

Exploring the Relationship between Perceived Parenting Style, Achievement Motivation, and Social Anxiety Thoughts in Adolescents

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Abstract: *This study aims to explore the relationships between perceived parenting style, achievement motivation, and social anxiety thoughts among adolescents. A sample of 200 participants from various locations within the Kozhikode district of Kerala was selected. The study employed tools such as the Perceived Parenting Style Divya, T. V Manikandan K, 2013, Achievement Motivation Inventory V. M Joshi, 2009, and Social Anxiety Thoughts Lorne m. Hartman, 1984. Statistical analyses were conducted using Spearman Correlational analysis, Mann Whitney U test, and regression analysis with SPSS software. The findings indicate a significant relationship between perceived parenting style and achievement motivation, and between achievement motivation and social anxiety thoughts. However, no significant relationship was found between perceived parenting style and social anxiety thoughts. Additionally, no gender differences were observed in perceived parenting style, achievement motivation, and social anxiety thoughts. The regression results suggest that perceived parenting style significantly influences achievement motivation but does not impact social anxiety thoughts.*

Keywords: Perceived Parenting style, achievement motivation, social anxiety thoughts, Adolescents

1. Introduction

Perceived parenting style (PPS) refers to the parenting approach that children or adolescents believe they learned from their parents when they were young or in adolescence. Parental style, according to Dixon, Graber, and Brooks - Gunn (2008), is the set of attitudes, behaviours, values, and standards that parents display while interacting with their kids and give parents a reason to pay attention to them or ignore them. According to the definition, a child's perspective on a parent's parenting style is very important. Theoretically, perceived parenting styles include overprotection and concern. The term "perceived parenting style" refers to the parenting approach that children or adolescents believe they learned from their parents when they were young or in adolescence. A parent's parenting style is characterised as a combination of their attitudes and behaviours towards their children as well as the emotional environment in which such behaviours are exhibited. (Xinwen Bi, 2018)

Social anxiety thought (SAT) is when individuals worry excessively that other people will judge, criticise, or reject us in a public situation, social anxiety develops. Everyone occasionally suffers social anxiety, but for a small percentage of people, the frequency and intensity are severe enough to prevent them from engaging in worthwhile activities. People with social anxiety frequently assume that others will judge them or have negative opinions of them. They try to appear professional because they believe they are being closely observed. At the same time, they could worry that they fall short of expectations and are not "up to the mark." In social circumstances, they experience anxiety symptoms as tenseness, a racing heart, and dizziness. They

might flush, stutter, or be mute. It's possible that some circumstances are harder than others. Some persons with social anxiety are very at ease chatting to people they know well, yet they get quite nervous around strangers. Sometimes it might be the opposite. For some people, being seen in public or eating in busy settings like canteens, bars, stores, or lines can be very challenging. For some people, performing in front of others, such as giving a presentation, or getting up and speaking is the main source of their social anxiety. Others may be anxious about speaking with or being seen by people in positions of authority. When performing in front of an audience, many musicians, comedians, and actors have social anxiety, and they have often had to seek treatment in order to continue in their careers. (Pugle, 2021)

Achievement motivation (AM) when someone expects that their performance will be judged in respect to some level of perfection, they are more likely to aspiration, effort, and dedication. This is known as achievement motivation. Most people define motivation as the desire to attain goals and the mechanisms for sustaining that desire. An essential building block for completing cognitive behaviour, such as planning, organising, making decisions, learning, and assessments, is motivation. Achievements were outlined as task - oriented behaviour by Argyris in 1960. Individuals' performances are frequently evaluated by comparing them to benchmarks or to those of others. The definitions of achievement motivation vary according to the different perspectives held by academics. The comparison of one's performance with that of others and against benchmarks was the initial definition of achievement motivation. Accomplishment motivation is a combination of the desire to pursue success and the tendency to avoid failure, two personality traits. Achievement

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motivation is the want to work diligently and energetically, to constantly steer towards goals, to gain supremacy in difficult and challenging tasks, and to have a sense of accomplishment as a result. Three things make up this definition: the development of one's own potential, persistent, motivated work, and the acquisition of satisfaction. Developed the Work and Family Orientation Questionnaire (WOFO) and synthesised the theories of achievement motivation. They also conducted a factor analysis and claimed that mastery of needs, work orientation, competitiveness, and personal unconcern are the four components that make up accomplishment motivation. Further research revealed that the interaction of the first three components is the primary factor influencing people's high levels of performance. It has a close connection to individual accomplishments. (Miller, 2020)

Adolescence is the period of time between childhood and maturity. A child approaching adolescence experiences a number of physical and mental changes. These include issues with their own moral development as well as bodily, mental, emotional, and social issues. The alterations occur frequently and at a variety of speeds. Teenage years may be both a fun and challenging period of life. Your child will become more independent and start to their identity during adolescence. Asestimated 9.1% of adolescents has social anxiety disorder according to Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM - IV). The prevalence of social anxiety disorder among adolescents is higher for females (11.2%) than for males (7.0%). Social anxiety thought is a factor that can influence social anxiety disorder, Negative thoughts was found to be as significant predictor of all examined psychological symptoms. Furthermore, the results revealed negative associations between Cognitive and anxiety, worry and social anxiety, it is very important to study about social anxiety thoughts in the beginning stages itself before leading to social anxiety disorder. Findings suggest a small negative association exists between positive parenting style (Authoritarian parenting style) and Negative parenting practises are associated with children's social anxiety in a marginally beneficial way. Parenting styles is an important variable that can affect adolescents' achievement for effective learning. The achievement motivation among adolescents was higher when the parenting style was authoritative as compared to authoritarian and permissive. High Achievement motivation levels yield better academic results for adolescents, which is necessary for their scholastic performance. Therefore, this study is necessary to understand which parenting style helps yield better performance in adolescents. A student's academic performance or lack thereof can be directly attributed to their parents' parenting style. Therefore, Parenting style acts as a causal factor for social anxiety, this study is significant to understand the interconnection of all these variables and raise early awareness. (Amy Marschall, 2022)

2. Literature Survey

Sharma. G and Dr. Pandey. N Conducted research on "Parenting Styles and Its Effect on Self - Esteem of Adolescents". This study's main objectives are to evaluate and, examine how it affects adolescent parents' self - esteem,

and do so in the context of India. The sample that was chosen for this study comprised 120 individuals, 60 of them were male and 60 females. Chosen from India's Delhi NCR, the retained as 16–18 years. aged groups The Coopersmith inventory adult form, parent authority, and questionnaire are the instruments utilised for data collection The final findings of this study revealed that there is no significant difference between permissive and authoritative parenting in either case of father's parenting on self - esteem among mother's adolescence. Furthermore, both of these parenting styles typically result in higher self - esteem adolescents as opposed to authoritarian Style of parenting, which is found to have a significant negative correlation with self - esteem of adolescents. (Sharma & Pandey, 2015)

Deshpande. A and Chhabriya Conducted a Study 'Parenting Styles and its Effects on Adolescents Self - Esteem' The Family Relationship Inventory and Rosenberg's Self - Esteem Scale was used as tools. Sample they have taken was 78, XI Grade students, from two C. B. S. E. schools from Nagpur were selected for the study Which they focused on adolescence teenagers and conveyed through their research that due to generation gap between parents and their adolescence and inability of parents to understand their adolescence, conflict arises. Their findings show that parental acceptance and support are positively correlated with adolescent achievement motivation. Adolescence who perceives acceptance altitude in their parents have a higher achievement motivation than adolescents who perceive evidence and concentration altitude in their parents. (Deshpande & Chhabriya, 2013)

Driscoll, LC conducted research on "Parenting Styles and Self - Esteem". Data were gathered from 183 participants using an online survey. A four - factor model was used to analyse achievement motivation while evaluating parenting approaches. various scales. To discover that achievement motive, numerous analyses have previously been conducted. changed parenting practises and usage across the age spectrum. The study examines the changes in these two Variables. Implication and potential for further research. (Driscoll, 2013)

Chang, M. conducted a study on "Cultural Differences in Parenting Styles and their Effects on Teens' Self - Esteem, Perceived Parental Relationship Satisfaction, and Self Satisfaction". The Participants were students ages 14 - 18 from a private high school in New Jersey. The tools used for this study are Parental Authority Questionnaire, Measures of Perceived Parent Satisfaction (Academic, Social, and Personal) and Measures of Self - Satisfaction. Results indicated that authoritative parenting was positively correlated with ratings of perceived parents' satisfaction in academics, social, and personal areas of the adolescent's life. (Chang, 2007)

Herz and Gullone E 1999 conducted a study on the relationship between achievement motivation and parenting style, comparing Australian and Vietnamese adolescents from different cultural backgrounds. The results of the t test was calculated to find any differences between the groups in terms of perceived parenting, achievement motivation, and personality variables. Analysis of Fishers. If the estimated

correlation coefficient between two groups were compared, the study indicated that the relationship between parental success was often consistent across cultural boundaries. (Herz & Gullone, 1999)

3. Problem Definition

To study the perceived parenting style, social anxiety thought and achievement motivation among adolescents.

4. Methodology

In this study quantitative correlational method were used. Participants were selected using convenient sampling technique. The main statistical analysis used in the present study was spearman correlation, Mann Whitney U test and regression analysis. Perceived parenting style developed by Divya, T. V & Manikandan K, (2013) was used to measure perceived parenting style, Achievement motivation inventory developed by V. M Joshi (2009) was used to measure achievement motivation and social anxiety thoughts developed by Lorne m. Hartman (1984) was used to measure social anxiety thoughts.

5. Result and Discussion

Table 1: Mean and standard deviation of scores on Perceived parenting style, Achievement motivation and social anxiety thoughts.

Variable	<i>M</i>	<i>SD</i>	<i>n</i>
SAT	49.81	11.193	200
AM	16.36	4.277	200
PPS	109.45	12.875	200
Subscale			
Authoritative	38.79	7.096	
Permissive	36.49	7.249	
Authoritarian	34.11	8.446	

The table shows the descriptive statistics of the variables, mean and standard deviation of Perceived parenting style, Achievement motivation and social anxiety thoughts. The mean and standard deviation of variable Perceived parenting style was found to be 109.45 and 12.875. The parenting style is divided into three types which are Authoritative, Permissive and Authoritarian parenting style its mean value was found to be 38.79, 36.49 and 34.11 respectively, which indicate that the selected sample has higher level of Authoritative parenting style. Authoritative parenting style characterizes both demanding and responsive nature. They maintain an eye on their children' behaviour and it has an impact on defined standards. While aggressive, they avoid becoming harmful and constrictive. The study conducted by Ramayah Thurasamy & Muhammad Shakil Ahmad 2014 shows that authoritative parenting style is the most effective parenting style in improving the academic performance of young children (Masud et al., 2015) The mean and standard deviation of Achievement motivation was found to be 16.36 and 4.277 respectively which indicate that the selected sample has very low level of achievement motivation and the mean and standard deviation of social anxiety thoughts was found to be 49.81 and 11.193 respectively which

indicate that the selected sample has moderate level of social anxiety thoughts.

Table 2: Spearman correlational test of Perceived parenting style, Achievement motivation and social anxiety thought among adolescents

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	<i>r</i>	2	3
1. PPS	200	109.45	12.875	-		
2. SAT	200	49.81	11.193	.206	-	
3. AM	200	16.36	4.277	.000	.000	-

$P^* < 0.05$

The table shows spearman rank order correlation of the variables, the significant value of perceived parenting style with social anxiety thoughts was found to be 0.206 which indicates that there is no significant relationship between perceived parenting style and social anxiety thoughts. The Significant value of perceived parenting style and achievement motivation was found to be.000 which indicates that there is a significant relationship between perceived parenting style and achievement motivation. The Significant value of achievement motivation and social anxiety was found to be.000 which indicates that there is a significant relationship between achievement motivation and social anxiety thoughts.

The Rho value of perceived parenting style with achievement motivation was.334 which indicates there is a positive moderate relationship between the variables which means when perceived parenting style increases achievement motivation also increases. The Rho of achievement motivation with social anxiety thoughts is.281 which indicates there is a positive weak relationship between the variables which means when achievement motivation increases social anxiety thoughts also increases.

The Mann Whitney U test results revealed that P value of Perceived parenting style.649 which indicates that there is no significant difference between Perceived parenting style among male and female. The P value of achievement motivation was.143 which indicates that there is no significant difference between achievement motivation among males and females. The P value of social anxiety thoughts was.477 which indicates that there is no significant difference between social anxiety thoughts among male and female.

The linear regression analysis which indicates the impact of Perceived parenting style on social anxiety thoughts among adolescents the R^2 value was.019 which indicates 1.9% of the variation in the dependent variable social anxiety thoughts which is explained by the study variable Perceived parenting style of the overall responses. The obtained Sig. Value (.019 > 0.05), therefore there is no significant evidence to conclude that the regression model fits the data.

The linear regression which indicates the impact of Perceived parenting style on Achievement motivation among adolescents the R^2 value is.185 which indicates 18.5% of the variation in the dependent variable Achievement motivation which is explained by the study variable Perceived parenting style of the overall responses. The obtained Sig. Value (.185 > 0.05), therefore there is no

significant evidence to conclude that the regression model fits the data. The study conducted by Cucu Sopiah, Yufiarti, and Elindra Yetti 2021 p - value was = 1.0000 > 0.05 is not significant. So the study shows that there is a direct influence of parenting style and achievement motivation on academic achievement. (Sopiah, 2021)

6. Conclusion

The study concludes that there is a significant relationship between perceived parenting style and achievement motivation, as well as between achievement motivation and social anxiety thoughts. However, no significant relationship was found between perceived parenting style and social anxiety thoughts. Furthermore, no gender differences were observed in perceived parenting style, achievement motivation, and social anxiety thoughts. The regression analysis indicates that perceived parenting style significantly influences achievement motivation but does not impact social anxiety thoughts.

7. Future Scope

7.1 Limitation of the study

- The study was conducted in a limited period as this was part of the academic program which was time bounded.
- Limited samples were able to take due to vacation time.
- Samples were restricted to Calicut district.
- In this study only male and female sexual orientations are considered others were excluded.
- The study was based on a self - report questionnaire so there might be response bias which cannot be ignored.
- No qualitative data was procured
- In this study only one demographic variable is considered, others were excluded

7.2 Suggestion for Further Study

- The samples of present study restricted to Calicut district; thus, further research could be done including the rest of the districts in Kerala.
- There were only limited variables used in the study, inclusion of another variable can be used in further exploration.
- Limited samples were included due to vacation time, thus further research could be done including a greater number of samples.

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