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The journal publishes a broad range of papers from all branches of education relating to childhood, parents and teachers; including but not limited to curriculum, primary and secondary education, higher and adult education, and teacher education.

The Journal of Educational Research on Children, Parents and Teachers is an Interdisciplinary outlet for transformative engagement with research findings that implicate policy and practice within the domain of the educational development of children as well as the impacts of both the parents and teacher practices. For this reason, the journal publishes a broad range of papers from all branches of education relating to childhood to early teens, parents and teachers. Papers that feature curricula developments in the primary, secondary and teacher education are also published by this journal.

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Parents' personality and parenting styles as correlates of personality development among adolescents in Egor Local Government Area of Edo State, Nigeria

Alika, I.H., Aihie, O.N., & Azi, U.

Dept. of Educational Evaluation and Counselling Psychology
Faculty of Education
University of Benin
Benin-City, Nigeria

Abstract

The study investigated the relationship between parents' personality, parenting styles and adolescents' personality development. Specifically, the study was carried out to examine personality of parents, styles parents adopted in the upbringing of adolescents and how these two variables influenced the personality development of adolescents. To guide the study, two hypotheses were formulated. A correlational survey design was adopted for the study. Ten schools were selected and a total of 200 senior secondary school students drawn from 10 secondary schools as well as their parents were used for the study. The sample was achieved using a simple random sampling technique. The respondents thoroughly completed three 20-item questionnaires: The big Five Personality Inventory, Parenting Style Questionnaire and Adolescent Personality Development Questionnaire. The results showed that Parents' personality significantly influenced adolescent personality development ($P < 0.05$; $r = 0.351$) while Parenting styles does not influence adolescent personality development ($P > 0.05$; $r = -.103$). These findings imply that the personality of parents influenced adolescents' behaviour more than the styles parents adopted in their upbringing. It is suggested that parents make conscious efforts in modeling good behaviours in order to help adolescents achieve set goals.

Keywords: Adolescents. Correlate. Parenting style. Parents. Personality.

Introduction

Adolescent personality which predicts adolescents' behaviour and influences who they eventually become is a product of the interaction of genetics and environmental factors. The genetic makeup of adolescents' personality may result from the combination of the different personality traits of their parents (Edobor & Ekechukwu, 2015). While both parents may jointly influence an adolescent's personality, the parent with the dominating gene may have greater effect on the personality development of the adolescent. There are different types of personality traits; while some traits are positive, others may be negative (Brown, 2018). Positive personality traits may be developed through interaction with parents (genetics) and or the environment (Schofield, Conger, Donnellan, Jochem, Widaman & Conger, 2013). Negative personality on the other hand may arise from inherited traits or from environmental influence (Ikediashi & Akande, 2015).

Adolescents with positive personality may behave better in school, have better grades, become well-adjusted and may have high self-esteem; while adolescents with

negative personality may have poorer grades, low self-esteem and may behave poorly. Adolescents having positive personality may eventually perform well academically and thus achieve expected goals, while adolescents with negative personality may under perform in academics and may consistently perform poorly in school and this may eventually lead to underachievement (Sobowale, Ham, Curlin & Yoon, 2018).

Adolescent personality may be formed not only from personality of the parents but also, the style of parenting used in rearing of the adolescents (Edobor & Ekechukwu, 2015). While personality may be categorized into positive and negative traits, parenting styles also could be divided into positive and negative styles. Adolescents reared with positive parenting styles may become more confident in handling life affairs, have happier attitude and may achieve expected goals. Adolescents reared with negative parenting styles may behave poorly, become socially withdrawn and may have difficulties setting and achieving expected goals (Liew, 2017).

Waude (2017) noted that personality comprised of two broad factors: biology and environment. Biological factors are genetic traits which are beyond the control of the adolescent; but the environment could also have significant influences on adolescent personality development (Schofield *et al.*, 2013). Environmental factor as used in this study refers to the home environment, which is made up of the family. When a child is born, he lives with his parents and he is deeply influenced by their behaviours and attitudes (Alutu, Ifelunni & Ikegbunam, 2016). While the home environment is the first social platform for an infant therefore, it is the behaviours exhibited by the parents and significant adults in the home that an infant may likely imitate and may then form his own personality. Erikson cited in McLeod (2017) noted that personality is recognized soon after toddlerhood; hence, a growing child may assume any personality in so far as the model is within the child's immediate environment. In the home for instance, the best model a child may have is the parents. Therefore, the personality traits expressed by parents may be learned by the children. Personality therefore refers to the unique distinctive qualities that differentiate one person from another (Ayodele, 2013).

Parenting style is the strategy that parents deem fit to use in the upbringing of their children (William, 2006). Three styles of parenting were initially put forward by Baumrind (1966) cited in Sarwa (2016) namely: authoritarian parenting, authoritative and permissive parenting. Later negligent parenting was added by Maccoby and Martin (1983) cited in Kendra (2016), as a result of several interviews conducted with parents. Authoritarian style of parenting can be described as the child rearing style where the level of conformity adolescents give to parental rules is higher than the responsiveness given to the needs of adolescents (Alika, Akanni & Akanni, 2016). Authoritarian style of parenting is a highly restraining and demanding style of parenting (Gafor & Kurukkan, 2014). Simply put authoritarian parenting places emphasis on total obedience to rules rather than having a well-adjusted adolescent. Authoritative parenting may be termed the opposite of authoritarian parenting as the level of adolescents' conformity to rules equates parents' responsiveness to the needs of the adolescents. According to Kopko (2007), authoritative parents may be warm, responsive to the needs of their adolescents, easily approachable yet very firm when it comes to discipline and doing things in the right way. Permissive parenting is an extremely relaxed parenting approach where excessive freedom is given to

adolescents (Walton 2012). It is characterized by few behavioural expectations, very high parental responsiveness with little or no parental control (Alika *et al.*, 2016); and, adolescents reared in permissive homes, may not desire to take up responsibility (Ogbeba, 2012). Neglectful parenting also referred to as uninvolved parenting is very low in parental responsiveness and control (Darling, 2017). Adolescents raised in neglectful homes may perform poorly in all domains (Darling, 2017) and this may lead to underachievement and the development of negative personality.

Parents' personalities influence their interaction with their children (Edobor & Ekechukwu, 2015). This interaction is done with the aim of shaping the children into what the parents perceive to be right. The process of this interaction constitutes parenting styles and the way parents go about this interaction may show the personality of the parents. Edobor and Ekechukwu (2015) noted that the personality traits of parents could determine their style of parenting. Therefore, a parent with negative personality may adopt the parenting style that will allow him/her to feel at ease and often in control of everyone in the home. To affirm this, Aihie (2016) opined that authoritarian parents exercised much control over the children. Such control makes children obey set rules without questioning. Authoritarian parenting is fraught with rules that adolescents are bound to obey yet the rules are not explained. The point worthy of note here is the issue of unquestionable obedience to parents. Yet, some of these parents may be poorly responsive (neglectful) to the needs of their children. Adolescents reared in authoritarian homes may appear moody most of the times as they may misinterpret the attitude of parents as hatred and thus feel neglected or even hated by their own parents. The long-term effects of authoritarian parenting may culminate into having socially withdrawn adolescents who often appear moody, may develop negative personality, and may even attempt deliberate self-harm or suicide (Darling, 2017; Mohammad, Nasirudin, Mona & Amin, 2012; Tunde-Ayinmode & Adegunloye, 2011).

On the other hand, parents with positive personality traits may adopt the authoritative parenting style (Maliki & Inokoba, 2011). Authoritative parenting is a democratic style of child rearing where parents tend to be loving and attentive to the needs of their children; provide warmth and fair discipline, thus produce well-balanced children. Adolescents reared in this kind of environment may feel loved, excel in their studies, develop self-confidence and happy attitude. Navuluri (2017) described authoritative parenting as the kind of parenting where parents are demanding yet provide the basic needs of their children. Adolescents raised in authoritative homes have better social-emotional development and they may likely develop positive personality traits. (Mohammad *et al.*, 2012).

Permissive parents have little control over their children as they are allowed to make their own decisions and there is minimal or no punishment for wrong doings (Mohammad *et al.*, 2012). This implies that adolescents whose parents adopted the permissive parenting may equally excel academically, have high self-esteem (Darling, 2017), but they may likely exhibit anti-social behaviours (Williams 2006) such as truancy, drug abuse, bullying, stealing, and so on (Anake & Adigeb, 2015).

The negligent parents according to Samkange (2015) are neither demanding nor responsive to the needs and behaviour of their children. That is, there is little or no monitoring or parent-child communication in the home. When growing children are

given minimal attention, they tend to tilt towards the direction where the needed emotional support may come from, and it is usually from their peers who may likely misdirect the gullible ones (Anake & Adigeb, 2015).

The actions exhibited by adolescents reared in authoritarian homes may not differ greatly from the permissive and neglected adolescents. But they may differ in the degree of anti-social activities the adolescents may likely engage in. Adolescents reared in authoritarian homes may excel in academics and may not have the courage to associate with anti-social groups, abuse drugs, or engage in illicit sexual activities because the strict manner with which they were raised may have instilled fear in them. But the negligent and permissive adolescents may venture into various forms of anti-social behaviour without restrictions (Anake & Adigeb, 2015).

Statement of the problem

The foremost problems bordering on adolescent personality are unacceptable behaviours exhibited by some adolescents. These unacceptable behaviours, if not curbed may hinder expected goals. Several risk factors may give rise to these unacceptable behaviours; and some of the factors may include parents' negative personality traits and inadequate parenting styles. The pattern of parenting adopted by some parents appears to have been unsuccessful in aiding the development of "positive" behavioural characteristics among adolescents. Recently, news highlights have shown that adolescents consistently exhibit undesirable behaviours that may be detrimental to the society and to the adolescents themselves. Undesirable behaviours such as truancy, stealing, lying, illicit sexual activities including homosexuality and lesbianism, bullying, cultism, substance abuse, examination malpractices amongst others, appears to have become the current trend among some Nigerian adolescents. These undesirable behaviours if not curbed, may lead to the development of negative personality and may then pose great problems to parents, teachers, the community and to the adolescents themselves. Adolescents with negative personality may lack the will power to set academic goals and achieve them thus posing problems for their parents. It is a problem because an adolescent's inability to make proper choices may result in delayed academic achievements; involvement in antisocial activities and the long-term effects may impact on parents and the society negatively. Negative personality development could be a problem for teachers because the affected adolescent may consistently perform poorly in class and may resort to truancy or bullying. Adolescents with negative personality may pose problems for the community as they may cause serious threats to their immediate communities. Adolescents with negative personality may fall into depression, and the long-term effect of this may lead to poor academic performance. Adolescents, who consistently fail, tend to suffer from self-doubt, criticisms, and shame. In order to be socially acceptable, these adolescents may resort to smoking to boost their confidence, robbery and other antisocial activities; and this may cause untold problems for the parents, community and the adolescents themselves.

Studies have shown that adolescents with negative personality were affected by the personality of their parent(s) and reared in authoritarian homes (Coste, 2015) while those with positive personality were positively affected by the personality of their parent(s) and raised in authoritative homes (Maliki & Inokoba, 2011). Therefore, the desire to investigate parents' personality and parenting styles as correlates of

personality development among adolescents in Egor local Government Area of Edo state has motivated this study.

Hypotheses

1. There is no significant relationship between parents' personality and adolescent personality development.
2. There is no significant relationship between parenting styles and adolescent personality development.

Rationale for the study

This study investigated the relationship between adolescents' personality development, parents' personality and their parenting styles. More specifically, the study examined whether personality influenced parenting style, if parents' personality predicted adolescents' personality development and if parenting styles determined adolescent personality traits; and how each of these variables contributes to the development of adolescent personality. The questionnaire was used to investigate these relationships. The "Big five" model was used in the assessment of parents and adolescents' personality because of the reliability of the scale. Also, it has several useful features such as the positive and negative aspects of each personality traits. Four parenting styles were x-rayed to ascertain the style of parenting that influenced adolescent personality the most.

It is hoped that the outcome of this study will be of immense benefit to teachers, as it will help them understand some of the challenges pupils and students undergo and help them adjust. To parents, it will equip them with up- to - date information bordering on risk factors that predisposes their adolescents to negative personality development and thus redefine their parenting styles and make conscious effort in raising proper adolescents. To counselling practitioners, this study will aid them in providing guidance to adolescents and parents.

More so, a considerable amount of literature on parenting styles and personality has been published, it is therefore hoped that this study will provide a new lens to viewing parents' personality and parenting styles by adding to existing knowledge. Finally, it is hoped that the study will form reference points for future related researches.

Methodology

The study employed the correlational survey design. It was carried out among senior secondary school students in Egor Local Government Area (LGA) of Edo state, Nigeria. Egor LGA is one of the three LGAs within the Benin metropolis and one of the eighteen LGAs in Edo State, Southern Nigeria. The respondents that were used for the study were selected from ten secondary schools, using a simple random sampling technique (balloting). Fractions of students in each school from Senior Secondary Class one to Senior Secondary Class three were calculated to ascertain the proportion of respondents allotted to each school. The parents of all the selected respondents were included in the study.

Three 20-item questionnaires were used. The Big Five Personality Inventory (BFI) was adapted from John and Srivastava (1999). Big five trait taxonomy and also from the NEO five factor inventory (NEO-FFI). The BFI is a 4-point rating scale ranging from strongly agree to strongly disagree. It is divided into two sections and was used to

assess parents' personality traits. Section A is on demographic data while section B borders on questions measuring both positive and negative personality traits. The BFI was used to determine the dominating personality trait(s) of the parents. The second instrument, titled Parenting Style Questionnaire (PSQ), adapted from Pitzer (2001) is a 4-point rating scale ranging from strongly agree to strongly disagree. It is divided into two sections. The first section is on demographic information of respondents while the second section generated information based on the four parenting styles (authoritarian, authoritative, permissive and neglectful). This questionnaire was exclusively for the parents of the respondents. The third instrument titled Adolescent personality development questionnaire (APDQ) adapted from Lounsbury, Tatum, Gibson, Sundstrom, Hamrick and Wilburn (2003) is also a 4-point rating scale questionnaire with only one section. It was used to measure positive and negative personality traits of adolescents.

Procedure

Permission to gather data from students was granted by the school principals. Code numbers were assigned to each of the questionnaires. The code numbers of the students tallied with that of the parents. This was to enable researchers match parents to their adolescents. These code numbers were assigned with the help of the class teachers. The students' questionnaires were retrieved immediately they were duly completed; while that of the parents were sent home through the students and were retrieved on a later date. The Pearson Product Moment Correlation was used to test the hypotheses.

RESULT

Table1 Correlation between parent's personality and adolescent personality development

Variables	N	Pearson's r	p-value (sig. 2 tailed)
Parents' personality/ Adolescent personality development	200	.351	.000

$\alpha = 0.05$

Table 1 shows a Pearson's r value of .351 and a P value of .000. Testing at an alpha level of .05 showed that the P value is less than alpha value; this means that the null hypothesis which states that there is no significant relationship between parents' personality and adolescent personality development was rejected. It therefore implies that there is a significant relationship between parents' personality and adolescent personality development.

Table 2: Pearson's Product Moment Correlation of parenting styles and adolescent personality development

Variables	N	Pearson's r	p-value (sig. 2 tailed)
Parenting styles/ Adolescent personality development	200	-.103	.146

$\alpha = 0.05$

Table 2 shows a Pearson's r value of $-.103$ and a P value of $.146$. Testing at an alpha level of $.05$, the P value is greater than the alpha level. Thus, the null hypothesis which states that there is no significant relationship between parenting styles and adolescent personality development is therefore retained. This suggests that parenting styles does not determine the personality development of adolescents.

Discussion

The findings of this study first showed that the influence of parents' personality on adolescent personality developments could be very remarkable. Personality is genetically based, that is, personality traits can be inherited (De Fruyt *et al.* in Schofield, Conger, Donnellam, Jochem, Widaman & Conger, 2013). To buttress this, Kamarulzaman (2012) noted that the openness personality traits like every other personality trait can be transferable from parents to their young ones. Personality is of various traits; parents could have two or more of the traits which is either positive or negative. For instance, Openness to experience is a two-sided personality trait: openness vs. closedness. Parents with higher openness personality traits are classified as being "open", they are very creative, emotionally stable, flexible and always motivated to seek new knowledge; while parents with lower degree of this personality trait (closed) are mostly conventional, and more opposed to change. These same traits from parents may be transferred to adolescents.

Similarly, Schofield *et al.* (2013) found that parents with higher traits of openness, agreeableness, emotional stability and conscientiousness will demonstrate positive and supportive behaviours toward their adolescents; while parents with higher traits of neuroticism will express anxiety, depression and extreme self-consciousness; and the young ones may copy either the positive or negative behaviours and these could contribute to the development of their personality.

Undesirable behaviours among adolescents such as truancy, alcohol intake, drug abuse, and illicit sexual relationships may stem from the personality traits inherent in adolescents. To affirm this, Ibigbami (2012) opined that the trait of extraversion correlated positively with risky sexual behaviour; this therefore implies that adolescents having the extraversion trait may engage in premature sexual activities more often than adolescents with traits of openness to experience, conscientiousness, agreeableness and neuroticism. In same study Ibigbami (2012) also found that individuals with openness personality traits were prone to use alcohol more than adolescents having conscientiousness, extraversion, agreeableness and neuroticism personality traits.

Secondly, parenting style was found to have no significant relationship on the personality development of adolescents; even though several studies have shown that there is a relationship between parenting styles and adolescent personality development. Mohammad, Nasirudin, Mona and Amin (2012) found that there was a direct and significant relationship between authoritarian parenting style and personality trait of neuroticism; Edobor and Ekechukwu (2015) found that authoritative parenting style has a positive and significant relationship with extroversion. Coste (2015) found that Juvenile delinquency is directly linked to the parenting style adopted in raising young ones, Rosli (2014) from his findings, established that children who

lived in a neglectful home showed higher level of depression and low self-satisfaction which is typical of neuroticism.

Despite the positive relationship between parenting styles and adolescent personality development arrived at from previous studies, the findings of this study showed no relationship between parenting styles and adolescent personality development. The difference in the results was in consonance with Edobor and Ekechukwu (2015) where it was established that assumption of extroversion, agreeableness and neurotic personality traits does not depend on the style of parenting an adolescent was exposed to. This therefore implies that parenting styles does not determine the personality development of adolescents.

Conclusion

This study was geared at describing the relationship between adolescents' personality development, parents' personality as well as style of parenting. Based on the findings therefore, the following conclusions were drawn. The personality traits of parents are major determinants of the outcome of adolescents' personality development. Personality traits are genetically based therefore; they could be transferred from parents to adolescents. Parenting style does not determine the personality outcome of adolescents.

Recommendations

The study has shown that the thought patterns and behaviours of parents could be imitated by adolescents. To prevent adolescents from assuming negative behaviours, it is recommended that parents always make conscious efforts to demonstrate positive behaviours especially problem-solving skills as it will enable adolescents develop positive personality traits.

Implication for counselling

The findings of this study are relevant to counselling practitioners. Programmes can be organized for parents on televisions, radios, Youtube channels, or other platforms, with the sole aim of interacting with parents on their character and temperament, styles of parenting and the impact each personality trait and parenting styles may have on adolescents. Counsellors can also guide parents through seminars or Parents/Teachers session (PTA) meetings to assuming positive personality traits and parenting styles to enable their adolescents develop positive personality traits which will go a long way in helping the adolescent achieve set goals.

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MS Word, Font size is 12, and Font style is Ariel

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