristics are influenced by social, environmental, and cultural factors (Sultz & Sultz, 2017).

2.12.6 Personal Dispositions Allport eventually noticed that identifying both of these events characteristics may cause some uncertainty, so he changed his term. Individual characteristics were renamed personal dispositions, while common qualities were renamed traits. Our personal dispositions aren't all the same in terms of strength or importance. They might be basic traits, secondary qualities or cardinal behavior. The prime feature is very broad moreover significant in a person's life that it affects nearly every area of their existence. It's a governing passion, according to Allport, a tremendous

force that controls conduct. Sadism and chauvinism were used as examples. Not everyone can have a prevailing passion, and those who have don't always show it (Sultz & Sultz, 2017). Everyone seems to have a few particular features perhaps five to ten themes that best characterize our conduct. Aggression, ego, and cynicism are three examples given by Allport. These are the types of qualities we'd bring up while describing a friend's personality or creating a reference letter. Secondary traits, which show fewer constantly than cardinal and central features, are the lowest significant person traits even just a good friend will become aware of this indications of secondary qualities if they were unnoticeable or weak. They might be as simple as a slight affinity for a specific style of music or a certain meal.

2.12.7 Stages of personality development

2.12.8 Infancy The first six years of life, from birth to age six, are the most important years for a person's personality. Parents and brother and sister, as well as weaning and washroom training experiences, have an impact on the kid. As well as the personality but also sense of self, feelings either comfort or uncertainty, power attitudes, and a potential proclivity toward depressive symptoms, social attitudes develop. Cattell was not even a Freudian follower, but he integrated numerous Freudian concepts into his theory, including the significance from the first days of adulthood of life during personality development and the impact of lingual and anal problems on personality (Sultz & Sultz, 2017).

2.12.9 Childhood There are certain psychological issues among the ages of 6 and 14, while one's personality is forming. This phase represents the start of a movement away from parents but towards greater connection with peers.

2.12.10 Adolescence which includes the ages of 14 to 23, is more difficult and demanding than childhood. As young individuals encounter tensions based on the desire for freedom, ego, and pleasure, emotional instabilities and misbehavior may develop (Sultz & Sultz, 2017).

2.12.11 Maturity the fourth stage of development occurs between the ages of 23 and 50. In terms of job, marriage and family conditions, it is a typically productive and fulfilling period. When contrasted to previous stages, the personality has become fewer changeable and therefore emotional stability rises. During this time, Cattell saw no change in people's interests or views.

2.12.12 Late maturity Personality modifications in reaction to physical, social, and psychological changes occur between the ages of 50 and 65. Health, energy, and physical beauty may decrease, and death may be near. People reassess their beliefs and look for a unique self at this time. This phase resembles Carl Jung's conception of the midlife phase.

2.12.13 Old age From 65 onwards, the last phase old age, includes adjusting to a variety of losses, including the death of family members, family and friends; an understanding of exclusion but also unpredictability caused by the decline of such a field of work owing to pension; a destruction of situation inside a society that admires adolescents (Sultz & Sultz, 2017).

2.12.12 Personality Development: The Hierarchy of Need

Maslow in (1968, 1970b) suggested a five inborn classification system of inherent wants so as to guide also motivate human activity. They are the "physiological, safety, belongingness and love, esteem, and self-actualization needs", as demonstrated into Maslow characterized these desires as instinctual, implying that they are inherited.

As we are born with certain requirements, the actions we use to achieve them are developed and thus change from one individual to the next (Sultz & Sultz, 2017).

The needs are ordered from the most important from the lowest toward its highest important on the very peak. Prior to higher needs being important, lower needs must be at least somewhat met. People who are hungry, for example, have no desire to satisfy their higher demand for respect. They are more concerned with meeting their physiological need for eating than with gaining acceptance and respect from others. Humans are usually motivated when they get adequate nutrition plus housing, as well as the rest of their fundamental needs demands which are further up the hierarchy.

2.12.13 Characteristics of Needs

The higher the need's intensity, potency, and importance, the lowest it is in the hierarchy. The greater the needs, the lower they are. More needs develop late in life Infancy brings about physiological and safety needs. In the adolescent, needs for belonging and esteem emerges. Self-actualization is not really a must till later life. Higher needs could be delayed because they are not absolutely required for existence. An emergency may not occur when a greater need is not met. On the other side, fail to achieve a lesser need result in a crisis. As a result, Maslow named lower needs deficit, or insufficiency, needs, because their inability to be fulfilled results in a shortage or deficiency in the individual (Sultz & Sultz, 2017). Higher needs are much less important for life, yet they can help us develop as individuals. Higher-order needs are met, which leads to better health, pleasure, satisfaction, fulfillment, and lifetime. Maslow termed greater needs growth and being needs as a result of this. Higher-level needs required higher extrinsic sociological economic and political situations than lower-level needs

necessitate. Following self-actualization, for instance, needs more choice of opinion along with possibility than seeking protection requirements. Requirement may not appear to have been fully satisfied when the next want from the system gained precedence. For each need, Maslow recommended a diminishing proportion of fulfillment. He described a fictional individual who, in turn, pleased others.

2.12.14 Psychological Need

When you have ever gone diving but forced the struggle to oxygen below sea, but whether somebody has gone no food for an extended period of time, we know what insignificant requests seeking affection, esteem, and whatever other can seem when your system is struggling from a physiological deficit. A hungry individual simply wants food. However, whenever that need is met, the person is no more motivated by it. The need to manage or regulate conduct then disappears. Most people in a wealthy, modern civilization are in this condition. Middle-class Americans are rarely concerned about meeting their fundamental survival needs. In societies where fundamental survival is still a daily concern, physiological needs have a stronger personal effect as guiding elements. Because a satiated need physiological requirements never usually stimulate action, and they perform a minor role in certain people's lives (Sultz & Sultz, 2017).

2.12.15 Safety need

Safety and security, according to Maslow, are key needs for both newborns and mature individuals. Adults who are emotional well have typically met their security requirements, which include consistency, protection, and the absence of stress and worry. For young children and toddlers the security wants could be alive seen certainly as evidenced by their actions children response noticeably in addition to directly towards

some danger near their protection. Adults have figured out how to control their reactions in potentially harmful circumstances Children's demand for discipline or pattern, for an ordered and predictable environment, is another apparent indicator of their safety requirements. A lack of stability and direction results from too much independence and toleration. Because their safety is at risk, this circumstance is likely to cause worry and uncertainty in youngsters. Children must be given some independence, but only to a certain extent that it is compatible with their ability to survive. Because youngsters are not usually capable of managing their individual conduct and understanding the effects this independence must be provided with direction. Adults who are neurotic or While your security requirements continue to control everyone's character, insecure people want discipline but also arrange. Neurotics are obsessive about avoiding new experiences. They spend their time and organize their belongings to make their world more understandable. Pencils should be maintained in wonderful, organized rows without any out-of-line pencils, and clothes should be hung in the wardrobe confronting the same way. Since most normal people have met their safety requirements, Maslow highlighted out that such needs might even have an influence on behavior. Some of us favor order to chaos and like the familiar to the uncertain. That is why, rather than risking a new journey, we prepare for the future, get security, and choose to stay in a safe employment. Normal people, on the other hand, do not have the same excessive safety requirements as youngsters or neurotics (Sultz & Sultz, 2017).

2.12.16 Belongingness and Love Needs

We respond to our wants for belonging and affection once our physiological and safety requirements have been met to a reasonable degree. These requirements can be

expressed in a personal friendship, lover, or partner relationship, or in social interactions developed inside a cluster. They may even been formed and managed via a variety of digital communication platforms that allow users to connect to individuals on such a daily basis. A close connection with another person might satisfy the need to provide and accept love Maslow would never connect affection to sleep, that seems the natural demand; however he did recognize romantic love as another way of expressing the compassion desire. Maslow proposed to a basic root of psychological adjustment problems was a lack to satisfy the need for love (Sultz & Sultz, 2017).

2.12.17 Esteem Need

After we have experienced love and a feeling of belonging, we could be guided by two types of esteem needs. We demand self-esteem and admiration from ourselves in the kind of emotions of ego, as well as esteem and respect from others in the sort of position, acknowledgment, or social achievement. Satisfying our need for self-esteem helps us to be comfortable in our own ability, value, and sufficiency, allowing us to become much more efficient and useful in all parts of our lives. We feel inadequate, powerless, and disheartened when we lack self-esteem, and we have little faith in our capacity to deal (Sultz & Sultz, 2017).

2.12.18 The Self-actualization Need

Self-actualization, Maslow's hierarchy's most important requirement, comprises the full development along with satisfaction of ours possibilities, qualities, also capabilities. Unless a human satisfies every one of the criteria with in scale, when they're not self-actualizing, they would feel uneasy, angry, or unsatisfied. "To be completely at peace, a musician should produce music, an artist may paint, and a poet would write,"

Maslow said. Maslow thought that everyone, regardless of the vocation or hobbies, is capable of developing their talents and attaining complete personality development. Songwriters, singers, and authors were not just first individuals whom had reached their full potential. What matters is that one realizes one's own strengths, whatever they may be, to the fullest capacity achievable. "According to Maslow, "the 1st chili is highly inventive that a second-rate portrait." "Roasting, parenting, and building a house are all intellectual endeavors, but writing is not really." (Sultz & Sultz).

2.12.19 Conditions for Achieving Self-actualization

The following criteria must be met in order for us to fulfill our desire for self-actualization. We should be free of societal and self-imposed limitations. Relatively low requirements will never divert our attention. One must feel comfortable from our particular skin including on ourselves abilities, interpersonal connections, and therefore we must be ready to love and be loved in exchange. We should have a true understanding.

2.12.20 Self-Actualization in Non-traditional Ways

When Maslow's chain of command of requirements corresponds to the vast majority of people, there are variations. Some people devote their life to a purpose and are prepared to give up everything for it. In the pursuit of their ideas, people are able to hunger until death, disregarding both physical but also security requirements. Spiritual personalities might give up the entire worldly wise belongings in order near achieve a deficiency commitment fulfilling the need for self-actualization while disappointing relatively low needs. For the purpose of their art, artists have put their wellbeing and safety at danger throughout history. People who place a higher value on esteem than on

love have a more usual reverse in the hierarchy, feeling that their needs for connection and love could only be met if they have already experience self-confident (Sultz & Sultz, 2017).

2.12.21 Cognitive Need Afterward on, Maslow proposed a further category of intrinsic necessities: a mental need for acquire and comprehend, that occur outside of the previously stated hierarchy. Because the need to see outweighs the need to comprehend, the need to see should be fulfilled at least to some extent before the need to understand may develop (Sultz & Sultz, 2017).

2.12.22 How the Cognitive Needs Affect the Personality

Children's inherent interest appears as a need to explore and comprehend things throughout late infancy and young adulthood Since the needs are inherent, they would not need to be instructed, but parents' and instructors' behaviors might help to discourage a child's natural curiosity. Failure to meet one's cognitive demands is detrimental and prevents one's personality from fully developing and performing. The initial five hierarchy combines with the hierarchy of these two requirements. Knowing and analyzing our surroundings, as well as looking for meaning in it, are necessary for engaging with it in a mentally healthy, adult manner in order to meet "physiological, safety, belongingness, love, esteem, and self-actualization" requirements. If we do not fulfil the needs to acquire and comprehend, we will never be able to achieve self-actualization (Sultz & Sultz, 2017).

2.12.23 The Study of Self-Actualizer

Maslow defines self-actualizers as hypothesis, different from the others in respect of their core drive. Maslow advocated metamotivation (also known as B-motivation or Being) as a separate form of motivation for self-actualizers. After and above is what the term metameans. The term "metamotivation" emphasizes that it reaches further than standard definition of motivation in psychology.

2.12.24 Metamotivation

Indicates a condition in which our perception of motivation is unimportant. Self-actualizers will never compel to achieve a certain purpose. As an alternative, they're thought to exist growing starting the inside out. Demotivation is a syndrome that affects humans who aren't self-actualizers or Insufficiency, according to Maslow. D-motivation includes pursuing a specific goal in order to correct for a personal deficiency. For example, not eating causes a deficit in the body, which we experience as pain. This emotion pushes us to take any act to release the stress that has resulted (Sultz & Sultz, 2017). As a result, a physiological need for food, which needs a particular objective item of food, motivates us to behave in order to obtain what we lack food. Maslow's investigation into the formation of B- and D-motivation is restricted; nevertheless, D-motivation generally applies not so much to bodily requirements, as shown in this case, but rather to desires for stability, sense of affiliation, but rather compassion, as well as esteem.

2.12.24 Fulfilling Potentials

Self-actualizers, on the other hand, are engaged with providing equal opportunities as well as recognizing and analyzing their surroundings. They are not looking to release stress cover a deficit or achieve a specific goal when they are metamotivated. Their objective is to improve their lives by increasing stress so that they may participate in a range of interesting and difficult activities. Self-actualizers work at a degree above seeking for particular goal items to fulfill a deficiency since their lower-order deficit requirements have been addressed. As a result, people are in a condition of "being," showing their entire personality freely, naturally, and happily (Sultz & Sultz, 2017).

2.12.25 Metaneeds

Maslow presented a list of metaneeds towards which self-actualizers develop after explaining that self-actualizers are, in a way, unmotivated. Metaneeds are aspects of existence rather than particular objective items, such as goodness, originality, and completeness. Failure to achieve metaneeds is dangerous, resulting in a type of metapathology that holds back the complete growth of the personality. Self-actualizers are unable to communicate, use, and realize their ability due to metapathology. They might feel powerless and sad as a result of their inability to define the cause of their symptoms or establish a goal that would help them feel better (Sultz & Sultz, 2017).

2.12.26 Characteristics of Self-Actulalizers

An effective way of perceiving reality. Self-actualizers see the environment, such as other people, completely and accurately, free of assumptions or prejudices.

Acceptance of oneself, others, and the natural world. Self-actualizers are aware of their own talents and flaws. They make no effort to misrepresent or fake their self-image, and they are unconcerned about their flaws. They generally recognize the flaws in others and in community as a whole. Genuineness, spontaneity, and purity. Self-actualizers have an open, straightforward, and natural manner. Even if they might are doing it to prevent harming others, they usually suppress their emotions and feelings or play a major role to impress society. Self-actualizers have unique beliefs and goals, although their conduct is not always out of the ordinary. They are confident enough to be themselves. A concern on issues that are not even directly related to them. Consciousness already had perception of direction and a commitment through that people devote one's time and energy. Self-actualization needs this commitment to a purpose or profession.

CHAPTER 3

RESEARCH METHODS AND PROCEDURES

This chapter explains the methodology of the research. This chapter consists of research design, population sampling technique and sample, procedure of data collection, instruments of the research, validity and reliability of the instrument.

3.1 Research approach

A descriptive and quantitative approach was used for the study. The descriptive research was used to describe the characteristics of a population. Descriptive statistic was used for data collection having the information on a large group of people as a sample of people to describe their characteristics within groups. Hence, the quantitative approach emphasizes gathering and transforming data into numerical form in order to perform statistical analyses and make conclusions. Therefore, it was applied on a vast percentage of respondents and statistical tests. As a result, these procedures were employed to obtain the results or relationship between variables. Quantitative approach involves for testing objective theories by evaluating the relationship between variables and the variables may be examined using tools, allowing numerical data to be examined using statistical processes. This approach was designed to collect data on a large group of people as a sample to describe their characteristics within groups. The quantitative method was applied on a vast percentage of respondents and statistical tests or procedures were employed to obtain the results or relationship between variables. This currents study was correlational which was implemented to identify the association and connection between two variables. Furthermore, in this correlation study the researcher aimed to identify the

relationship between parenting styles and students personality at secondary school level. Therefore, the correlational method was used for this study with the purpose to assess the relationship between parenting styles and students personality at secondary level. The population of this study was students studying in 10th class. An adapted questionnaire of PS-FFQ and BFI was used in this study by the researcher, and the data were collected from the male and female students in the govt boys high and girl's high school in upper Chitral.

3.2 Research design

This study was correlational and survey design. Correlational study means relationship which measures the relationship between two variables. The purpose of this correlational study was to investigate the relationship between parenting styles and students personality at secondary school level. As the survey design is used to survey; either written or orally conducted to measure, describe, or define an individual or group is known as survey design. In one of the statement a survey is set of statements or questions that are used in questionnaire to assess the response of the respondents and self-reports. In this study the researcher used to close-ended adapted questionnaire of PS-FFQ and BFI. PS-FFQ was used to measure the parenting styles of the students, however BFI was used to assessed the personality traits of the students.

3.3 Population

All students in grade 10, who are enrolled in government secondary schools of the upper district Chitral, was the population of this study. According to District Education Office there are 25 government boys high school in tehsil Mastuj and tehsil Mulkhow, and the strength of students are 1789 and there are 10 government girl's high

school in tehsil Mulkhow and Mastuj and the strength of female students are 503 in high schools in upper Chitral. The total strength of the students is 2292 in upper Chitral. (The list of schools is added in appendix L).

Table 3.1

Research population

Region	Types of schools	Boys schools	No of Total Boys students	Girls schools	No of Total Girls students	Total schools	Population Total students
Upper chitral	Govt Secondary schools	25	1789	10	503	35	2292

3.4 Sampling Technique

A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. This can be done by drawing names out of a container until the required number is reached (Elfil et al, 2017). According to Krejcie and Morgan (1970) sample size is 328. To achieved desired sample 8 boys' secondary school and 2 girls' school select randomly.

3.5 Sample

All the govt boys and girls secondary schools in district upper Chitral are the targeted population of this study. There are 25 boys' secondary schools and 10 girls'

secondary schools in upper Chitral and the total strength of male and female students are 2292. The sample size of this study was 328 students 255 male students and 73 female students. The sample size was taken according to the table of Krejcie and Morgan (1970). The researcher selects 8 boys' schools from 25 male schools and 2 female schools randomly from 10 girls' schools randomly for data collection. Then distributed 500 questionnaires randomly return rate was 65%.

Table 3.2

Sample size

Region	Types of schools	Male schools	Male students	Female schools	Female student	Total school taken	Sample taken
Upper Chitral	Govt secondary schools	8	73	2	255	10	328

3.6 Instrument

For the data collection the questionnaires were used. Parenting style four factor questionnaires PS-FFQ by Shyny (2017) was used to assess the parenting styles of the students and Big Five Inventory BFI by Benet-Martínez, V., & John, O. P. (1998) used to identify the personality of the students. The PS-FFQ instrument consists of 40 items and the BFI was consists of 34 items. Five-point likert scale was used. Reliability of the questionnaire was checked by using the Cronbach Alpha Coefficient through SPSS.

Table 3.3

Dimensions, Number of Statements and Items of Parenting Style Four Factor Questionnaire

Scale	Dimensions	No of statements	No of items
	Authoritative	1,2,3,4,5,6,7,8,9,10,11,12,13,14	14
PSFQ			
	Authoritarian	15,16,17,18, 19, 20, 21,22,23	9
	Permissive	24,24,25,26,27,28, 29, 30 31,32,33	11
	Neglectful	34,35,36,37,38,39,40,41,42 43	10
		Total	43

The above table shows that the initial version of the parenting style four factor questionnaire. This was based on four dimensions that are authoritative, authoritarian, permissive and neglectful. There were total 43 items in this instrument in which 14 items of authoritative, 9 items of authoritarian, 11 items of permissive and 10 items of neglectful parenting style.

Table 3.4

Dimensions, Number of Statements and Items of big five inventory

Scale	Dimensions	No of statements	No of items
BFI	Extraversion	1,2,3,4,5,6,7,8	8
	Agreeableness	9,10,11,12,13,14,15,16	8
	Consciousness	17,18,19,20,21,22,23	7
	Neuroticism	24,25,26,27,28,29,30,31	8
	Openness to	32,33,34,35,36,37,38,39,40	9
	experience	Total	40

The above table shows the initial version of the personality trait questionnaire. The questionnaire comprised of five dimensions that were extraversion, agreeableness, consciousness, neuroticism, openings to experience. There were total 40 items in this questionnaire in which extraversion included 8 items, agreeableness 8 items, consciousness 7 items, neuroticism 8 items, and openness to experience 9 items.

3.7 Five point Likert Scale

The items had five point Likert Scale. The answer was coded in range 1 to 5.

     i.   Strongly Disagree

    ii.   Disagree

   iii.   Neither Agree nor Disagree

    iv.   Agree

    v.   Strongly Agree

3.8 Validation of the Instrument

The researcher consulted with the experts for the content validation of the instrument. The instrument was given to the experts to the Depart of Education from NUML, Islamabad for the validation of the tool. Their feedback and guidelines were taken up with full consideration and had been used to make changes in the questionnaire accordingly. The instruments were also translated into Urdu for the better understanding of the participant. The questionnaire was translated by the secondary school teacher from AKHHS Kuragh Chitral. Moreover, the validation of the Urdu version was also completed by the subject specialists in the University of Chitral. the tool was improved in the light of their valuable review.

3.9 Pilot Testing

A pilot study is the initial phase in the research procedure, and it's usually a short study that helps prepare and modify the major study. Pre-testing of some research tools, including questionnaires or interview schedules, can also be referred as pilot testing. Before the data collection the pilot testing of the questionnaire is examined. Therefore, for the purpose of pilot testing 2 schools were selected. The selected schools for the pilot testing were Government High School Charun and Government girls High school Reshun. The questionnaires were distribution among 30 male and 30 female students. all the 60 respondent return questionnaire with complete information. The data received from the respondent was coded and analyzed through Statistical Package for Social Sciences (SPSS) version 21.

Table 3.*5*
School of pilot testing (n=60)

S#	Name of schools	Gender	Total
1	Govt High School Charun	Male	30
2	Government High School Reshun	Female	30

3.10 Reliability of the Instrument

The Cronbach Alpha was used to assess the instrument's reliability. Two questionnaires were used to measure parenting styles and personality traits of the students. The value of reliability of the instrument is shown in the following table.

Table 3.6

Reliability of the Parenting Styles Four Factor Questionnaire Dimensions

Scale	Major Dimension	Items	Cronbach Alpha Reliability
PSFFQ	Authoritative	14	.752
	Authoritarian	8	.765
	Permissive	10	.746
	Uninvolved	8	.736

The above table displays the reliability of the dimensions of the parenting styles four factor questionnaire. Further, we have four dimensions and their items and the major Cronbach alpha is authoritative (.752), authoritarian (.765), permissive (.746) and uninvolved (.736). 3 item excluded in parenting tool due to poor Cronbach alpha.

Table 3.7
Reliability of the Big Five Inventory Dimensions

Scale	Major Dimension	Items	Cronbach Alpha Reliability
Big Five Inventory	Extraversion	6	.841
	Agreeableness	7	.768
	Consciousness	6	.842
	Neuroticism	6	.735
	Openness to experience	9	.754

The above table shows the reliability of the dimension of the items. Moreover, we have the five dimensions of big five inventory and the Cronbach Alpha of the dimensions are extraversion (.841), agreeableness (.768), consciousness (.842), neuroticism (.735), openness to experience (.754). There are 6 items excluded due to unacceptable Cronbah Alpha value.

Table 3.8

Item total correlation of Parenting Styles Four Factor Questionnaire

Item code	R	Item code	R	Item code	R	Item code	r
A1	.594**	A11	.505**	AU7	.477**	P9	.380**
A2	.520**	A12	.532**	AU8	.528**	U1	.361**
A3	.523**	A13	.504**	P1	.595**	U2	.474**
A4	.624**	A14	.524**	P2	.686**	**U3**	**.208****
A5	.514**	AU1	.652**	P3	.409**	U4	.352**
A6	.589**	**AU2**	**.676****	P4	.566**	U5	.442**
A7	.569**	AU3	.643**	P5	.395**	U6	.309**
A8	.553**	AU4	.628**	P6	.559**	U7	.531**
A9	.494**	AU5	.616**	P7	.366**	U8	.304**
A10	.576**	AU6	.487**	P8	.510**		

**.Correlation is significant at the 0.01 level (2-tailed).

*.Correlation is significant at the 0.05 level (2-tailed).

The above table showed the total item correlation of parenting style four factor questionnaire (PS-FFQ). The highest correlation was found item No of (AU2, .676**) and the lowest correlation was found item No of (U3, .208*).

Table 3.9

Item total correlation of Big Five Inventory

Item code	R	item code	R	Item code	R	Item code	r
EX1	.393**	AG4	.383**	CO6	.570**	OE3	.445**
EX2	.533**	AG5	.553**	NE1	.571**	OE4	.519**
EX3	.502**	AG6	.421**	NE2	.593**	OE5	.513**
EX4	.546**	AG7	.550**	NE3	.540**	OE6	.454**
EX5	.482**	CO1	.411**	NE4	.637**	OE7	.483**
EX6	.501**	CO2	.443**	NE5	.417**	OE8	.295**
AG1	.575**	CO3	.489**	NE6	.577**	OE9	.541**
AG2	.300**	CO4	.465**	OE1	.589**		
AG3	.582**	CO5	.525**	OE2	.536**		

**.Correlation is significant at the 0.01 level (2-tailed).

*.Correlation is significant at the 0.05 level (2-tailed).

The above table showed the total item correlation of Big Five Inventory The highest correlation was found item No of (NE4, .637**) and the lowest correlation was found item No of (OE8, .295*).

3.11 Data Collection

When the heads of the institutions approved permission before data collection from the students, then, the researcher personally visited the schools to collect the data from the students. The questionnaire was used to collect data from the students. Data were assembled from the grade 10th students. The researcher distributed the questionnaire to the students, and the instruction was also given clearly in order to clarify each question. After that, the researcher provided guidelines to the students. Finally, the data collection process lasted for 30 minutes in the class. It was shared and assured to the research participants that their names will be kept confidential and the collected data will be used only for research purpose.

3.12 Data analysis

After the data collection from the grade 10 students in government boys' and girls' secondary school, the data was analyzed by using SPSS by the researcher. The research applied different statistics techniques. Like mean, frequency and correlation. Then, the data was analyzed, tabulated and interpreted by the researcher. The results received from these tests have been displayed in chapter IV in tabulated form with the interpretation. Following table describes the statistical tests that were applied for the hypothesis testing

Table 3.10

Description of Objectives, Hypothesis, Instruments and Statistical Analysis

Objectives	Hypotheses	Instruments	Data Analysis Techniques
To determine prevailing parenting styles perceived by students at secondary school level.		APA-FFQ (Adolescent Parenting Attitude Four factor Questionnaire consist 40 items developed by Shyny (2017).	Mean
To determine prevailing personality traits of secondary school students.		The big five inventory (FBI) self-report inventory total 44 items developed by John, and Srivastava (1999).	Mean
To explore the relationship between parenting styles and students personality at secondary school level			Pearson correlation
To determine the relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level	There is no significant relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.		Pearson Correlation
3.2. To determine the relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive	There is no significant relationship between agreeableness personality trait and four parenting styles i.e. authoritative,	APA-FFQ (Adolescent Parenting Attitude Four Factor Questionnaire consist 40 items	Pearson correlation

and uninvolved at secondary school level.	authoritarian, permissive and uninvolved at secondary school level	developed by Shyny (2017) The big five inventory (FBI) self-report inventory total 44 items developed by John, and Srivastava (1999).	
3.3. To determine the relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	There is no significant relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian permissive and uninvolved at secondary school level.	Pearson correlation
3.4. To determine the relationship between neuroticism personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	There is no significant relationship between neuroticism personality trait and four parenting styles parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	Pearson correlation
3.5.To determine the relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school Level	There is no significant relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level	Pearson correlation

3.12 Delimitation of the study

i. Delimited class (10th) science students.

ii. This study was also delimited to two tehsils of upper Chitral (KPK).

iii. This is study was delimited to personality traits theory given by Goldberg (1993) and parenting styles theory given by Moccoby and Martin (1983).

iv. Also delimited Close ended questionnaires are used in this study.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

In this chapter, the researcher describes the data analysis and interpretation. In data collection, the researcher provides guidelines to the students to give a response about their parenting styles and their own personality traits. Two adapted questionnaire were used for this purpose. Where as in the one which was consisted of 40 items of parenting styles and the other had 34 items with big five inventory. Hence, the questionnaire was consisted of five-point Likert Scale used in this study. After collecting the data from the male and female students of 10th class, the researcher analyzed the data by using SPSS 21. For the data analysis purpose, the researcher statistically used technique like mean, percentage and correlation for the requirement of the current study.

Followings are the tables through which data were analyzed and interpreted.

4.2 Gender wise distribution

Table 4.1

Gender Wise Distribution (N=328)

Gender	Frequency	Percent
Male	255	78.0
Female	72	22.0
Total	328	100.0

The table 4.1 indicates that there were 328 respondents and out them were 256 (78.0) male students and 72 (22.0) the female students.

Objective 1: To determine prevailing parenting styles perceived by students at secondary school level.

Table 4.2

Mean of parenting style (N=328)

Dimension	Mean	Remark
Authoritative	4.15	Agree
Authoritarian	3.18	Neither Agree nor Disagree
Permissive	4.06	Agree
Uninvolved	4.08	Agree

The table 4.2 shows the mean value of authoritative 4.15, authoritarian 3.18, permissive 4.06, and uninvolved 4.08. The results indicate that authoritative parenting has high mean value 4.15 and authoritative has the lowest mean value 3.18. It was concluded that authoritative parenting was the most prevailing parenting style whereas students were not aware about authoritarian parenting.

Objective2: To determine prevailing personality traits of secondary school students.

Table 4.3

Mean of personality traits

Dimension	Mean	Remark
Extraversion	3.44	Neither Agree nor Disagree
Agreeableness	3.43	Neither Agree nor Disagree
Conscientiousness	3.35	Neither Agree nor Disagree
Neuroticism	3.22	Neither Agree nor Disagree
Openness to experience	3.74	Agree

The table 4.3 shows the mean value of extraversion 3.44, agreeableness 3.43, consciousness 3.35, neuroticism 3.22, and openness 3.74. The finding indicates that openness showed the highest mean value 3.74 and neuroticism showed the lowest mean value 3.22. The result concluded that openness to experience was the most prevailing personality trait whereas students were not aware about the other personality trait i.e. extraversion, agreeableness, conscientiousness and neuroticism.

Objective 3: To explore the relationship between parenting styles and students personality at secondary school level.

Ho1: There is no significant relationship between parenting styles and students personality at secondary school level.

Null hypothesis was further divided into sub null hypotheses.

Ho1a: There is no significant relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.4

Relationship between extraversion personality trait and four parenting styles

Variables	N	Pearson Correlation	Sig.(2tailed)
Extraversion and Authoritative	328	.294**	.000
Extraversion and Authoritarian	328	.135**	.014
Extraversion and Permissive	328	.186**	.001
Extraversion t and Uninvolved	328	.282**	.000

The above table 4.4 shows that there was a positive significant relationship between extraversion personality trait and all four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved parenting style. This shows extraversion personality trait invokes authoritative, authoritarian permissive and uninvolved parenting styles at secondary school level. Hence Ho1a: There is no significant relationship between extraversion personality trait and four parenting styles i.e.

authoritative, authoritarian, permissive and uninvolved at secondary school level was rejected.

Ho1b: There is no significant relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.5

Relationship between Agreeableness and Four Parenting Styles

Variables	N	Pearson Correlation	Sig.(2tailed)
Agreeableness and Authoritative	328	.279**	.000
Agreeableness and Authoritarian	328	.222**	.000
Agreeableness and Permissive	328	.270**	.000
Agreeableness and Uninvolved	328	.385**	.000

The above table 4.5 shows that there was a positive significant relationship between agreeableness personality trait and all four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level. This shows agreeableness personality trait invokes authoritative, authoritarian, permissive and uninvolved parenting styles at secondary school level. Thus Ho1b is that there is no significant relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level was rejected.

Ho1c: There is no significant relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.6

Relation between Consciousness Personality Trait and Four Parenting Styles

Variables	N	Pearson Correlation	Sig.(2tailed)
Conscientiousness and Authoritative	328	.276**	.000
Consciousness and Authoritarian	328	.161**	.004
Consciousness and Permissive	328	.179**	.000
Consciousness and Uninvolved	328	.3370**	.000

The above table 4.6 indicates that there was a positive significant correlation between conscientiousness personality trait and parenting styles. Conscientiousness personality trait was significant positive correlated with all four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved parenting style. This shows conscientiousness personality trait invokes authoritative, authoritarian, permissive and uninvolved parenting styles at secondary school level. Thus Ho1c is that there is no significant relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level was rejected.

Ho1d: There is no significant relationship between neuroticism personality trait and four parenting styles parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.7

Relationship between Neuroticism and Four Parenting Style

Variables	N	Pearson Correlation	Sig.(2tailed)
Neuroticism and Authoritative	328	.253**	.000
Neuroticism and Authoritarian	328	.107	.062
Neuroticism and Permissive	328	.214**	.000
Neuroticism and Uninvolved	328	.349**	.000

The table 4.7 indicates that there was a positive significant relationship between neuroticism personality trait and authoritative. There is a positive significant relationship between neuroticism personality trait and authoritative parenting style. Furthermore, there was also a positive significant relationship between neuroticism personality trait and permissive parenting style. Moreover, there was a positive significant relationship between neuroticism personality trait and uninvolved parenting style. Nevertheless, there was no significant relationship between neuroticism personality trait and authoritarian parenting style. This shows neuroticism personality trait invokes authoritative, permissive and uninvolved parenting styles at secondary school level. Therefore, the null hypothesis Ho1d that there is no significant relationship between neuroticism personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at

secondary school level was partially rejected with reference to authoritative, authoritarian and permissive parenting style.

Ho1e: There is no significant relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.8

Relationship between Openness to Experience and Four Parenting

Variables	N	Pearson Correlation	Sig.(2tailed)
Openness and Authoritative	328	.163**	.000
Openness and Authoritarian	328	.305 **	.000
Openness and Permissive	328	.326**	.000
Openness and Uninvolved	328	.217**	.000

The above table 4.8 indicates that there was a positive significant relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level. This shows openness to experience personality trait invokes authoritative, authoritarian, permissive and uninvolved parenting styles at secondary school level. Thus, the Null hypothesis is that there is no significant between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level was rejected

Table 4.9

Summary of result

Sr.No	Statement of Hypothesis	Results
Ho1	There is no significant relationship between parenting styles and students personality at secondary school level.	
Ho1a	There is no significant relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level	Rejected
Ho1b	There is no significant relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	Rejected
Ho1c	There is no significant relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at	Rejected

secondary school level.

Ho1d	There is no significant relationship between neuroticism personality trait and four parenting styles parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	Partially Rejected
Ho1e	There is no significant relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	Rejected

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the summary of the research findings, conclusion, discussions and recommendation as well. The recommendations are also given below for further study. The detail is given as under.

5.1 Summary

The aim of this research was to investigate the relationship between parenting style and students personality at secondary school level. The first objective was to determine prevailing parenting styles perceived by students at secondary school level. The second objective was to determine prevailing personality traits of secondary school students. The third objective of the study was to explore the relationship between parenting styles and students personality at secondary school level. The first sub objective was to determine the relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level. The second sub objective was to determine the relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level. The third sub objective was to determine the relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at

secondary school level. The fourth sub objective was to determine the relationship between neuroticism personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

The fifth sub objective was determining the relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

According to the objectives of the study, there was one null hypothesis and the null hypothesis further divided into sub null hypothesis, which were developed to determine whether or not the goal of the study of the current study was achieved. The population of the study was all the male and female science students of grade 10 of government secondary boys and girls schools in upper Chitral. The sample size for this study was n=328 from the population 2292. The sample size of 328 students randomly selected from 2 girl's and 8 boy's schools. The data were collated from 10 government secondary schools. There were 2 girls and 8 boys' high schools. For the data collection, the questionnaires were used. Parenting style with four factor questionnaire PS-FFQ by Shyny (2017) and Big Five Inventory BFI by Benet-Martínez, V., & John, O. P (1998). The reliability of the question was checked by using the Cronbach Alpha Coefficient through SPSS. Thus, in the light of the finding's conclusions were drawn and recommendations were made.

5.2 Findings

Objective 1: To determine parenting styles perceived by students at secondary school level.

Table 4.2 indicates that authoritative parenting style was the most prevailing parenting style perceived by students at secondary school level whereas respondents were not aware about the authoritarian parenting Style.

Objective2: To determine personality traits of secondary school students.

Table 4.3 showed openness to experience is the most prevailing personality. Whereas students were not aware about the other personality traits i.e. extraversion, agreeableness, consciousness, and neuroticism at secondary school level

Objective3: To explore the relationship between parenting styles and students personality at secondary school level. To achieve third objective sub objectives were developed.

Objective 3a: To determine the relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Ho1a: There is no significant relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.4 indicates that there is positive significant correlation between extraversion personality trait and all four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved parenting styles at secondary school level. According to the

results, the Null hypothesis that "There is no significant relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level was rejected".

Objective 3b: To determine the relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Ho1b: There is no significant relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.5 shows that there is a positive significant relationship between agreeableness personality trait and all four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level. Therefore, the Null hypothesis "There is no significant relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level was rejected"

Objective3c: To determine the relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Ho1c: There is no significant relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.6 indicates that there is positive relationship between consciousness personality trait and all four parenting styles at secondary school level. Therefore, the

Null hypothesis is that "There is no significant relationship between consciousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level was rejected".

Objective3d: To determine the relationship between neuroticism personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Ho1d: There is no significant relationship between neuroticism personality trait and four parenting styles parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.7 explain that there is a positive significant relationship between neuroticism personality trait and three parenting styles i.e. authoritative, permissive and uninvolved at secondary school level and there is no relationship between neuroticism personality trait and authoritarian personality trait at secondary school level. Hence the Null hypothesis isthat "There is no significant relationship between neuroticism personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level was partially rejected".

Objective 3d: To determine the relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Ho1e: There is no significant relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

Table 4.8 shows that there is a positive significant relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level. Therefore, the Null hypothesis is that "There is no significant relationship between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level was rejected"

5.3 Discussion

The finding of the first objective indicated that authoritative parenting style was the most prevailing parenting style, whereas students were not aware about the authoritarian parenting style. The result of this study was supported with Imran and Aziz (2018) concluded that the most frequent parenting style was authoritative parenting. Moreover, according to findings of another study (Mensah et al.,2013) conducted that according to the adolescent students the most common parenting style was the authoritative parenting style.

According to the second objective the finding indicated that the most prevailing personality trait was the openness to experience. The result of this present study was matched with findings of Metwally (2018) and it was found that the openness to experience has a highest mean value and neuroticism has the lowest mean value.

According to Zahedani et al. (2016), parenting styles is combination of behaviors that explain the parent's child communication over a large range of condition; and generate a useful environment and parenting style becomes influential and successful part that play an important role in child's development and psychology.

According to the third sub objective, the finding indicates that there was a positive significant relationship between extraversion personality trait and all four parenting styles authoritative, authoritarian, permissive and uninvolved parenting styles. According to the findings of a previous study (Ebrahim & Mona, 2011) examined that there was positive relationship between extraversion personality trait and authoritative parenting style. Another study conducted by Edobor and Ekechukwu (2015) conclude that parenting style such as authoritarian, authoritative and uninvolved has significant effect on the extraversion personality trait in River state senior secondary school students.

Parenting style is the foremost reason behind the child's behavior. Parents play significant part in the emotional and social development of their children. Parents must have sense of balance about the teenager's need for independence and direction (Jabeen & Haque, 2013).

Based on the third sub objective, the finding indicate that there was a positive significant relationship between agreeableness personality and all four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level. According to the findings of the earlier study conducted by Metwally (2018) reveal that there was a positive relationship between authoritative parenting style and agreeableness personality trait at secondary school. Another study done by Ebrahim & Mona (2011) conclude that there was positive relationship between agreeableness personality and authoritative parenting style. Another study Edobor and Ekechukwu, (2015) examined that authoritarian, authoritative and uninvolved parenting style has an impact on the agreeableness personality trait. According to the findings of another study by Prinzie et al. (2009) conclude that higher warmth and behavioral control were associated with wider

levels of agreeableness. The thoughts, values, and actions that parents apply to establish a parenting method or parental influencing emotions utilized to cater their children are referred to as parenting style (Lee, Kim &Yang, 2018).

Based on the forth sub objectives, there was a positive significant relationship between conscientiousness personality trait and all four parenting styles i.e. authoritative, authoritarian permissive and uninvolved. The results were similar with the previous study of K Savitha (2016) found that parenting styles was partially correlated with personality traits. The similar study by Ebrahim & Mona (2011) conclude that there was a positive correlation between conscientiousness personality traits with authoritarian, permissive and authoritative parenting styles. According to an earlier study Metwally (2018) examined that there was a positive significant relationship between conscientiousness personality trait and authoritative and there was negative relationship between conscientiousness personality trait and authoritarian parenting style. This could be because, authoritative parents respect their children's independence and motivate them to think independently in new situations without worry. Those students were considered to be open-minded and mentally active. Another study also revealed Heaven and Ciarrochi (2008) concluded that there was feeble link between permissive parenting and conscientiousness; nevertheless, authoritative parenting was correlated with conscientiousness personality trait. Parents play an important part in the emotional and social development of their children. Parents must have sense of balance of the teenager's need for independence and direction Jabeen and Haque (2013).

The finding of the fifth sub objective indicated that there was positive significant association between neuroticism personality trait and three parenting styles authoritative,

permissive and uninvolved. However, there was no significant correlation between neuroticism personality trait and authoritarian parenting. K Savitha (2016) similar findings that perceived parenting styles are partially correlated with personality factors of students. The result of the previous study reported Metwally (2018) discovered that there was no significant association among neuroticism and authoritarian parenting style. He further emphasized that this could be caused to adolescence being nurtured by authoritarian parents and being constantly pressured and in fear. Those individuals are more likely to be unhappy, isolated and lonely, have low self-respect, under a lot of stress, have little interest, and act aggressively toward others. Another study Edobor and Ekechukwu, (2015) also indicate that authoritarian, authoritative, and neglectful parenting styles had a significant impact on the personality characteristic of neuroticism in senior secondary school children in Rivers State. Maddahi et al. (2012) conclude that there was a negative and significant relationship between authoritative parenting style and neuroticism personality trait. Moreover, Ebrahim & Mona (2011) also conducted that there was negative connection among neuroticism personality trait and authoritative parenting style and it was positively correlated with authoritarian parenting style. Parenting styles are developed on the basis of the general pattern of parents' attitude towards their children (Safdar & Zahrah, 2016).

The finding of the sixth sub objective indicate that there was positive significant correlation between openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved. The result of the present study was in agreement with the findings of the previous study done by Maddahi et al, (2012) have examined that there was significant relationship between authoritative,

authoritarian, permissive and uninvolved parenting style and openness personality trait. Another study

Ebrahim & Mona (2011) examined that there was positive relationship between openness to experience and authoritative parenting style. The parents contain authoritative method listen to question of the kids and also approachable to the child, they encourage their children rather than punish is correlated with the openness to experience desire for curiosity, imagination and they are artistically sensitive.

The parenting styles, therefore, play very significant role on the personality particularly at secondary level where students are influenced by all means and ways of life, behavior positively and negatively (Edobore & Ekechukwu, 2015). Parental hardness and kindness respectively connected with the personality of the child (Schofield & conger, 2012).

5.4   Conclusion

The main aim of this study was to assess the relationship between parenting styles and students personality at secondary level. The conclusion of the study is that according to the objective and the following conclusion made after the interpretation of the data through the SPSS.

It was concluded that authoritative parenting style was the most prevailing whereas however, students are not aware about authoritarian parenting style at secondary level.

It was also concluded that the most prevailing personality trait was the openness to experience personality trait although students were not aware about the other personality trait such as, extraversion, agreeableness, conscientiousness, and neuroticism.

Another finding of the current study indicates extraversion personality was positively significant correlated with all four parenting styles such as authoritative, authoritarian, permissive and uninvolved parenting styles at secondary school level. There was a significant positive relationship between agreeableness and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved. It was concluded that agreeableness is positively correlated with four parenting styles.

There was positive significant relationship between conscientiousness personality trait and all four parenting styles i.e. authoritative, authoritarian permissive and uninvolved.

Neuroticism personality trait was significantly positive correlated with authoritative, permissive and uninvolved parenting style on the other hand neuroticism personality was not significantly correlated with authoritarian parenting style. Hence, on the base of the results, it was concluded that there was a partial relationship between neuroticism personality and parenting styles. Moreover, there was a positive significant relationship between openness to experience and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved parenting styles at secondary school level.

5.5 Recommendations

1. Schools may conduct awareness programs for parents regarding parenting styles as different parenting style may lead to appropriate holistic development and personality grooming of their children. In the programs parenting styles questionnaire may be filled by the parents in this way they will understand about appropriate parenting style and adopt the appropriate parenting style. For this purpose government should funds and technical facilities.

2. Schools may arrange awareness programs for personality traits of the students and in the program self-report inventory may provide for the students which will support students in identifying their personality traits.

3. The schools may arrange trainings, workshops and seminars on the importance of parenting styles and personality traits to educate parents and students and also make them aware about their parenting styles and personality trait of students.

4. Schools may conduct counseling programs for parents on the importance and impact of various parenting styles on the personality traits of the students. It will help parents in implementing parenting styles to enhance the personality traits of the students. It will also help parents and students in recognizing appropriate parenting style and personality traits of the students.

5. The schools may arrange student, parent and teacher meeting and in the meeting students can share his/her parents' behavior and to enhance the healthy parenting styles in parents teacher may give suggestion like, set limits and be consistent with your behavior, make communication a priority with children, be flexible and make time for your kids.

6. Parents may help their children by spending quality time with them by making them feel appreciated, showing them some encouragement, speaking kind words and feeling them good authoritarian parents may provide easy and comprehensible rules and regulations towards neuroticism students and treat them politely and carefully as neuroticism personality trait tends to display negative emotions and anger anxiety.

7. The curriculum developers may include parenting styles and personality traits in the content so that everyone may have an idea and information about parenting styles and personality traits.

5.6   limitations

I.   More studies may be conducted on the relationship of parenting styles and

II.   Personality traits of students at secondary school level with reference to gender, level, and sector.

III. As this study is carried out in the government high school in Chitral, therefore, the same study may be conducted at the urban areas of Pakistan.

IV.   This study included only science students of public sector school of Chitral and students of arts class may be included further study.

V.   Population is not enough to generalize the results. As this study was based on small area of Chitral. More studies may be conducted on large population to generalize the results.

VI.   Interview may be conducted to get clear picture of respondent.

5.8 Alignment of Objectives, Findings And Recommendations

Objectives	Results/Finding	Conclusion	Recommendations
To determine prevailing parenting styles perceived by students at secondary school level.	The mean value of authoritative 4.15, authoritarian 3.18, permissive 4.06, and uninvolved 4.08. T he results indicates that authoritative parenting has high mean value 4.15 and authoritative has the lowest mean value 3.18	The result indicates that authoritative parenting is the most prevailing parenting style whereas students are not aware about authoritarian parenting style.	Schools may conduct awareness programs for parents regarding parenting styles as different parenting style may lead to different child development.
To determine prevailing personality traits of secondary school students.	The mean value of extraversion 3.44, agreeableness 3.43, consciousness 3.35, neuroticism 3.22, and openness to experience. Openness to experience show the highest mean value 3.74 and neuroticism show the lowest mean value 3.22.	T he result indicates that openness to experience is the most prevailing personality trait whereas students are not aware about the other personality traits	Schools may arrange awareness programs for personality traits of the students and in the program self-report inventory may provide for the students it will help students in identifying their personality traits.
To explore the relationship between parenting styles and students personality at secondary	There is a there is positive significant the relationship between parenting styles and students personality at secondary school	The results indicates that there is positive significant the association between parenting styles and students	The schools may arrange trainings/workshops/se minars on the importance of parenting styles and personality traits to

school level.	level.	personality at secondary school level.	educate parents and students and also to make them aware about their parenting styles and personality trait of students.
To determine the relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	There is positive significant relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved parenting styles.	There is positive significant relationship between extraversion personality trait and four parenting styles. Thus the null hypothesis Ho1 There is no significant relationship between extraversion personality trait and four parenting styles at secondary school level was rejected.	Schools may conduct counseling programs for parents on the influence of various parenting styles on the personality traits of the students. It will help parents implementing parenting styles that will enhance the personality traits of the students.
To determine the relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at	There is a positive significant relationship significant relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian,	There is a positive significant relationship significant relationship between agreeableness personality trait and four parenting styles. Thus Ho1 There is no significant	Schools may arrange awareness programs on implementing appropriate parenting styles according to the personality traits of the students. This will help parents and students in recognizing appropriate

secondary school level.	permissive and uninvolved at secondary school level.	relationship between agreeableness personality trait and four parenting at secondary school level was rejected.	parenting style and personality traits of the students.
To determine the relationship between conscientiousness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	The results conclude that there is positive relationship between consciousness personality trait and three parenting styles and there is no significant positive between consciousness and authoritarian parenting style at secondary school level.	the Null hypothesis that "There is no significant relationship between consciousness personality trait and four parenting styles at secondary school level was rejected.	The schools may arrange training/workshops to enhance the healthy parenting styles in parents and personality traits in students. Especially need enhance and improve conscientiousness personality trait and authoritarian parenting style. This will help authoritarian parents to provide responsiveness and reactive behavior and also provide affection and kindness towards conscientiousness students
To determine the relationship between neuroticism personality trait and four parenting styles i.e.	the result conclude that there is a positive significant relationship between neuroticism personality trait and four parenting styles parenting styles	Hence the Null hypothesis that "There is no significant relationship between neuroticism	parents may help their children by spending quality time with them, by making them feel appreciated, showing them some encouragement, speaking

authoritative, authoritarian, permissive and uninvolved at secondary school level.		personality trait and four parenting styles at secondary school level was partially rejected"	kind words and feeling them good authoritarian parents may provide easy and understandable rules and regulations towards neuroticism students and teat them politely and carefully as neuroticism personality trait tends to display negative emotions and anger anxiety.
To determine the relationship between neuroticism personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.	The results conclude that there is a positive significant relationship between openness to experience personality trait and four parenting styles	Therefore the Null hypothesis that "There is no significant relationship between openness to experience personality trait and four parenting styles at secondary school level was rejected"	The curriculum developers may include parenting styles and personality traits in the content so that everyone may have idea and information about parenting styles and personality traits.

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APPENDIX A

Cover Letter of Questionnaire

PARENTING STYLES AS A PREDICTOR OF STUDENTS' PERSONALITY AT SECONDARY SCHOOL LEVEL

Dear respondents,

I am a student of M.phil Education at the National University of Modern Languages, Islamabad, and conducting a research on **"PARENTING STYLES AS A PREDICTOR OF STUDENTS' PERSONALITY AT SECONDARY SCHOOL LEVEL".** You are requested kindly to fill each one (instruction are mentioned on each one). The questionnaires are attached.

1. **Parenting style questionnaire**
2. **Big five inventory questionnaire**

You have to give your own agreement about an item. The information received from you will be kept confidential and only use for the research purpose. Your cooperation will be highly appreciated.

Thank you
Amina Jaben
M.phil Scholar
Department of Education
National University of Modern Language
Islamabad,

APPENDIX B

Demographic Information Sheet

School   ---

Gender   Male ☐   Female ☐

Class   ------------------------------

Residence   Rural ☐   Urban ☐

Age   (14-15), (16-17), (Above 17)

APPENDIX C

Parenting Styles Questionnaire

INSTRUCTIONS: please read each statement carefully and then indicate your opinion on each statement by✓utting (   ) in the space provided beside it pl✓se put (   ) in only one column for each statement. All your responses will be kept confidential and used only for research purposes. Be sure not to omit any question.

Sr. No	Statements	Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1
Authoritative						
1.	My parents appreciate my opinion and emotions. میرےوالدین میرے خیالات اور جذبات کی قدر کرتے ہیں۔					
2.	My parents motivate me to share all my problems. میرے والدین مجھےمیرے تمام مسائل بتانے کیلئے میری حوصلہ افزائی کرتےہیں۔					
3.	My parents give me comfort. میرے والدین میری اعا نت کرتے ہیں۔					
4.	My parents realize when I am stressed. میرے والدین میری زہنی داباؤ کو محسو س کرتے ہیں۔					
5.	My parents encourage me when I do something well. میرے والدین اچھے کام کرنے پر میری حوصلہ افزائی کرتے ہیں۔					
6.	My parents support me in my studies. میرے والدین پڑھائی میں میں میری اعانت کرتے ہیں۔					
7.	My parents support me in other Co-curricular activities. ن مجھے ہم نصابی سر گر میو ں میں میری حوصلہ افزائی کرتے ہیں۔					
8.	My parents share how they feel about my behavior. میرے والدین میرے رویے سے متعلق مجھے آگاہ کرتے ہیں ۔					

No.	Statement					
9.	My parents support me even if I disagree with them. میرے والدین کسی نکتے پر بھی اختلاف ہونے کی صورت میں بھی میری حمایت کرتے ہیں۔					
10.	My parents understand my strength and weakness. میرے والدین کو میری طاقت اور کمزوریِ؛ ہر دو حالتوں کو سمجھتے ہیں۔					
11.	My parents share their expectations from me. میرے والدین اپنی توقعات مجھ سے با نٹتے ہیں۔					
12.	My parents support me to set a realistic career plan. میرے والدین حقیقت پسندانہ کرئیر پلاننگ میں میری حما یت کرتے ہیں۔					
13.	My parents visit my school in order to know about my progress. میرے والدین میری پیش رفت کے متعلق جاننے کیلئےمیرے سکو ل آتے رہتے ہیں۔					
14.	My parents help me in adding good values in life for proper socialization. میرے والدین میری زندگی میں سماجی اور اچھے اقدار کو شامل کرنے میں میری مدد کرتے ہیں۔					
Authoritarian						
15.	My parents impose many hard rules on me without understanding my strength. میرے والدین میرے خوبیوں کو سمجھے بغیر مجھ پر بہت سخت اصول عا ئد کرتے ہیں۔					
16.	My parents punish me according to their mood. میرے والدین اپنے مزاج کے مطابق مجھے سزا دیتے ہیں۔					
17.	My parents impose their opinion on me. میرے والداین مجھ پر اپنی رائے مسلط کرتے ہیں۔					
18.	My parents want me to do whatever they want. میرے والدین چا ہتے ہیں کہ میں وہ کروں جو وہ چاہتے ہیں۔					
19.	My parents dislike my behavior when they get angry. میرے والدین غصے میں ہوتے ہیں تو میرے رویے کو پسند نہیں کرتے۔					

20.	My parents use warning (verbal) as a form of punishment. میرے والدین بطو ر سزا زبانی تنبیہ بھی کرتے ہیں۔					
21.	My parents criticize me to improve my behavior. میرے والدین میرا رویہ بہتر کرنے کر نے کے لئے مجھ پر تنقید کرتے ہیں۔					
22.	My parents warn and punish me on my failures and faults. میرے والدین میری نا کامیو ں اور غلطیو ں پر مجھے انتباہ کرتے ہیں اور سزا بھی دیتے ہیں۔					
Permissive						
23.	My parents have gentle goals and planning for my future. میرے والدین میرے لیے اچھا نصب العین رکھتے ہیں اور میرے مستقبل کے لیے منصوبہ بندی کرتے ہیں۔					
24.	My parents are very loving and affectionate میرے والدین بہت محبت کرنے والے اور شفقت سے پیش آنے والے ہیں۔					
25.	My parents forgive me even if I do not fulfill their expectation. میرے والدین مجھے معاف کر دیتے ہیں اگر میں ان کےتوا قعات پر پورا نہ بھی اتروں تو ۔					
26.	My parents have high expectations from me. میرے والدین مجھ سے بہت زیادہ تواقعات رکھتے ہیں۔					
27.	My parents have lenient attitudes towards me. میرے والدین کا رویہ میرے ساتھ مشفقانہ ہوتا ہے۔					
28.	My parents buy precious gifts for me as reward for my academic achievements. میرے والدین میری تعلیمی کامیابی پر مجھے قیمتی تحائف انعام میں دیتے ہیں۔					
29.	My parents ignore my bad behavior. میرے والدین میرے برے رویوں کو نظر انداز کرتے ہیں۔					
30.	My parents provide me guidance if I need. میرے والدین ضرورت پڑ نےپر میری رہنمائی کرتے ہیں۔					

No.	Statement					
31.	My parents have idea about my friends' circle. میرے والدین میرے حلقہ احباب کے بارے میں جانتے ہیں۔					
32.	My parents punish me whenever I pass with lower grades. میرے والدین نچلے گریڈمیں پاس ہونےپر مجھے سزا دیتے ہیں ۔					
Uninvolved						
33.	My parents tell me where ever they go and come late. میرے والدین کہیں جانے اور دیر سے آنے کے بارے میں مجھے بتاتے ہیں ۔					
34.	My parents ignore me when I misbehave. میرے والدین بدتمیزی کرنے پرمجھے نظر انداز کرتے ہیں۔					
35.	My parents have little time to look into my affairs. میرے معاملا ت دیکھنے کے لیئے میرے والدین کے پاس بہت کم وقت ہوتا ہے۔					
36.	My parents show less interest in my studies. میرے والدین میری تعلیم میں کم دلچسپی ظا ہر کر تے ہیں۔					
37.	My parents are least worried about me and my future. میرے والدین میرے اور میرے مستقبل کے بارے میں بہت کم فکر مند ہوتے ہیں۔					
38.	My parents are reactive to my requirements. میرے والدین میری ضروریا ت کے حوالے سے رد عمل کا رجحا ن رکھتے ہیں۔					
39.	My parents are worried about their tasks as parents. ۔ میرے والدین بحیثیت والدین اپنی زمہ داریوں کے بارے میں فکر مندرہتے ہیں۔					
40.	My parent has little communication with me. میرے والدین مجھ سے بہت کم رابطہ رکھتےہیں۔					

APPENDIX D

Big five inventory BFI

INSTRUCTIONS: please read each statement carefully and then indicate your opinion on each statement by putting (✓) in the space provided beside it please put (✓) in only one column for each statement. All your responses will be kept confidential and used only for research purposes. Be sure not to omit any question.

Sr. No	Statements	Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1
Extraversion						
1.	I see myself as someone who is communicative. میں اپنے آپ کو بات چیت کر نے والا دیکھتا /دیکھتی ہوں ۔					
2.	I see myself as someone who is quiet. میں اپنے آپ کوخاموش دیکھتا /دیکھتی ہوں -					
3.	I see myself as someone who generate a lot of liveliness. میں اپنے آپ کو سر گرم/متحرک سمجھتا /سمجھتی ہوں۔					
4.	I see myself as someone who tends to be quiet. میں اپنے آپ کوخاموش طبع دیکھتا /دیکھتی ہوں ۔					
5.	I see myself as someone who has self-confident personality. میں اپنے آپ کو خو د اعتماد سمجھتا /سمجھتی ہوں۔					
6.	I see myself as someone who is sometimes shy and introverted. میں اپنے آپ کو بعض اوقات کم آمیز اور دروں بین سمجھتا /سمجھتی ہوں۔					

	Agreeableness					
7.	I see myself as someone who tends to find mistakes with others. میں اپنے آپ کو نکتہ چین محسوس کرتا/کرتی ہوں۔					
8.	I see myself as someone who is supportive and kind with others. میں اپنے آپ کو دوسروں کی حمایت کرنے والا اور دوسروں سے شفقت سے پیش آنے والا محسوس کرتا/کرتی ہوں۔					
9.	I see myself as someone who starts disagree with others. میں اپنے آپ کو دوسروں کے ساتھ اختلاف رکھنے ولا /والی سمجھتا /سمجھتی ہوں۔					
10.	I see myself as someone who is usually trusting. میں اپنے آپ کو عموماً قابل بھروسہ سمجھتا /سمجھتی ہوں۔					
11.	I see myself as someone who can be bitter. میں اپنے آپ کو تلخ مزاج سمجھتا /سمجھتی ہوں۔					
12.	I see myself as someone who is caring and helpful to about everyone. میں اپنے آپ کو دوسروں کا خیال رکھنے والا اور معاون محسوس کرتاہوں ۔					
13.	I see myself as someone who is sometimes disrespectful to others. میں اپنے آپ کو بعض اوقات بے ادب سمجھتا /سمجھتی ہوں۔					
	Conscientiousness					
14.	I see myself as someone who does a complete job. میں اپنے آپ کو مکمل کام کرنے والا سمجھتا /سمجھتی ہوں۔					
15.	I see myself as someone who can be kind of irresponsible. میں اپنے آپ کوعیر زمہ دار سمجھتا /سمجھتی ہوں۔					
16.	I see myself as someone who tends to be inactive. میں اپنے آپ کو کاہل سمجھتا /سمجھتی ہوں۔					

17.	I see myself as someone who carries on until the task is completed. میں تب تک کام کرتا/کرتی ہوں جب تک کام مکمل ہو جائے۔					
18.	I see myself as someone who create plans and follow up with them. میں اپنے آپ کو منصوبہ بندی کرنے والا /والی اور ان پر عمل کرنے والا سمجھتا /سمجھتی ہوں۔					
19.	I see myself as someone who is easily diverted. میں اپنے آپ کو آسانی سے منحرف ہونے والا /والی سمجھتا /سمجھتی ہوں۔					
Neuroticism						
20.	I see myself as someone who is unhappy and sad. میں اپنے آپ کونا خوش اور غمگین سمجھتا /سمجھتی ہوں۔					
21.	I see myself as someone who can be nervous. میں اپنے آپ کو عصبی المزاج سمجھتا /سمجھتی ہوں۔					
22.	I see myself as someone who is worried often. میں اپنے آپ کو ایسا محسوس کرتا /کرتی ہوں ، جو اکثر متفکر رہتا/رہتی ہو۔					
23.	I see myself as someone who can be emotional. میں اپنے آپ کو جذباتی محسوس کرتا/کرتی ہوں۔					
24.	I see myself as someone who stays calm in tense situations. میں اپنے آپ کو کشیدہ حالات میں پر سکون رہنے والا سمجھتا /سمجھتی ہوں۔					
25.	I see myself as someone who gets worried easily. میں اپنے آپ کوجلدی پریشان ہو جانے والا سمجھتا /سمجھتی ہوں۔					
Openness to experience						
26.	I see myself as someone who is creative and comes up with new ideas. میں اپنے آپ کو نیے خیالات رکھنے والی ایک تخلیقی شخصیت محسوس کرتا/کرتی					

	ہوں۔					
27.	I see myself as someone who is curious about many other activities. میں اپنے آپ کو کئی سر گرمیو ں کے حوالے سے متجسُس محسوس پاتا/پاتی ہوں۔					
28.	I see myself as someone who is clever and a deep thinker. میں اپنے آپ کو ہوشیار اور گہرا چوچنے والا سمجھتا /سمجھتی ہوں۔					
29.	I see myself as someone who has active thoughts. میں اپنے آپ کو ایک زندہ خیالات رکھنے وا لی شخصیت سمجھتا /سمجھتی ہوں۔					
30.	I see myself as someone who is skilful. میں اپنے آپ کو ہنر مند سمجھتا /سمجھتی ہوں۔					
31.	I see myself as someone who prefers work that is routine. میں اپنے آپ کو معمول کے کام کو تر جیح دینے والا او سمجھتا /سمجھتی ہوں۔					
32.	I see myself as someone who preference to reflect and play with ideas. میں اپنے آپ کو ایسی شخصیت مہسوس کرتا /کرتی ہوں جو خیالات کو کھنگالتارہتا/کھنگا لتی رہتی ہے۔					
33.	I see myself as someone who has little artistic interests. میں اپنے آپ کو کسی ایسے شخص کے طور پر دیکھتا ہوں جس کی فنکارانہ دلچسپیاں بہت کم ہوں۔					
34.	I see myself as someone who is experienced in art, music, or literature. میں اپنے آپ ایسے شخص کے طور پر دیکھتا/دیکھتی ہوں جو فن ، موسیقی اور ادب میں تجربہ رکھتا /رکھتی ہو۔					

APPENDIX E

Letter of Request for Validity

PARENTING STYLES AS A PREDICTOR OF STUDENTS PERSONALOTY AT SECONDARY LEVEL

Subject: Request for Validity Certificate

Respected Sir/Madam

I am Amina Jaben scholar of M.phl Education at National University of Modern Languages, Islamabad and conducting a research on "Parenting styles as a predictor of student's personality at secondary school level".

Objectives of the study

1. To explore the relationship between parenting styles and students personality at Secondary school level.

2. To determine the relationship between extraversion personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

3. To determine the relationship between agreeableness personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

4. To determine the relationship between conscientiousness personality trait and fourParenting styles i.e. authoritative, authoritarian, permissive and uninvolved at secondary school level.

5. To determine the relationship between neuroticism personality and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved parenting styles at secondary school level.

6. To determine the relationship of openness to experience personality trait and four parenting styles i.e. authoritative, authoritarian, permissive and uninvolved parenting styles school level.

The questionnaire has been adapted in light of review of related literature by the researcher, having two parts one is consisted of demographic data and the other includes other statements related statements.

Kindly evaluate my questionnaire in terms of its content and construction, provide your valueable suggestion for its improvement and clarify its validity by filing in the certificate attached at the end of the document.

Amina Jaben

Mphil scholar

National university of modern languages Islamabad

APPENDIX F

Permission Letter of Instrument

Search mail

Compose

Inbox   23

Starred

Snoozed

Sent

Drafts   21

Meet

New meeting

Join a meeting

Hangouts

Amina   +

No Hangouts contacts
Find someone

to ibrahimarpaci, tugba.kocadag

Hello respected Ma'am,
I hope your doing well.I am Amina Jabin from Pakistan and i am doing M
article with the tittle "Moderating Role of Gender in the Relationship Bet
(BFI) scale of personality. I will modify the questionnaire. Please respect
do not add your questionnaire. I will be very grateful to your consideratio

Regards,
Amina Jabin,
From Pakistan,

ibrahim ARPACI
Dear Dr. Jabin, Big Five Inventory Scale (BFI), a 5-point Likert type sc

Amina Jabin
Respected Ibrahim, Thank you so much, please give me permission t

ibrahim ARPACI <ibrahimarpaci@gmail.com> to
me

Dear Dr. Jabin,
You have permission to adapt and use by citing the article.

Thanks a lot.   Thank you so much.   Thank you!

APPENDIX G

Topic Approval Letter

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu   Dated: 20-01-2020

To: Amina Jabin,
        1503-MPhil/Edu/S18

Subject: **APPROVAL OF MPHIL THESIS TOPIC AND SUPERVISOR**

1.   Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

   a. **Supervisor's Name & Designation**
        Dr. Shazia Zamir
        Assistant Professor, Department of Education
        NUML, Islamabad.
   b. **Co-Supervisor's Name & Designation**
        Dr. Aisha Bibi
        Assistant Professor on TTS, Department of Education
        NUML, Islamabad.

   c. **Topic of Thesis**

Parenting Styles as a Predictor of Students' Personality at Secondary School Level

2.   You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31st Jan 2021** positively for further necessary action please.

3.   As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4.   Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk

                                                        Dr. Hukam Dad Malik
                                                        Head,
                                                        Department of Education

Cc to:
        Dr. Shazia Zamir
        Dr. Aisha Bibi

APPENDIX H

Instrument Permission Letter

M Gmail   Amina Jabin <aminajabin229@gmail.com>

Instrument permission

Hussein AL-Khorusi <hussein5@squ.edu.om>   Thu, Aug 22, 2019 at 8:11 AM
To: Amina Jabin <aminajabin229@gmail.com>

Dear Amina
You have my permission to use the short version of the PAQ.
Good luck in your research endeavor
Hussain
[Quoted text hidden]

APPENDIX I

Validity Certificate

CERTIFICATE OF VALIDITY

**PARENTING STYLES AS A PREDICTOR OF STUDENTS'
PERSONALITY AT SECONDARY SCHOOL LEVEL**

By: Miss Amina Jabin

M.phil scholar, Department of Education, Faculty of Social Sciences,

National University of Modern Languages H-9, Islamabad, Pakistan.

This is certified that the questionnaire is adapted by the aforementioned M.phil scholar for her thesis has been assessed by me and I find it to have been designed adequately to investigate the personality of the students at secondary school level.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographical characteristics of the students and second is to collect data relating to assess the personality of the students at secondary school level. The major variable of a research model of the study is personality with the subscale (extraversion, agreeableness, consciousness, neuroticism, openness to experience).

It is considered that the instrument is adapted for the aforementioned M.phil thesis titled research is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Farkhanda Tabassum

Designation... Assistant Professor

Institute.. NUML (Islamabad)

Signature...

Date......... 27-10-2020

Stamp.....................................

CERTIFICATE OF VALIDITY

PARENTING STYLE AS A PREDICTOR OF STUDENTS' PERSONALITY AT SECONDARY SCHOOL LEVEL

By: Miss Amina Jabin

M.phil scholar, Department of Education, Faculty of Social Sciences,

National University of Modern Languages H-9, Islamabad, Pakistan.

This is certified that the questionnaire is develop by the aforementioned M.phil scholar for her thesis has been assessed by me and I find it to have been designed adequately to explore the parenting styles of the students at secondary school level.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographical characteristics of the students and second is to collect data relating to assess the parenting styles of the students at secondary school level. The major variable of a research model of the study is Parenting Styles with the subscale (Authoritative parenting style, authoritarian parenting style, permissive parenting style and uninvolved parenting style).

It is considered that the self- instrument, developed for the aforementioned M.phil thesis titled research is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Name ...Dr. *Sahib Khan*...

Designation...*Assistant professor*...

Institute...*University of chitral*...

Signature...*Sahib*...

Date...*R of department*...

Stamp...*University of Chitral*...

CERTIFICATE OF VALIDITY

PARENTING STYLE AS A PREDICTOR OF STUDENTS' PERSONALITY AT SECONDARY SCHOOL LEVEL

By: Miss Amina Jabin

M.phil scholar, Department of Education, Faculty of Social Sciences,

National University of Modern Languages H-9, Islamabad, Pakistan.

This is certified that the questionnaire is develop by the aforementioned M.phil scholar for her thesis has been assessed by me and I find it to have been designed adequately to explore the parenting styles of the students at secondary school level.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographical characteristics of the students and second is to collect data relating to assess the parenting styles of the students at secondary school level. The major variable of a research model of the study is Parenting Styles with the subscale (Authoritative parenting style, authoritarian parenting style, permissive parenting style and uninvolved parenting style).

It is considered that the self- instrument, developed for the aforementioned M.phil thesis titled research is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Name ...Akbar..Ali...........

Designation.....Lecturer......

Institute..University 7 Chitral

Signature.....................

Date.....24-11-2020...........

Stamp........LECTURER
Department of Urdu ......
University of Chitral

APPENDIX J

Certificate of Validity

CERTIFICATE OF VALIDITY

PARENTING STYLES AS A PREDICTOR OF STUDENTS' PERSONALITY AT SECONDARY SCHOOL LEVEL

By: Miss Amina Jabin

M.phil scholar, Department of Education, Faculty of Social Sciences,

National University of Modern Languages H-9, Islamabad, Pakistan.

This is certified that the questionnaire is develop by the aforementioned M.phil scholar for her thesis has been assessed by me and I find it to have been designed adequately to explore the parenting styles of the students at secondary school level.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographical characteristics of the students and second is to collect data relating to assess the parenting styles of the students at secondary school level. The major variable of a research model of the study is Parenting Styles with the subscale (Authoritative parenting style, authoritarian parenting style, permissive parenting style and uninvolved parenting style).

It is considered that the self- instrument, developed for the aforementioned M.phil thesis titled research is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Name : Atta Hussain

Designation: Sr. Lecturer

Institute: AKHSS Seenlasht Chitral

Signature:

Date……………………………….

Stamp…………………………….

APPENDIX K

Correlation Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	20	4000	351
90	73	460	10	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size. S is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX L

List of Higher Secondary School (2021)

HIGHER SECONDARY SCHOOL

S.No	SCHOOL NAME	CONTACT#	
1	GGHSS Warijun	0344-2328329	0347-9427974
	TOTAL	01	

HIGH SCHOOLS

1	GGHS Awi	03405830716	
2	GGHS Booni	0335-6470077	0334-0996733
3	GGHS Brep	03408896833	0345-1541307
4	GGHS Kosht	03440929409	
5	GGHS Khot	0341-9433744	
6	GGHS Mastuj	0340-9810873	
7	GGHS Reshun	0321-9060249	03249385783
8	GGHS Shagram	0346-2541479,	03429249566
9	GGHS Werkup	03219086932	03489843150
	TOTAL	09	

MIDDLE SCHOOLS

1	GGMS Bang	03425128261	
2	GGMS Booni (Payeen)	0308-8416526	
3	GGMS Charun	0346-9891437	
4	GGMS Charun Owir	0346-0754819	
5	GGMS Chuinj	0340-9865214	
6	GGMS Gohkir	0344-0932262	
7	GGMS Harchin	0340-0109044	
8	GGMS Kushum	0340-6254040	
9	GGMS Lone	0308-9023511	
10	GGMS Nishku	0345-7552978	03448105288
11	GGMS Parwak	0345-9776894	
12	GGMS Riri Owir	03489215458	0340-5224694
13	GGMS Rayeen	03455-636160	03431371290
14	GGMS Saht	0348-0157322	0340-8361198
15	GGMS Shotkhar	0345-9115771	03405666062
16	GGMS Sonoghur	0333-8007732	
17	GGMS Zondrangarm	0347-8016151	
	TOTAL	17	

Over All Schools   27

S.NO	SCHOOL NAME	DISTRICT	Enrollment class 10Th	
1	GHS BALEEM	Upper Chitral	36	
2	GHS BOONI	Upper Chitral	39	
3	GHS BREP	Upper Chitral	47	
4	GHS CHARUN	Upper Chitral	51	
5	GHS CHUINJ	Upper Chitral	121	
6	GHS RESHUN (U+E)	Upper Chitral	104	
7	GHS SONOGHURE	Upper Chitral	58	
8	GHS SORLASPUR	Upper Chitral	50	
9	GHS YARKHUNLASHT	Upper Chitral	62	
10	GHS ZHUPU	Upper Chitral	65	
11	GHS GOHKIR	Upper Chitral	84	
12	GHS ISTARU	Upper Chitral	22	
13	GHS KHOT	Upper Chitral	79	
14	GHS KOSHT	Upper Chitral	159	
15	GHS KUSHUM	Upper Chitral	73	
16	GHS LONKOH	Upper Chitral	76	
17	GHS MADAK	Upper Chitral	56	
18	GHS MELP	Upper Chitral	51	
19	GHS MUZHGOLE	Upper Chitral	109	
20	GHS RECH	Upper Chitral	45	
21	GHS SHONGUSH	Upper Chitral	66	
22	GHS SORECH	Upper Chitral	41	
23	GHS UJNU	Upper Chitral	37	
24	GHS WARIJUNE	Upper Chitral	73	
25	GHS WARIMOON	Upper Chitral	25	
26	GHS WASHICH	Upper Chitral	54	
27	GHS WERKUP	Upper Chitral	63	
28	GHS ZONDRANGRAM	Upper Chitral	43	

APPENDIX M

Certificate of Proof Reading

PROOF READING CERTIFIFCATE

PARENTING STYLES AS A PREDICTOR OF STUDENTS' PERSONALITY AT SECONDARY SCHOOL LEVEL

By

Ms. AMINA JABEN

National University of Modern Languages, Islamabad

It is certified that the research work with the title "Parenting Styles as a Predictor of Students' Personality At Secondary School Level" submitted by the M.Phil Scholar Amina Jaben has been checked and proofread for the Language and Grammatical mistakes.

Name _Rabia Aksam_

Designation _Lecturer_

Institute _Private College Distrid Attock_

Signature _Rabia_

_20|7|2021_