



A Study of Perceived Parental Pressure in Relation to Personality and Self Esteem

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ABSTRACT

Parenting plays a very important role in developing personalities of their children. It is like a long term investment in which parents should not force their children to do well in their own life. Parents should know that their children came into the beautiful life with their own temperaments and should recognize that they have their own interests. Parental pressure affects the personality and self esteem of the adolescents. Personality is the unique characteristic of the individual and due to differences in personalities the person is different from others in terms of temperament, coping strategies, emotions etc. Self esteem means the person's faith on self. It is the feeling of an individual that one has about himself or herself. The aim of the present investigation is to study the perceived parental pressure in relation to personality and self esteem. Sample was randomly selected from different streams (arts, commerce and science) of 11th standard of various Government senior secondary schools of Chandigarh. The sample was then administered on perceived parental pressure inventory – PPPI (Thara Sebastain, 1997), NEO-FFI (Costa & McCrae, 1992) and self esteem scale (Rosenberg, 1965). For the analysis of data descriptive statistics, correlation and ANOVA were used. The calculated value shows that there were significant gender differences in the perceived parental pressure, agreeableness, conscientiousness, overall personality and self esteem. It was also revealed that there was negative and significant relationship between perceived parental pressure and agreeableness, perceived parental pressure and conscientiousness and between perceived parental pressure and self esteem. Analysis of variance describes the significant interaction of gender and academic interest in perceived parental pressure, personality and self esteem.

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Introduction

Perceived parental pressure means the force or pressure perceived or received by the child from parents because of parental expectations and behaviour. It gives both psychological and physiological strain to the child. Parents pressurize their child by being over anxious and ambitious and hence forcing them to achieve beyond their capability and abilities.

According to Chen (2012) "Parents are perceived as sources of pressure by students when they communicate messages perceived by the student as emphasizing conditions of acceptance based on achievement in examinations and others assessments, rather than the effort made".

Excessive parental pressure on children in academics might adversely affect their academic interest, self esteem and personality.

Personality

Personality is described as unique, relatively differences in thinking, feeling and behaving. Personality is concerned with the person's specific or particular traits and mind status. Traits within the individual and are part of personality are relatively permanent which encloses qualities of a person. Personality is a collection of various sets of traits and relatively stable over time. Personality traits make the person different from others.

According to Encyclopedia of psychology, personality refers to "individual differences in characteristics patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: one is to understand individual differences in particular personality characteristics, such as sociability or irritability. The other is to understand how the various parts of a person come together as a whole.

Cervone & Pervin (2010) defines personality as "Personality addresses three issues: human universals, individual differences and individual uniqueness". According to McCrae and Costa, 1990- "The five factor model is an organization of personality traits and traits in turn are dimensions of individual differences in tendencies to show consistent pattern of thoughts, feelings and actions".

Lung et al. (2004) noted that a parental bonding directly affect personality characteristics because adolescents automatically mold their personality on the basis of bonding level with their parents. Pressure makes the child feel less competent and leads to the development of negative attitude towards studies. Fan & Chen (2001) researched that parental pressure has negative influence on academic achievement and interest whereas parental involvement increases the talent and success. Both researchers found that there is strong relationship between parental expectation/aspiration with the achievement of their children.

Researchers concluded that parental support reduces or almost eliminates the problem regarding educational achievement.

Self Esteem

Rosenberg (1965) defined self esteem as “relatively stable feelings of overall self worth”. Rosenberg also stated that self esteem as a feeling of “good enough”.

Branden et al., (2005) defined self-esteem as “the experience of being competent to cope with the basic challenges of life and being worthy of happiness”. He also believes that Self-esteem is the confidence in one’s capacity to achieve values.

Qualities of person who are high on self esteem

- Accepts mistakes and makes them as stepping stones
- Not defeated by obstacles
- Even tempered
- High on openness to experience
- Confident and optimistic
- Able to laugh at themselves

Pressure by parents on children can be destructive for their children’s self esteem. Self esteem is the confidence to face the world and it has to be nurtured with strong positive attitude and positive reinforcement. Theorists explain in developing self esteem, parents play a major role. At the age of early adolescents parents usually pressurize their children to score well in academics because this is the age where students are involved in their studies and opt different streams and pursue in that particular stream only. Perceived parental pressure by adolescents affects their personality and self esteem. Adolescents perceived parental pressure in academics because academic is the most important rather than extracurricular activities.

Thus the aim of the present investigation is to study the perceived parental pressure in relation to personality and self esteem.

Review of Literature

Perceived Parental Pressure and Personality

Maddahi et al (2012) conducted a study on 272 students from national university and were selected at random basis. They were responded to parenting style questionnaire and personality. Results showed that there is significant relationship between openness personality trait and authoritative parenting style. It reveals that parents whose style is authoritative have children traits with humanism, wisdom, desire for curiosity. Authoritative parenting style is strict but they do not ignore children, they listen their children but do not change their mind. That’s why these types of parents have children with desire for curiosity. Results also showed that authoritarian parenting style which is very rigid and strict parenting style has significant and direct relationship with neuroticism.

Chen (2012) reviewed perceived parental pressure and test anxiety among Chinese high school students and assessed that perceived parental pressure has significant impact on test anxiety. Deb (2012) also found that perceived parental pressure was associated with high anxiety. Researcher revealed that parental forces toward their children to raise academic performance develop level of anxiety among adolescents.

Study done by Garfield Bester (2007) found that there is direct relationship between parental involvement and children’s level of conscientiousness. More the parental involvement high will be the conscientious trait. These types of children are very rule bound and orderly.

They are high on moral judgemental. The results also revealed that there is a stronger relationship between children and parental involvement in academics.

Perceived Parental Pressure and Self Esteem

Parenting style has been found to be related to self esteem and academic outcomes (Heaven & Ciarrochi 2008). Martinez et al (2007) conducted a study in which researchers explored the relationship between parenting style and self esteem of Brazilian adolescents aged 11 to 15 years with a sample of 1239. Results revealed that adolescents from indulgent families scored higher than adolescents from authoritarian and neglectful families in academic self esteem. Adolescents from authoritarian families scored higher than adolescents from authoritarian and neglectful families in academic self esteem. It was concluded that authoritative parenting is not associated with high self esteem.

Chang (2007) conducted a study to find out the parenting style and self esteem of adolescents. It was found that authoritative parenting style has significant relation with the higher self esteem. Study conducted by Villalobos et al (2004) found that adolescents from authoritarian and indulgent families obtained higher scores than adolescents from neglectful families on diverse measures of competence and adjustment, but there was no difference found between adolescents from authoritative and indulgent families.

Perceived Parental Pressure and Gender Differences

Deb et al (2015) conducted a study on parental pressure among Indian high school students. 66% of the students reported feeling pressure from their parents for better academic performance. Results also revealed that there was no significant gender difference in perceiving parental pressure.

Song & Moon (1998) revealed that there was a slight gender difference in the perception of parental pressure and receiving parental help. More girls i.e. 88% than boys i.e. 71% reported their parents are pushy.

Need of the Study

Over the development of children, parents exert much influence. Parenting style and parental behavior affects children’s behavior, personality, attitude, self esteem etc. in today’s scenario; parents put too much pressure on their children to achieve good grades and success in academics. Parenting style matters a lot in adolescent’s life. To achieve success one should opt his/her own field of interest, however parents impose those streams on their children in which they themselves are interested because according to them they are the best adviser of their child and it does not matters what their child want to do. And due to this pressure or force, students lose confidence and interest and all it leads to negative personality and low self esteem. When one loses self esteem, he/she will not be able to handle the things properly. In India, mostly parenting style is authoritarian in which parents establish rules and regulations and uses harsh strategies with their children. Authoritarian style using parents not listen their children properly i.e. in which stream they have interest, what career line they want to choose etc. It all automatically affects personality and self esteem. The present investigation is aimed to study the perceived parental pressure in relation to personality and self esteem among adolescents.

Objectives

- To study the perceived parental pressure in relation to personality and self esteem among adolescents.

• To study the gender differences in perceived parental pressure, personality and self esteem among adolescents of different streams.

Hypotheses

- It is expected that perceived parental pressure is positively related to neuroticism and conscientiousness.
- It is expected that perceived parental pressure is negatively related to openness, extraversion and agreeableness.
- It is expected that perceived parental pressure is negatively related to self esteem.
- It is expected that there exist gender differences in perceived parental pressure, personality and self esteem among adolescents of different streams.

Methodology

Sample

The aim of the present investigation is to study the perceived parental pressure in relation to personality and self esteem among adolescents. For this purpose sample of 180 adolescents (90 males, 90 females) of different streams i.e. arts, commerce and science were randomly selected from 11th standard of different Government Senior Secondary Schools located in Chandigarh.

| GENDER | STREAMS | | | TOTAL |
|--------|---------|----------|---------|-------|
| | ARTS | COMMERCE | SCIENCE | |
| MALE | 30 | 30 | 30 | 90 |
| FEMALE | 30 | 30 | 30 | 90 |
| TOTAL | 60 | 60 | 60 | 180 |

Tools used

1. **Perceived Parental Pressure Inventory – PPPI (Thara Sebastain, 1997)** is used to measure the pressure perceived by the adolescents. It consists of 30 items and responded on a 3 point likert scale i.e. always, sometimes and never. PPPI is high on reliability i.e. 0.56 as Guttman split-half coefficient, 0.86 as Cronbach's alpha and a value of 0.56 as the Spearman-Brown split-half coefficient. This inventory also has good concurrent validity and criterion related validity.

2. **NEO-FFI (Costa & McCrae, 1992)** is used to measure personality of the adolescents. It consists of 60 items and five dimensions namely openness, conscientiousness, extraversion, agreeableness and neuroticism. NEO-FFI was calculated using alpha coefficient values i.e. 0.89, 0.79, 0.74, 0.84 and 0.79 for N, E, O, A and C respectively. Costa and McCrae report in the manual extensive information on the convergent and discriminant validity of the NEO. NEO-FFI rated on a five point likert scale (1 = strongly disagree to 5 = strongly agree).

3. **SELF ESTEEM (Rosenberg, 1965)** is used to measure the self esteem of the adolescents. Rosenberg self esteem scale consists of 10 items and rated on a 4 point scale i.e. strongly agree to strongly disagree and scores from 10 to 40. It has internal consistency with 0.77 and test retest reliability 0.85. It has 0.55 criterion validity.

Procedure

First of all rapport was established with the subjects, and proper instructions were given to all the participants. After instructions for filling up the questionnaire data was collected by administering the three questionnaires i.e. Perceived parental pressure inventory – PPPI (Thara Sebastain, 1997) consists of 30 items, NEO-FFI (Costa & McCrae, 1992) which consists of 60 items and Self esteem (Rosenberg, 1965) which consists of 10 items. After administration scores were calculated with the help of respective manuals and keys and for analysis of data descriptive statistics, correlation and ANOVA (2 way analysis of variance) were used. Informed consent was also taken into consideration and participants were told that the data will be used for research purpose only.

Results and Discussion

The obtained results are depicted in tabulated form as mentioned under

The table 1 depicts the gender differences on the different variables included in the present study. The above table revealed that there are differences between males and females on perceived parental pressure, personality and self esteem. In perceiving the parental pressure there exist significant gender differences as the mean value shows males are high on perceived parental pressure as compare to females. The mean value found to be 29.77 for males and for females the mean value comes out to be 26.58. The t ratio found to be 3.97 ($p < 0.01$). Figure 1 also shows the differences in perceived parental pressure.

Deb et al (2015) conducted a study on parental pressure among Indian high school students. 66% of the students reported feeling pressure from their parents for better academic performance. Deb et al (2015) also found that there was gender difference in perceiving parental pressure. Almost one-half of the samples (46.2%) experienced pressure in which females experience pressure more than males those pressures.

In the present study there exist significant gender differences in personality also. The mean value for males found to be 188.14 and for females the mean value found to be 195.68. This shows the differences in the personality of the adolescents.

Table 1. Mean, Standard Deviations and t-Ratios comparing males and females on different variables (n=180).

| S.No | VARIABLES | GENDER | MEAN | SD | t-ratio | p-value |
|------|-----------------------------|--------|--------|-------|---------|---------|
| 1 | Perceived parental pressure | Male | 29.77 | 5.85 | 3.97 | .000** |
| | | Female | 26.58 | 7.05 | | |
| 2 | Neuroticism | Male | 36.17 | 4.53 | 0.69 | .48 |
| | | Female | 36.70 | 5.68 | | |
| 3 | Extraversion | Male | 39.22 | 5.06 | 0.70 | .48 |
| | | Female | 39.76 | 5.05 | | |
| 4 | Openness | Male | 38.07 | 5.60 | 0.23 | .81 |
| | | Female | 38.24 | 4.70 | | |
| 5 | Agreeableness | Male | 36.94 | 4.19 | 3.07 | .000** |
| | | Female | 38.97 | 4.61 | | |
| 6 | Conscientiousness | Male | 37.74 | 6.09 | 5.07 | .000** |
| | | Female | 42.01 | 5.13 | | |
| 7 | Total personality | Male | 188.14 | 12.50 | 3.91 | .000** |
| | | Female | 195.68 | 13.31 | | |
| 8 | Self esteem | Male | 29.52 | 3.16 | 5.61 | .000** |
| | | Female | 26.56 | 3.89 | | |

**significant at 0.01 level

It means there are gender differences in personality as females and males have different traits and their characteristics. They respond differently even to the common situation. The t-ratio found to be 3.91 ($p < 0.01$). On the various dimensions of personality there exist significant differences on agreeableness and conscientiousness. On these two dimensions of personality there are significant differences. The t-ratio comes out to be 3.07 and 5.07 for agreeableness and conscientiousness respectively as in both the p value is less than 0.01 alphas. On the other three dimensions of personality viz., neuroticism, extraversion and openness there exists no significant differences. The mean value also depicts that there is very little difference in gender on these dimensions of personality. The above table also revealed that there exist differences in self esteem also. The mean value of males found to be 29.52 and for females the mean value is 26.56 which clearly show the differences. The t-ratio comes out to be 5.61 ($p < 0.01$) which is significant at 0.01 level.

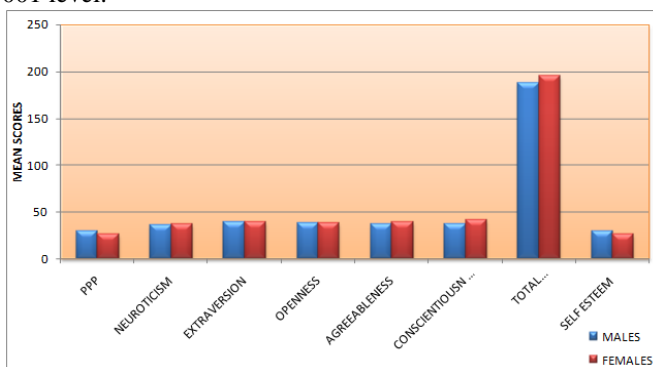


Figure 1. Depicts the gender differences on all variables (n=180).

PPP – Perceived parental pressure, N – Neuroticism, E – Extraversion, O – Openness, A – Agreeableness, C – Conscientiousness, TP – Total Personality, SE – Self Esteem

The above table shows that all three F ratios are significant at 0.01 level means that there are gender differences in perceived parental pressure, different streams of adolescents perceive parental pressure differently and the interaction effect of gender and academic streams on perceived parental pressure is also significant.

The calculated F value i.e. 17.011, 16.922 and 9.203 comes out to be significant at 0.01 level ($p < 0.01$). The value explained that there are gender differences in perceived parental pressure. In respective from the academic streams viz., arts, commerce and science again there is differences in perceiving the parental pressure. There is interaction effect of gender and academic streams in perceived parental pressure among adolescents. The p value found to be .000 which is less than alpha 0.01.

Table 3 describes that there is no difference in personality on the adolescents of different streams. The p value is found to be 0.582 which is greater than 0.05 alpha. According to the results personality of the adolescents of different streams are same. There are no differences. For the differences in gender, the value is less than 0.01 alpha. It depicts that there is significant gender difference exists in personality of the adolescents. The F value found to be 15.965 ($p < 0.01$). Study on 200 Indian college students assessed by Agarwal (2009) in which researcher used NEO-FFI showed that there exist gender differences in three dimensions of personality i.e. extraversion, agreeableness and conscientious. However in the other two dimensions of personality i.e. neuroticism and openness there exists significant gender differences.

However, there is interaction effect exist between gender and academic streams on the personality of the adolescents. Values clearly show the interaction effect of the same as the F value found to be 5.311 and the corresponding level of significance come out to be .006 ($p < 0.01$).

The above table depicts that there is no interaction effect of Gender and academic streams on self esteem of the adolescents as the F value is found to be 0.669 and p value is 0.513 ($p > 0.05$) which is greater than 0.05 level. However, significant gender differences are found in the self esteem. Males and females have different levels of self esteem. The F value is found to be 31.362 and concerned p value is less than 0.01 alpha. It is also revealed from the table that there is no differences in self esteem of the adolescents of different streams i.e., arts, commerce and science. The F value found to be 0.969 which depicts that there are no differences in the level of self esteem of the adolescents of different streams.

Table 2. Analysis of variance of perceived parental pressure (n=180).

| Sources of Variances | Sum of Squares | df | Mean Sum of squares | F | Level of Significance |
|---------------------------|----------------|-----|---------------------|--------|-----------------------|
| Gender | 1123.962 | 1 | 1123.962 | 17.011 | .000** |
| Academic Streams | 1119.511 | 2 | 559.756 | 16.922 | .000** |
| Gender X academic Streams | 608.844 | 2 | 304.422 | 9.203 | .000** |
| Within (Error) | 5755.700 | 174 | 33.079 | | |
| Total | 135539.000 | 180 | | | |

**significant at 0.01 level

Table 3. Analysis of variance of Personality (n=180) .

| Sources of Variances | Sum of Squares | Df | Mean Sum of squares | F | Level of Significance |
|---------------------------|----------------|-----|---------------------|--------|-----------------------|
| Gender | 2553.800 | 1 | 2553.800 | 15.965 | .000** |
| Academic Streams | 173.811 | 2 | 86.906 | 0.543 | .582 |
| Gender X Academic Streams | 1699.233 | 2 | 849.617 | 5.311 | .006** |
| Within (Error) | 27833.733 | 174 | 159.964 | | |
| Total | 6661638.000 | 180 | | | |

**significant at 0.01 level

Table 4. Analysis of variance of Self Esteem (n=180).

| Sources of Variances | Sum of Squares | Df | Mean Sum of squares | F | Level of Significance |
|---------------------------|----------------|-----|---------------------|--------|-----------------------|
| Gender | 396.050 | 1 | 396.050 | 31.362 | .000** |
| Academic Streams | 24.478 | 2 | 12.239 | 0.969 | .381 |
| Gender X Academic Streams | 16.900 | 2 | 8.450 | 0.669 | .513 |
| Within (Error) | 2197.300 | 174 | 12.628 | | |
| Total | 144147.000 | 180 | | | |

**significant at 0.01 level

Table 5. Intercorrelation matrix of the all variables (n=180).

| VARIABLES | PPP | N | E | O | A | C | TP | SE |
|-----------|-----|------|------|-------|--------|--------|--------|--------|
| PPP | 1 | .111 | .024 | .108 | -.153* | -.018 | .034 | -.37** |
| N | | 1 | .090 | .000 | -.070 | -.036 | .377** | -.179* |
| E | | | 1 | .173* | -.014 | .179* | .553** | .061 |
| O | | | | 1 | -.098 | .233** | .521** | -.003 |
| A | | | | | 1 | .309** | .405** | .021 |
| C | | | | | | 1 | .695** | -.166* |
| TP | | | | | | | 1 | -.114 |
| SE | | | | | | | | 1 |

**significant at 0.01 level

*significant at 0.05 level

Table 5 depicts the inter correlation matrix of different variables i.e. perceived parental pressure, personality (with its five dimensions i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness) and self esteem. The values shows that there is positive relationship exist between perceived parental pressure and three dimensions of personality i.e. neuroticism, extraversion and openness. It means higher the perceived parental pressure higher will be the trait of neuroticism, extraversion and openness. Various researchers also found the same results. Maddahi et al (2012) conducted a study and found that there is significant relationship between openness personality trait and authoritative parenting style. It reveals that parents whose style is authoritative have children traits with humanism, wisdom, desire for curiosity. Authoritative parenting style is strict but they do not ignore children, they listen their children but do not change their mind. That's why these types of parents have children with desire for curiosity. Results also showed that authoritarian parenting style which is very rigid and strict parenting style has significant and direct relationship with neuroticism. Pressure makes the person to feel worthless and less supportive. Adolescents then openly communicate with parents and do not feel hesitate and don't want to be under parental pressure and becomes high on extrovert and openness.

Table also revealed that there is negative association between perceived parental pressure and other dimensions of personality i.e., agreeableness and conscientiousness. Higher the parental pressure makes the adolescents low on agreeableness and they argue with the parents further also makes the adolescents low on conscientiousness trait of personality.

There is also a relationship between perceived parental pressure and self esteem which is described from the table. It is revealed that there is negative relationship between perceived parental pressure and self esteem. Perceived parental pressure leads the adolescents towards low self esteem, they becomes low on positive self perception, feels worthless and perceive themselves negative. The calculated value of correlation between perceived parental pressure and self esteem found to be -0.37 and it is significant at 0.01 level as the value is less than 0.01 alpha. Researchers also found that there is negative relationship between parental pressure and self esteem. Naumann et al (2012) found that high parental pressure and expectations impose self critical evaluation among adolescents which further leads to low self esteem. Low self esteem means adolescents are not feeling confident about what they are doing and due to pressure they don't feel supportive.

Main Findings

It is revealed from the current study that:

- There exist significant gender differences in perceived parental pressure, personality and self esteem.
- There exist significant differences in perceived parental pressure among adolescents of different streams i.e. arts, commerce and science.
- There is positive relationship between perceived parental pressure and three dimensions of personality i.e. neuroticism, extraversion and openness.
- There is negative relationship between perceived parental pressure and other two dimensions of personality i.e. agreeableness and conscientiousness.
- There is negative relationship between perceived parental pressure and self esteem

Implications

The aim of the present research was to study the perceived parental pressure in relation to personality and self esteem. Parent's role is very important to develop the personality of their children and role of parents also affects their self esteem. Positive relationship or healthy relationship leads the adolescents towards higher self esteem because they perceive this relationship supportive. Perceived parental pressure affects the personality of the adolescents negatively. This makes them low on self esteem or positive evaluation. Parents should not pressurize their child to do every task they should be lenient. No doubt parents always want or pressurize their child for their healthy development and for better future. However this concern forces the parents from their inner world to make the child perfect in every aspect. But this very much concern affects the adolescents personality and self esteem negatively. Parents are not even aware that this force is affecting their child's personality and self esteem negatively. Awareness must be created by higher authorities in schools to make the parenting style authoritative. This can be done by organizing the camps in schools, by appointing counselors and special educators. Parents should be invited in these camps in regular intervals. These all efforts will help in modifying the parenting style and reducing the perceived parental pressure.

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