

ADOLESCENT'S PERSONALITY THROUGH BIG FIVE MODEL: THE RELATION WITH PARENTING STYLES

^aROBERT TOMŠÍK, ^bMICHAL ČEREŠNÍK

^a*Constantine the Philosopher University, Faculty of Education, Department of Pedagogy, Dražovská 4, Post code: 949 74, Nitra, Slovakia*
 email: ^arobert.tomsik@ukf.sk, ^bmceresnik@ukf.sk

Paper is published within the frame of the project Vega 1/0122/17 Risk behavior and attachment of the adolescents aged from 10 to 15

Abstract: The paper deals with the parenting styles and their influence on the personality dimensions of the adolescent. Certain parenting and certain educational practices enhance the personality characteristics of the child at different levels. Personality dimensions were examined using the Big Five model, specifically the NEO FFI questionnaire. The parenting styles were examined using a DZSVR questionnaire which identifies four basic educational styles: autocratic, liberal, integrative and indifferent, based on level of component of requirements and freedom. On a sample of 402 adolescents, we found that there is a strong correlation between parenting styles and adolescents personality dimensions, and we found differences in personality dimension between research groups (parenting styles). An integrative and liberal parenting styles support the personality dimensions as the consciousness, extraversion and openness, while autocratic and indifferent parenting styles support the neuroticism.

Keywords: parenting styles, personality traits, liberal, autocratic, democratic, indifferent, NEO FFI

1 Introduction

The influence of the family environment on personality development is often topic of discussion in psychological, pedagogical and biological sciences. The most common problem is the identification of the impact of external and internal factors on the personality development. As some researches have shown (Johnson, A. M., Vernon, P. A., Feiler, A. R. et al. 2008), internal determinants are important factors in the personality development and its characteristics, but the prevalence of internal factors is being questioned because children tend to copy and mimic the behavior of their parents. The family is the most important external factor in personality development. Parenting styles influences the formation of personality to a significant extent. As has been shown in various analyses (for example Lasoya, S. H. et al., 1997; Prinzie, P. et al., 2009), negative control, strictness, and lack of emotionality in the family form a trait of neuroticism and poorly develops agreeableness and openness to experience. While supportive parenting styles and emotionality rich family environment support development of these personality dimensions, and individuals are more emotionally stable. Based on these assertions, we assume that the quality of the attachment among the adolescent and his/her parents represented by the parenting style has the influence on the personality dimensions quality. We will try to confirm the assumptions and identify the association between the parenting styles and personality dimensions using the Big Five construct. Consequently, we will try to found differences in the personality dimensions of adolescents who have been raised with different parenting styles.

1.1 Theoretical background: defining the basic concepts

The concept of personality is defined in many ways. However, most often, personality is defined as a person with all the social, psychological and biological features that include the psychic processes, conditions and properties of a person. Every person is unique in his/her interests, opinions, thoughts or qualities. The notion of personality includes the needs of person, drives, interests, talents, values, character and temperament. All these elements form personality. Its component is also the primary and secondary characteristics of the personality. These primary ones are qualities that are innate and based on the naturalness of each person, for example temperament. The secondary characteristics of a personality are those that one's acquire during life, such as personality traits (Řičan P., 2010; Bělková, P., 2013).

Personality development and its improvement over the life is the result of various influences and education, and is also conditioned by inherited attributes. The process of personality shaping starts before birth of child, but the most intense is in the period of adolescence. Improvement and personality development continues throughout life, but this progress is considerably smaller compared to childhood and adolescence. There are a lot of factors that determine the personality development and have influence on this process, but the most significant are hereditary, society and family environment, also mentioned as internal and external determinants.

Internal determinants are defined as the hereditary features of the personality, specifically the heritage of previous generations and the factors that influenced the development of individual during prenatal and perinatal period (Strejček, J., 2009). M. Nakonečný (1995) states that the term inheritance means the tendency of the organism to preserve and pass on the traits and characteristics of the ancestor to descendent through genes (hereditary information). Into category of inherited personality features we also include the inherited assumptions, signs and characteristics that arose in the prenatal period, as we mention before. But, inheritance does not create integral and unchangeable features of personality, but only assumptions that are of certain quality, as they develop, depend on other external influences (Končerková, L., 2005).

Another important determinant of the personality of the child is the school and the individual's own activity, because child lives a significant part of his childhood, puberty and adolescence, in this environment. The school enters into the child's educational process, along with family and community. The school significantly supports the complex development of individuals' personality and prepares them for their personal, working and civic life. The school's greatest importance in shaping the personality of the individual is the influence on the formation of ethical and moral values (in addition, the school also significantly influences the development of the individual's body, skill development, talent, etc.).

Greater influence on personality formation has the material and social environment of the individual. Material environment means environmental quality (climatic conditions, natural environment, environmental changes, etc.), while the social environment is the environment in which a person grows (most often a family and a school; Strejček, J., 2009). According to I. Šnýdrová (2008) family is the most important factor, which influences the formation and maturation of the personality. Parents and other members of the family becomes the target of observation and unintentional imitation from the lowest age of the child. As stated I. Šnýdrová (2008), personality shaping is a direct reflection of the quality of the family. Lack of childcare and educational patterns shapes adverse personality traits. Parentally neglected are mainly children of uncultivated parents, but also paradoxically children in families with a high socio-economic status, where parents do not have time for children, where the child is unwelcome or is in the background in a number of other parental values. These and other disorders of the family atmosphere misinterpret the development of the personality of the child, because children take and consolidate mainly unfavorable patterns of behavior (Šnýdrová, I., 2008).

The individual in the family environment gains first views of life and the world, shaping the basic characters of the personality because he/she spends in family environment a considerable part of their lives. The roots of raising problems can be found in several aspects of parenting caused by parental behavior: perfectionism, parental indifference, unilateralism, inadequacy of parenting tools, inappropriate parenting practices for the age of the child, inappropriate parenting practices to the child's abilities, overworking neglect etc. (Šturák, P., 2005). Among the basic conditions of positive education are mainly: love from

parents, positive emotional relationships, parental authority, harmonious relationships among family members, realistic parenting attitudes towards children and proper parental roles in parenting activity, positive example of parents and siblings, order of family life and appropriate requirements for behavior of the child (Havran, J., 1998).

The family can be the source of happiness, satisfaction and love, but also the source of dissatisfaction, conflict and suffering which lead to the risk behavior production. In risk families, children with parents and siblings have negative relationships. The result is anxiety, negative personality traits and other pathological phenomena. According to J. Čáp (1996), on the basis of research, he found that stricter parenting style leads the child to be introvert person, less confident and unhappy. According to the empirical findings and theoretical assumptions of some authors (Clark, L. A. et al., 2000; Čáp, J., Boshek, P., 1996; Fontana, D., 1997; Lasoya, S. H. et al., 1997; Šturák, P., 2005) different parenting style shapes different types of personality, with different characteristics of the child's personality. In the following text we will describe the most reported types of parenting styles and their reflection on the personality of the child, the future adult individual (these constructs are only of theoretical basis, concrete empirical evidence is given in the next section):

- The integrative parenting style (also known as democratic): parent requires from child to behave reasonably and socially at a level appropriate to his or her age and abilities (Šturák, P., 2005, p. 5). Parents are trusted, caring and curious about the views and feelings of their child. The parent reasonably justifies their decisions. The integrative parenting style is considered the most appropriate, which also positively influence the behavior of the child. One does tend to be independent, self-confident, friendly, satisfied, striving for the best performance and success.
- The autocratic parenting style (also known as authoritarian), as well as most of parenting styles, have its positives (the authority necessary to overcome the Electra and Oedipus complex) and its negatives (Tomšik, R., 2015) – feats are enforced and two-way communication is lacking. Parents require obedience, respect for authority, the traditions and hard work. Such parenting behavior results into following personality traits of the children: they tend to social isolation, loneliness, lack of spontaneity; girls often tend to be depended and without effort for good performance, boys tend to be aggressive.
- Liberal parenting style (also known as leaning): parents demand little from the child. They are receptive, responsive and child-oriented. This parenting style results in a positive emotional affinity for the child, but he/she is immature, does not control impulses, have lack of social responsibility, and cannot rely on self. There is also a tendency towards aggressive behavior (Fontana, D., 1997).
- When parents raise up the child by neglecting parenting style (also known as indifferent or uninvolved) we can characterize them as too busy, not involved in the lives of children, without interest in what they are dealing with. Among these members there is a lack of two-way communication or parents tend to avoid communication with child, the parents tend to ignore the opinions and feelings of his children. This parenting style gives the child various distractions in behavior. Individuals tend to have mood swing. They often cannot control their feelings, impulses, and do not care about schooling and school-related activities. They are often tend to school truancy and use drugs and other addictive substances which are the basic forms of the risk behavior of the adolescents (Šturák, P., 2005).

1.2 Influence of parenting styles on personality dimensions: empirical evidence and research objectives

The correlation between the parenting styles and the personality dimensions of the child has been addressed in the research field by, for example, S. H. Lasoya et al. (1997), R. M. Huver et al. (2010), E. F. Sleddens et al. (2014), M.E. Maddahi et al. (2012) and P. Prinzie et al. (2009). Researches have revealed some

patterns and evidence that there are significant relationships between these variables. The problem arises when comparing the results of the research, since the same research methods for mapping parenting styles were not used. Nevertheless, we have tried to compare the findings of the researches. The most common model of parenting methods was detected using the Support, Control, Negative control, and Negative affect variables – support and control as elements of the integrative parenting style and negative, strict control and lack of emotionality as elements of indifferent parenting style. The results of the studies are given in Table 1 and described in further text:

- Extraversion is related to the parenting style that is characterized by a high level of support and control – authoritarian (integrative), liberal and autocratic parenting style. In some cases (for example Sleddens, F. C. et al., 2009, Prinzie, P. et al., 2009) negative relationship of extraversion and negative control was also found.
- In all cases, consciousness is correlated with a higher level of parental support and control, and negative control (S. H. Lasoya et al., 1997; P. Prinzie et al., 2009).
- Agreeableness in all research is positively correlated with a higher level of parental support and control, and negatively with negative control and negative affects (Lasoya, S. H. et al., 1997) – the highest level of statistical correlation compared to other dimensions.
- The personality dimension neuroticism, contrary to emotional stability, received the greatest attention in scientific research, probably because the correlation between neuroticism and parenting style is quite predictive. Neurotic parents are considered less competent for rising up. S. H. Lasoya et al. (1997) found that neuroticism is related to the absence of family "heat" and was in significant correlated with negative affects. In all previous studies, decreased emotional stability was also associated with strictness and negative control. The same level of correlation between neuroticism and autocratic parenting style was also found in research by M. E. Maddahi (2012). The direct impact of autocratic parenting style on the personality dimension neuroticism ($R^2 = 0.380$) was found by J. A. D. Datu (2012) using linear regression analysis
- Openness, like extraversion, correlated with integrative style. In research by Lasoya, S. H. et al. (1997; $r = -0.180$) and F.C. Sleddens et al. (2014) with positive support, and with negative control ($r = -0.110$) in research by P. Prinzie et al. (2009).

Table 1: Overview of studies measuring correlation between NEO FFI personality dimensions and family parenting styles.

| Authorship | | Support | Control | Negative control | Negative affect |
|---|---|---------|---------|------------------|-----------------|
| S.H. Lasoya et al., (1997); n=313 | N | -0.28 | 0.17 | 0.34 | 0.31 |
| | E | 0.34 | ns | ns | ns |
| | O | 0.47 | 0.30 | ns | ns |
| | P | 0.38 | 0.26 | -0.29 | -0.17 |
| E. F. C. Sleddens et al., (2014); n=821 | S | 0.29 | 0.15 | -0.15 | ns |
| | N | -0.20 | ns | 0.32 | - |
| | E | 0.27 | 0.08 | -0.17 | - |
| | O | 0.29 | ns | -0.18 | - |
| R.M.E. Huver et al., (2010); n=688 | P | 0.42 | 0.14 | -0.21 | - |
| | S | 0.14 | 0.18 | ns | - |
| | N | ns | - | 0.11 | - |
| | E | 0.24 | - | ns | - |
| P. Prinzie et al., (2009); n=3778 | O | 0.15 | - | ns | - |
| | P | 0.37 | - | -0.13 | - |
| | S | 0.12 | - | ns | - |
| | N | -0.17 | - | 0.14 | - |
| P. Prinzie et al., (2009); n=3778 | E | 0.14 | - | -0.10 | - |
| | O | 0.16 | - | -0.11 | - |
| | P | 0.19 | - | -0.10 | - |
| | S | 0.11 | - | -0.10 | - |

*Note: n– number; N– neuroticism; E– extraversion; O– openness; P– agreeableness; S– consciousness; ns– correlation is not significant.

The results of research by authors such as J. Belsky, S. R. Jaffee (2006), G. Kochanska, N. Aksan, K. E. Nichols (2003), C. L. Smith et al. (2007) who used Eysenck Personality Questionnaires, the Multidimensional Personality Questionnaire and the NEO PI, found the same results or very similar results. Some of the research also found the relationship between these variables (Huver, R. M. E. et al., 2010; Clarke, T. L., 2006). Their comparison is challenging due to the different settings of the research samples and the research objectives themselves. R. M. Huver et al. (2010) found that negative control is a good predictor of neuroticism ($\beta = 0.100$) and that support is a good predictor of extraversion ($\beta = 0.130$) and agreeableness ($\beta = 0.220$). T. L. Clarke (2006) identified the significant impact of support on the personality dimensions agreeableness and conscientiousness ($\beta = 0.108$) and the impact of inconsistent/indifferent parenting style on the personality dimension neuroticism ($\beta = 0.374$) using linear regression analysis.

Based on previous research, we formulate the following predictions (hypothesis) on the differences between the levels of personality dimensions of individuals raised up with different parenting styles:

- *We assume that individuals who are raised up by the autocratic and indifferent parenting style will achieve a higher level of neuroticism compared to individuals who have been raised up with liberal and integrative parenting style (H_1);*
- *We assume that individuals who are raised up with the autocratic and indifferent parenting style will achieve a lower level of extraversion compared to individuals who have been raised up with liberal and integrative parenting style (H_2);*
- *We assume that individuals who are raised up with the liberal, autocratic and integrative parenting style will achieve a lower level of conscientiousness, agreeableness and openness compared to individuals who have been raised up with integrative parenting style (H_3).*

2 Research sample

The research sample consists of university adolescents from Slovak universities from the following regions: Nitra, Bratislava, Banská Bystrica, Prešov, Trenčín, Trnava and Žilina. In total 402 adolescents of the first year of bachelor studies were involved in the research. In the academic year 2014/2015 was admitted to the first years around 3300 adolescents. According to the approximation of D. W. Morgan and R. V. Krejcie (1970; In: Tomšík, R., 2016), at least 346 respondents must be included in the set, with a percentage distribution corresponding to the size of the basic set in each region. This criterion is fulfilled. A research sample consists of 119 male and 266 female respondents (17 uncategorized), with an average age of $M = 20.5$ years. During research 500 questionnaires were distributed, which means that the return of the questionnaires was 80.4 %.

2.1 Methods

Standardized research tools were chosen for the valid results of the study, whose internal consistency and reliability is not disrupted. The standardized questionnaire DZSVR (Questionnaire for detecting of parenting styles in family, originally in Slovak: Dotazník na zisťovanie štýlov výchovy v rodine hereinafter DZSVR) for detecting parenting styles and for measurement personality traits we choose standardized NEO FFI Personality Inventory.

The authors of the DZSVR questionnaire are J. Čáp and P. Boschek (1994). In this questionnaire adolescents denounce the behavior of their parents, mother and father in particular, in the most common situations. From the beginning of the seventies, the questionnaire was gradually modified on the basis of the results on various researches. In its current form, the questionnaires consist of 40 items, ten for each of the four parenting components. The questionnaire contains a positive and

negative component of the relationship between parents and adolescent, a component of requirements and freedom that corresponds to parental attitudes (based on Schludermann's and Schaefer's CRPBI questionnaire): positive, hostile, directive and autonomous. The items are administered separately for the mother and father and the answers are recorded on the three-point scale (yes, partially, no). By combining the individual components of education, it is possible to identify the emotional relationship of parents to the adolescent, educational styles in the family and then the overall way of family education (parenting styles). The scale is composed of nine components and with their combination we find the following information:

- Emotional relationship of each parent is generated by the synthesis of the positive and negative component of parenting.
- The style of parental control is generated by the synthesis of components of requirements and freedom.
- By synthesizing the emotional relationship of father and mother we generate an emotional relationship in the family as a whole.
- By synthesizing the control style of father and mother, we will achieve parenting control in the family as a whole.
- And by synthesizing the emotional relationship and the parenting control in the family as a whole, we will reach the parenting style in the family as a whole.

On the basis of these analyzes it is possible to identify four parenting styles: integrative, indifferent, liberal and autocratic. Cronbach's alpha of subclass ranges from 0.59 to 0.82 (Čáp, J., Boschek, P., 1994; Mayerová, K., 2013).

NEO Five Factor (NEO FFI) is a personality inventory that examines a person's Big Five personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism). The authors of the NEO FFI questionnaire are R. R. McCrae and P. T. Costa (Slovak version by I. Ruisel and P. Halama, 2007). Cronbach's alpha of questionnaire is 0.87 (Hřebíčková, M., 2004). Questionnaire consists of 60 items (Likert type), twelve for each personality dimension:

- Openness to experience: (inventive/curious vs. consistent/cautious). Openness reflects the degree of intellectual curiosity,
- Conscientiousness: (efficient/organized vs. easy-going/careless). A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior.
- Extraversion: (outgoing/energetic vs. solitary/reserved). Energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness.
- Agreeableness: (friendly/compassionate vs. challenging/detached). A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.
- Neuroticism: (sensitive/nervous vs. secure/confident). The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability.

2.2 Data analysis

For the description of the research data, for detecting associations between variables and for detecting differences between research groups were used statistical programs SPSS (Statistical Package for Social Science ver. 20) and STATA 13 for Microsoft Windows. MCAR test (Little's Missing Completely at Random) was used to verify the missing data. After assuring that the data in the file is missing randomly, the Missing Value Analysis (Expectation-Maximization) method was applied to replace the missing data. To verify the normality of the research data the Kolmogorov-Smirnov and Shapiro-Wilk tests were used. To determine the correlation and magnitude of the effect between parenting styles and personality dimensions of NEO FFI, we used the Eta coefficient, while we used Kruskal-Wallis test and LSD analysis to find differences in personality dimensions between research groups (Tomšík, R., 2016).

3 Results

In research, before statistical analyses, we determine the normality of the distribution of research data using Skewness, Kurtosis, Kolmogorov-Smirnov KS test with Lilliefors correction and Shapiro-Wilk test. Although the skewness and kurtosis of the majority of variables were given within -1 to 1, the Kolmogorov-Smirnov test and the Shapiro-Wilk test indicate that the variables do not fulfill the criteria of normality. Based on these results, we chose non-parametric tests for further statistical analyses.

Table 2 presents findings of the representation of individual parenting styles in the research sample. Of the total number of respondents (N = 402), the largest part of respondents were raised up with indifferent parenting style 58.7% (n = 236). With autocratic parenting style were raised up 15.9% (n = 64) of respondents, 13.2% (n = 53) of respondents were raised up with the liberal parenting style, while the 12.2% (n = 49) of respondents were raised up with integrative parenting style.

Table 2: Distribution of parenting styles in research sample.

| Parenting style | N | % | % ^V | % ^C |
|-----------------|-----|------|----------------|----------------|
| Autocratic | 64 | 15.9 | 15.9 | 15.9 |
| Liberal | 53 | 13.2 | 13.2 | 29.1 |
| Integrative | 49 | 12.2 | 12.2 | 41.3 |
| Indifferent | 236 | 58.7 | 58.7 | 100 |
| Total | 402 | 100 | 100 | |

*Note: N- number; %^V- valid %; %^C- cumulative %.

Table 3: Descriptive statistics of personality dimensions among adolescents.

| NEO FFI | N | MIN | MAX | M | SEM | SD | S | C |
|-------------------|-----|-----|-----|-------|-------|-------|--------|--------|
| Neuroticism | 402 | 0 | 43 | 22.28 | 0.403 | 8.077 | 0.000 | -0.120 |
| Extraversion | 402 | 5 | 45 | 30.14 | 0.326 | 6.538 | -0.297 | 0.103 |
| Openness | 402 | 4 | 46 | 27.99 | 0.303 | 6.070 | 0.246 | 0.137 |
| Agreeableness | 402 | 16 | 46 | 30.07 | 0.320 | 6.421 | 0.235 | -0.742 |
| Conscientiousness | 402 | 13 | 48 | 31.82 | 0.336 | 6.736 | 0.109 | -0.217 |

*Note: N- number; M- mean; MIN- minimum score; MAX- maximum score; SEM- standard error of the mean; SD- standard deviation; S- skewness; C- kurtosis.

Our intention was to analysis the association between the parenting styles and the individual personality dimensions measured by the NEO FFI questionnaire, based on the theoretical and empirical evidence of previous research. Using eta η coefficient, we have found a statistically significant association between parenting styles and all personality dimensions, namely: neuroticism ($\eta = 0.444$), extraversion ($\eta = 0.317$), openness ($\eta = 0.399$), agreeableness ($\eta = 0.392$) and

Conscientiousness ($\eta = 0.285$). The most prominent effect was parenting styles and personality dimensions neuroticism ($\eta^2 = 0.197$), openness ($\eta^2 = 0.159$), and agreeableness ($\eta^2 = 0.153$). While the effect between parenting styles and personality dimensions extraversion ($\eta^2 = 0.101$) and conscientiousness ($\eta^2 = 0.081$) was lower (small effect). The results of the analysis are given in Table 4.

Compared to the norms, determined by J. Čáp and P. Boschek (1994) in the handbook, the distribution of individuals according to the parenting style was similar to distribution in our research sample (age category – over 17 years). The authors report that individuals raised up with autocratic parenting style were 18.5%, liberal 14.0%, integrative 24.0% and indifferent 44.0%. Compared to the norms, we detect significantly in research sample larger number of individuals raised up with indifferent parenting style. The proportion of adolescents who were raised up with autocratic and liberal parenting style is comparable to norms, while the proportion of adolescents who were raised up with integrative parenting style is significantly smaller.

Table 3 presents descriptive statistics of personality dimensions of research sample. Observing only the average score, we find that the adolescents have reached the highest average score in the personality dimension conscientiousness (M = 31.82). Approximately one-and-a-half points below were scaled personality dimensions extraversion (M = 30.14) and agreeableness (M = 30.07). The lowest average scores were achieved in personality dimension openness (M = 27.99) and neuroticism (M = 22.28). Compared to the standards presented by I. Ruisel and P. Halama (2007) in the handbook, we do not notice significant differences compared to the scores that were measured on our sample. For the age group of individuals aged 15-24, the authors report the following average scores for individual personality dimensions: neuroticism M = 21.87; extraversion M = 30.05; openness M = 29.45; agreeableness M = 29.69 and conscientiousness M = 29.45. The biggest differences are in personality dimensions openness and conscientiousness, where adolescents of our research sample have reached about one point higher scores compared to norms. Other scores are comparable.

Table 4: Relationship between parenting styles and the personality dimensions NEO FFI.

| Model | NEO FFI | N | M | SEM | df | η | η^2 |
|------------------------|-------------------|-----|-------|-------|-----|--------|----------|
| DZSVR Parenting styles | Neuroticism | | 22.28 | 0.403 | | 0.444 | 0.197 |
| | Extraversion | | 30.14 | 0.326 | | 0.317 | 0.101 |
| | Openness | 402 | 27.99 | 0.303 | 401 | 0.399 | 0.159 |
| | Agreeableness | | 30.07 | 0.320 | | 0.392 | 0.153 |
| | Conscientiousness | | 31.82 | 0.336 | | 0.285 | 0.081 |

* Note: N- number; df- degrees of freedom; η - Eta coefficient; η^2 - variability.

In the following part of the research we will focus on identifying the differences in the individual personality dimensions among research groups (based in parenting styles). Based on previous

data distribution normality tests, we chose nonparametric tests for further analyses, specifically the Kruskal-Wallis H test. Significant difference between the research groups was found at

the level of all personality dimensions of the NEO FFI questionnaire at the level of statistical significance 0.001. The

results of the analysis are given in Table 5 and Figure 1.

Table 5: Comparison of personality dimensions (NEO FFI) between research groups based on parenting styles.

| NEO FFI | DZSVR Parenting style | N | M | SD | SEM | df | H | p |
|-------------------|-----------------------|-----|-------|-------|-------|----|--------|-------|
| Neuroticism | Autocratic | 64 | 22.48 | 9.77 | 1.221 | 3 | 28.107 | 0.001 |
| | Liberal | 53 | 17.85 | 8.245 | 1.133 | | | |
| | Integrative | 49 | 19.59 | 8.261 | 1.18 | | | |
| | Indifferent | 236 | 23.78 | 6.968 | 0.454 | | | |
| Extraversion | Autocratic | 64 | 28.45 | 8.19 | 1.024 | 3 | 33.134 | 0.001 |
| | Liberal | 53 | 33.77 | 5.37 | 0.738 | | | |
| | Integrative | 49 | 32.39 | 5.287 | 0.755 | | | |
| | Indifferent | 236 | 29.32 | 6.114 | 0.398 | | | |
| Openness | Autocratic | 64 | 29.27 | 7.17 | 0.896 | 3 | 16.18 | 0.001 |
| | Liberal | 53 | 29.04 | 5.939 | 0.816 | | | |
| | Integrative | 49 | 29.69 | 7.687 | 1.098 | | | |
| | Indifferent | 236 | 27.06 | 5.201 | 0.339 | | | |
| Agreeableness | Autocratic | 64 | 29.92 | 7.251 | 0.906 | 3 | 56.541 | 0.001 |
| | Liberal | 53 | 35.57 | 4.167 | 0.572 | | | |
| | Integrative | 49 | 31.59 | 6.304 | 0.901 | | | |
| | Indifferent | 236 | 28.56 | 5.891 | 0.383 | | | |
| Conscientiousness | Autocratic | 64 | 31.47 | 7.067 | 0.883 | 3 | 22.783 | 0.001 |
| | Liberal | 53 | 35.28 | 7.026 | 0.965 | | | |
| | Integrative | 49 | 33.31 | 5.467 | 0.781 | | | |
| | Indifferent | 236 | 30.83 | 6.544 | 0.426 | | | |

*Note: N– number; M– mean; SD– standard deviations; SEM– standard error of the mean; df– degrees of freedom; H– Kruskal-Wallis H test; p– level of statistical significance.

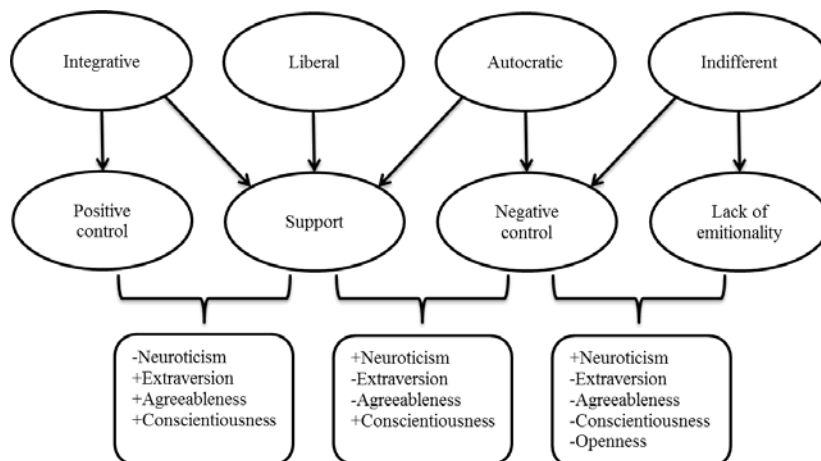


Figure 1: Moderate model of influence of style of education on personality dimensions.

Using LSD analysis, we found the following differences between research groups in personality dimension extraversion. We found a statistically significant difference between adolescents who were raised up with integrative parenting style and adolescents who were raised up with indifferent ($p = 0.002$) and autocratic parenting style ($p = 0.001$), where adolescents who were raised up with integrative parenting style obtained significantly higher score (Mean Difference hereinafter MD = 3.066; MD = 3.935). Similarly, as with integrative parenting style, we also found a statistically significant difference in extraversion among adolescents who were raised up with liberal and indifferent ($p = 0.001$) and the autocratic parenting style ($p = 0.001$), where adolescents who were raised up with liberal parenting style obtain a significantly higher average score (MD = 4.452; MD = 5.320).

We found statistically significant difference in neuroticism between adolescents who were raised up with integrative parenting style and adolescents who were raised up with indifferent (MD = -4.184; $p = 0.001$) and autocratic parenting style (MD = 2.893; $p = 0.049$), where adolescents who were raised up with indifferent and autocratic parenting style obtain lower scores. Similarly, we found statistically significant difference in neuroticism between adolescents who were raised up with liberal parenting style and adolescents who were raised up with indifferent (MD = -4.635; $p = 0.001$) and autocratic parenting style (MD = 5.925; $p = 0.049$), where adolescents who were raised up with indifferent and autocratic parenting style obtain lower scores.

In variable openness, adolescents who were raised up with indifferent parenting style obtain significantly lower scores

compared to those who were raised up with integrative parenting style (MD = -2.639; $p = 0.005$), liberal (MD = -1.983; $p = 0.030$) and autocratic parenting style (MD = -2.211; $p = 0.009$).

In personality dimension agreeableness, adolescents raised up with liberal parenting style obtain significantly higher score, compared to adolescents who were raised up with autocratic (MD = 5.644), indifferent (MD = 3.974) and integrative parenting style (MD = 7.007) at the level of statistical significance of 0.001.

In the personality dimension consciousness, the highest average score was obtained adolescents who were raised up with liberal and integrative parenting style. A statistically significant difference was found between adolescents raised up with liberal parenting style and integrative (MD = 4.448; $p = 0.001$) and autocratic parenting style (MD = 3.814, $p = 0.002$). A significant difference in consciousness was also found among adolescents who were raised up with integrative parenting style and adolescents who were parenting style by indifferent parenting style (MD = 2.471; $p = 0.017$).

4 Discussion and conclusion

Adolescents raised up with integrative and liberal parenting style are characterized by higher emotional stability (or lower neuroticism). They are more sensuous, friendly and extraverted. However, it should be noted that the adolescents raised up with liberal style parenting style have achieved a slightly higher score in all variables (personality dimensions), compared with those who have been raised up with the integrative parenting style. These two parenting styles are generally considered to be the most appropriate and desirable for the development of positive personality traits. Parents require from child to keep up with the standards, reasonable and at a level corresponding to their age. Such parents are usually helpful, responsive and child-oriented. For these parenting styles are characteristic partner-equivalent parent-child relationships, which support the development of positive personality characteristics such as agreeableness, consciousness and stability. These results correspond to the results with E. F. C. Sladdens et al. (2014), who found that positive parental control and support stimulate curiosity, friendliness and stability. Openness was not related to these parenting styles.

The second model describes the impact of indifferent parenting style on the personality dimensions. The results of the analyzes were confirmed predictions, however, the effect of indifferent parenting is not the same as the effect of autocratic parenting, the differences between them will be described in the following model. The problem of indifferent parenting is a drastic disagreement between parenting practices (eg, autocratic vs. liberal education). Highly misbalanced parenting practices result in the creation of emotional instability (neuroticism) in the individual, because the individual perceives one parent as a refusing one, while the other may then be in the coalition (Čáp, J., Boschek, P., 2000). Neuroticism also influences other personality components. As we have found in research, individuals raised up with indifferent parenting style are characterized by a lower level of all other personality dimensions, including the openness to experience that is in all other research groups (liberal, integrative, autocratic) within the norms. We can confirm that indifferent education has the most adverse influence on the personality development and personality characteristics. However, it is a puzzling fact that this research group accounted for up to 59% of individuals in the research sample, which is up to 15% higher comparing to norms. As theoretical and empirical bases state, individuals raised up with autocratic parenting style are distinguished by reduced emotional stability, which corresponds to the results of our research. Strong neuroticism is formed in individuals raised under the strong parental control, which causes stressful situations, frequent admissions, and forms neurotic traits in the adolescent personality. However, this claim is only partially proven in research. Even though the individuals raised with

autocratic parenting style have higher degree of neuroticism, other personality dimensions are within the norms (except extraversion). Autocratic parenting style "limits" the personality, in the sense that it diminishes extraversion and emotional stability but increases consciousness and agreeableness. This leads to a highly introverted personality.

The results of the analyses confirmed several hypotheses based on previous researches (for example Belsky, J., Barends, N., 2002; Clarke, L. A., 2000; Čáp, J., Boschek, P., 2000; Losoya, S. H., 1997). By the study, we confirmed the significant relationship between the parenting styles and the personality dimensions. On the basis of these results, we can assert that the moderate model, based on the theoretical and empirical findings, is functional.

Résumé: There exists the relation between quality of the parental style and the quality of the personality. The parental styles characterized through the negative emotions and problematic control are in the relation with negative personality dimensions as low emotional stability, low openness to experience, low agreeableness, low conscientiousness. This result can open the problem of the risk behavior product and the relation with the personality dispositions. It is possible to assume, in accord with Čerešník, M. (2016), that mentioned personality qualities can contribute to the higher risk behavior production in the population of the adolescents

Literature:

1. Belsky, J., Jaffee, S. R.: The multiple determinants of parenting. In: Cicchetti, D., Cohen, D. J. (Eds.): *Developmental Psychopathology*. Hoboken, NJ: Wiley, 2006, p. 38–85.
2. Clark, L. A., Kochanska, G., Ready, R.: Mothers' personality and its interaction with child temperament as predictors of parenting behavior. *Journal of Personality and Social Psychology*, 2000, 79, 274–285.
2. Clarke, T. L.: *Big Five personality and parenting behavior in mothers of children with ADHD*. College Park : University of Maryland, 2006.
4. Čáp, J., Boschek, P. 1994.: *Dotazník pro zjišťování spůsobu výchovy v rodině*. Průručka. Bratislava: Psychodiagnostika, s. r. o., 100 p.
5. Čáp, J.: *Rozvíjení osobnosti a spůsob výchovy*. Praha: ISV nakladatelství, 1996, 302 p.
6. Čerešník, M.: *Hraničná zóna. Rizikové správanie v dospievaní*. Nitra: PF UKF, 2016.
7. Fontana, D.: *Psychologie ve školní praxi*. Praha: Portál, 1997.
8. Havran, J.: *Pedagogika. Úvod do štúdia*. Prešov : PU, FHaPV, 1998.
9. Hřebíčková, M.: *NEO osobnostní inventář. Průručka*. Praha: Testcentrum, 2004.
10. Huver, R.M.E. et al.: Personality and parenting style in parents of adolescents. *Journal of Adolescence*, 33, p. 395–402.
11. Johnson, A. M., Vernon, P. A., Feiler, A. R.: Behavioral genetic studies of personality: An introduction and review of the results of 50+ years of research, In: Boyle, G. J., Matthews, G., Saklofske, D. H. (Eds.): *The SAGE Handbook of Personality Theory and Assessment: Volume 1 Personality Theories and Models*. London: SAGE, 2008, p. 145–173.
12. Kochanska, G., Aksan, N., Nichols, K. E.: Maternal power assertion in discipline and moral discourse contexts: Commonalities, differences, and implications for children's rule-compatible conduct and cognition. *Developmental Psychology*, 2003, 39, p. 949–963.
13. Končeková, L.: *Psychopatológia*. Bratislava: Lana, 2005, 224 p.
14. Lasoya, S. H. et al.: Origins of familial similarity in parenting: a study of twins and adoptive siblings. *Developmental Psychology*, 1997, 33, p. 1012–1023.
15. Maddahi, M. E. et al.: The study of relationship between parenting styles and personality dimensions in sample of college adolescents. *Indian Journal of Science and Technology*, 2012, 5, (9), p. 3332–3336.
16. Mayerová, K.: Rodinná výchova a motivácia ako činitele úspešnosti adolescenta v kontexte celoživotného vzdelávania. In:

- Lukač, E. (Ed.): *Metamorfózy edukácie I. Katedra andragogiky*. Prešov: FHPV PU, 2013, 144 p.
17. Nakonečný, M.: *Psychologie osobnosti*. Praha: Academia, 1995, 336 p.
18. Prinzie, P. et al.: Parent and child personality characteristics as predictors of negative discipline and externalizing problem behaviour in children. *European Journal of Personality*, 2004, 18, p. 73–102.
19. Ruisel, I., Halama, P.: *NEO Päťfaktorový osobnostný inventár*. Praha: Testcentrum, 2007, 43 p.
20. Říčan, P.: *Psychologie osobnosti: obor v pohybu*. Praha: Grada. 2010, 208 p.
21. Sleddens, E. F. C. et al.: Development of the comprehensive general parenting questionnaire for caregivers of 5–13 year olds. *The International Journal of Behavioral Nutrition and Physical Activity*, 2014, 14, p. 1–14.
22. Smith, C. L. et al.: Maternal personality: Longitudinal relations to parenting behavior and maternal emotional expressions toward toddlers. *Parenting: Science and Practice*, 2007, 7, p. 305–329.
23. Strejček, J.: Osobnost – pojem a podstata, utváření, formování. In: *Metodický portál* [online]. 2009. [cit. 2017–09–08]. Retrieved from: <https://goo.gl/46TD61>
24. Šnýdrová, I.: *Psychodiagnostika*. Praha: Grada, 2008, 144 p.
25. Šturák, P.: Výchovné činitele rozvoja osobnosti. *Theologos*, 2005, 6(1), p. 187–199.
26. Tomšík, R.: *Štatistika v pedagogickom výskume. Aplikácia komparačných a korelačných metód pomocou programu Microsoft Excel*. Nitra: PF, UKF, 2016, 304 p.
27. Tomšík, R.: The Influence of Personality Traits on Academic Achievement. *i-psychologia*, 2015, 12, p. 1–4.

Primary Paper Section: A

Secondary Paper Section: AN, AM, AO