PERCEIVED PARENTING STYLE AND IT'S RELATIONSHIP TO LOCUS OF CONTROL AND EMOTIONAL MATURITY AMONG EMERGING ADULTS

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Abstract

"Children are educated by what the grown-up is and not by his talk." –Carl Jung
Swiss psychiatrist Carl Jung was best known for his theories about personalities but raising five children may have been his proudest achievement. Jung knew you can't simply tell your kids what to do—you must lead by example. Parenting, the process of raising children and providing them with protection and care in order to ensure their healthy development into adulthood, whereas perceived parenting style is how adolescents perceive their parent's parenting styles- which are based on three types of parenting styles such as authoritative, authoritarian and permissive.

1.1 INTRODUCTION

The Authoritative Style includes open communication between parent and child, providing clear guidelines, encouragement, and expectation upon the adolescents, providing lots of nurturing and love, spending time together, providing right direction, and encouraging in taking decisions. *The Authoritarian Style* involves high standards, discipline, comparison between friends, criticizing while doing things, and providing punishment when rules are not obeyed, very little comfort and affection is shown, and they do not provide solutions to problems. Finally, *Permissive Style* refers to few limits imposed, there is little or no expectation for their children, they view children as friends, spend less time with children, no rules or guidelines for children are set, and they allow the children to regulate their own activities.

Developmental psychologists have long been interested in how parenting affects child development. However, finding actual cause-and-effect links between specific actions of parents and later behaviour of children is very difficult. Some children raised in dramatically different environments can later grow up to have remarkably similar personalities. Conversely, children who share a home and are raised in the same environment can grow up to have very different personalities. Despite these challenges, researchers have posited that there are links between parenting styles and the effects these styles have on children. And some suggest these effects carry over into adult behaviour. So, as we grow up and become young adults, we develop a perception on various things around us- similarly we have a perception about our parents and their parenting styles.

Young adult is generally regarded as being the formative period in a person's life. In this period, an individual physically transforms from a child into an adult. These physical changes are paralleled by psychosocial changes: A transition takes place from being a child who relies strongly on his or her parents' teachings to becoming an adult who makes his or her own informed decisions. Emerging Adulthood is a period where individuals, for example, gain an increasingly more stable identity status, form stable cultural orientations, and establish increasingly more salient and intimate relations with peers and romantic partners. Likely, these changes toward maturation in biological and psychosocial domains are also reflected by changes in personality traits. Emerging adult's personality maturation is indicated by changes, signified by (normative) growth of personality traits. Maturation is also be reflected by increased instability, as inter-individual differences should become more settled, and personality profiles becomes more stable and better organized.

In the development stages of our adolescence, we develop our personalities and who we become as a person. Emotional maturity and Locus of Control are also a key aspect of our developing personalities. The expression, "maturity," refers to a significant phase in the growth of a living organism. Maturity is achieved when individual growth is completed and the organism is ripe for propagation. We call a person psychologically mature after he has reached a certain level of intelligence and emotional outlook. If the development of a person is undisturbed, biological and psychological maturation progress more or less parallel with each other. Usually, however, bio logical maturation proceeds ahead of emotional maturation. The understanding of adolescence gives the clue to the essence of the mature state of mind. During the period of adolescence, the young person gradually grows emotionally into the advanced mature status which biologically he had already reached several years ago. The self- confident attitude of the mature person is based on taking himself and his capacities for granted. This is in sharp relief to the insecurity of the infant and of the adolescent. As a consequence of this inner security the

mature adult's interests no longer centre around the self. It can now be turned outwards towards the environment.

Locus of Control is considered to be an important aspect of personality. The concept was developed originally by Julian Rotter in the 1950s. Locus of Control refers to an individual's perception about the underlying main causes of events in his/her life. Or, more simply: Do you believe that your destiny is controlled by yourself or by external forces (such as fate, God, or powerful others). Rotter's theory states that those who believe external forces, like fate, luck, or God, are less in control of their life and have an external locus of control. People like this usually believe they have few or no options as to what happens to them in their job, relationships, and even their health. The opposite of external locus of control would be internal locus of control; people who believe they do have a hand in what happens to them; their own actions and decisions are what determine the life they make for themselves. According to numerous researches in this area, it is has been found that individuals who perceived their parents as being authoritative had significantly more internal locus of control scores than individuals who reported either the permissive or authoritarian styles.

In this research we will examine the correlation between perceived parenting styles emotional maturity and locus of control of young adults.

1.2 EMERGING YOUNG ADULTS

Emerging adulthood, as first proposed by Jeffrey Arnett, is the developmental period spanning ages 18-25, the period during which they become more economically independent by training and/or education. Arnett gives this blanket definition: "Emerging adulthood can be said to exist wherever there is a gap of at least a few years between the end of puberty and the entry into stable adult roles in love and work". Emerging adulthood is a time for looking back and looking forward, from the point of dwelling in-between defined life roles. No longer a child, not yet fully adult, the emerging adult inhabits a range of emotions and experiences, such as, freedom, fear, choice, possibility, independence, loneliness, relationship, exploration, groundlessness, identity formation, change, etc. Emerging adulthood has been proposed as the most heterogeneous life stage by the researchers who first introduced emerging adults into the psychological literature. Arnett proposed emerging adulthood as a phase of life between adolescence and full-fledged adulthood, with distinctive demographic, social, and subjective psychological features. Emerging adults do not see themselves as adolescents, but many of them also do not see themselves entirely as adults. Perhaps it is difficult for young people to feel they have reached adulthood before they have established a stable residence, finished school, settled into a career, and married (or at least committed themselves to a long-term love relationship).

The characteristics that matter most to emerging adults in their subjective sense of attaining adulthood are individualistic qualities of character. Specifically, the two top criteria for the transition to adulthood have been accepting responsibility for one's self and making independent decisions. A third criterion, also individualistic but more tangible, becoming financially independent, also ranks consistently near the top. Financial independence is crucial to self-sufficiency, so it is also important in emerging adults' conceptions of what is necessary to become an adult. Only after these character qualities have reached completion and financial independence has been attained, emerging adults experience a subjective change in their developmental status, as they move out of emerging adulthood.

The locus on identity issues in emerging adulthood can be seen in the three main areas of identity exploration: love, work, and worldviews. Identity formation involves trying out various life possibilities and gradually moving toward making enduring decisions, in all three of these areas, this process begins in adolescence but takes place mainly in emerging adulthood. Romantic relationships in emerging adulthood last longer than in adolescence. With regard to work, a similar contrast exists. In emerging adulthood, work experiences become more focused on preparation for adult work roles. Emerging adults begin to consider how their work experiences will lay the groundwork for the jobs they may have through adulthood. Most of the research on changes in worldviews during emerging adulthood has involved college students and graduate students, and there is evidence that higher education promotes explorations and reconsiderations of worldviews. Although the identity explorations of emerging adulthood make it an especially full and intense time of life for many people, these explorations are not always experienced as enjoyable. Explorations in love sometimes result in disappointment, disillusionment, or rejection. Explorations in work sometimes result in a failure to achieve the occupation most desired or in an inability to find work that is satisfying and fulfilling. Explorations in worldviews sometimes lead to the rejection of childhood beliefs without the construction of anything more compelling in their place.

 Emerging adults are raised with the belief that they could be whatever they wanted to be when they grew up if they tried hard enough. Some emerging adults feel the disappointment of realizing that this might not be completely accurate - that they would have needed to study science, for instance, if they wanted to become an astronaut. At the same time, many emerging adults still feel a real sense of possibility when they look ahead to their lives, and on many levels, this sense is accurate. Having not yet chosen a career or partner, the explorations of emerging adulthood can open doors to new, possible lives. Until a choice is made, the possibilities remain open.

On the other hand, this sense of possibility can be intoxicating, and some emerging adults may become addicted to the high and unwilling to close doors.

Emerging Adults is generally regarded as being the formative period in a person's life. In this period, an individual physically transforms from a child into an adult. Likewise, there are also personality changes as an individual enters adulthood from the adolescent period. Compared with adults, emerging adults are considered to be more instable and have greater freedom to learn new behaviors and environments. Therefore, emerging adults might demonstrate larger shifts in their personality traits in general. With age and growing experience in distinguishing events that are causally related to one's actions from those that are not, an external locus of control, which is characteristic of childhood, changes to a more internal locus of control, which increases in internality in emerging adults. As people grow up, their skills improve and so does their ability to influence events in their everyday lives. During this time, their locus of control undergoes intense changes under the influence of the educational environment of the family and school, in which the young person learns to take responsibility for their actions. In emerging adult's daily lives, their locus of control allows them to decide what they want to learn and how they want to do it and enables them to flexibly settle the need to fulfil their requirements with the need to get engaged in out-of-school or college activities. Research indicates that the knowledge of students' locus of control allows one to predict the quality of their adaptation and ability to cope with various challenges.

When faced with adjustment problems adolescents often resort to maladaptive or unhealthy coping strategies to combat stress which in turn can make them more vulnerable to disorders and mental abnormalities. Emerging adult is widely considered by the psychological establishment to be prone to recklessness and risk-taking behaviors. During this time experimentation in substance use, sexuality, and other risky and dangerous behaviors are common. In emerging adulthood several development tasks are accomplished such as identity formation, which often includes getting the training and education required for future careers this includes going to college and attaining training, nonetheless these tasks can be frustrating and stressful, leading many in emerging adulthood to turn to a variety of behaviours such as binge drinking which can, in turn, lead to more failure and ironically even more stress.

Removed from the controls of parents and teachers, emerging adults are free to explore these areas. Further, this increased level of alcohol consumption is somewhat normative in Western cultures due to the developmental changes occurring during emerging adulthood. As such, during periods of binge drinking and sexual exploration, we find many emerging adults participating in other related risky behaviours such as unsafe sexual practices and drunk driving. These can be due to faulty adjustment patterns. There is a relationship between family environment, home adjustment, and academic achievement in adolescents. The family environment affects adjustment and academic performance. Relationships with parents and peers can help in moulding an individual's total personality. Though sometimes conflicts may arise and lead to maladjustments.

One of the identified qualities that is important in emerging adults and reaching full adulthood is independent decision-making. While the ability to make independent decisions reflects one's psychological and moral identity, it also has to do with cognitive maturity and the ability to weigh a variety of considerations before deciding on a choice. Recent neuroscience research indicates that brain development continues well into the third decade of life, ultimately resulting in the combination and coordination of cognitions, emotion and action, and strategic executive control. As new capacities emerge, they are available to solve problems, delay gratification, and filter unnecessary input. With maturation of these skills, emerging adults are also more capable of reflecting on the influence of their environment and on their internal state, regulate their emotions, and use problem-solving skills to effectively compromise, which is important for the development of meaningful social interactions and personal relationships as well as in the work environment.

1.3 PARENTING STYLES

Parents influence their children through specific practices, like encouraging them to play outdoors, or helping them with their homework. But parenting style is more than a set of specific practices. It is the overall approach that parents take to guiding, controlling, and socializing their kids and the attitudes that parents have about their children, and the resulting emotional climate that it creates. And research suggests that parenting styles have important effects on the ways that children develop. Parenting style can affect everything about a child; from how much s/he weighs to how s/he feels about herself/himself. It's important to ensure that parenting style used is supporting healthy growth and development because the way a parent interacts with and disciplines his/her child will influence the child for the rest of their life.

Parenting style has been found to be different between collectivist and individualist cultures because the goals of parenting are different in the two types of cultures (Darling & Steinberg, 1993; Markus & Kitayama, 1991). In collectivist cultures, individuals are taught to hinder the expression of their own desires but instead think about other people's desires. This value is believed to have developed to maintain positive relationships with other people and to show respect to others. Obeying authority of parents is another characteristic of collectivist cultures where the children are expected to do what the parents want and to believe what their parents believe.

On the other hand, in individualistic cultures individuals are taught to be independent and self-reliant. Individualism was seen historically as a necessary quality in a culture that was expanding. For example, in the U.S., persons needed to be independent and self-reliant to set off alone to settle in the west. The differences in these basic goals and values may be one explanation of why parenting style differs between collectivist and individualistic cultures.

One of the interesting things about being a parent is that there is great variation in how a parent raises their children. At the same time, there are many commonalities from one parent to another. In fact, there is enough similarity that researchers have tried to group parents into four common parenting styles. In the 1960s, psychologist Diana Baumrind conducted a study on more than 100 preschool-age children. Using naturalistic observation, parental interviews, and other research methods, she identified some important dimensions of parenting. These dimensions included disciplinary strategies, warmth and nurturing, communication styles, and expectations of maturity and control. Based on these dimensions, Baumrind suggested that the majority of parents display one of three different parenting styles. Later research by Maccoby and Martin suggested adding a fourth parenting style.

The four parenting styles have distinct names and characteristics: Authoritarian, Authoritative, Permissive and Uninvolved. Each style takes a different approach to raising children and can be identified by a number of different characteristics. Each parenting style varies in at least four areas: discipline style, communication, nurturance, and expectations. Few parents fit neatly into one single parenting style, but rather raise children using a combination of styles. The four basic parenting styles represents a continuum. Some parents might straddle the line between authoritarianism and authoritativeness. Other parents might find themselves on the border between authoritativeness and permissiveness.
The current research project focuses on only 3 parenting styles, i.e., Authoritarian, Authoritative and Permissive style.

1.3.1 AUTHORITARIAN PARENTING

Authoritarian parents are often thought of as disciplinarians. High levels of parental control and low levels of responsiveness are the two characteristics of authoritarian parents. They believe kids should follow the rules without exception. Rules usually are not explained. These parents are famous for demanding "blind obedience" saying, "Because I said so," when a child questions the reasons behind a rule. Communication is mostly one way: from parent to child. They are not interested in negotiating and any attempts to reason with them are seen as backtalk. They make the rules and enforce the consequences with little regard for a child's opinion. Authoritarian parents may use harsh punishments such as corporal punishment, as a way to control children's behavior with the approach of "spare the rod, spoil the child". Their disciplinary methods are coercive, i.e. arbitrary, peremptory, domineering, and concerned with marking status distinctions. Mistakes are punished, often quite harshly, yet their children are often left wondering exactly what they did wrong. So rather than teach a child how to make better choices, they're invested in making kids feel sorry for their mistakes. Parents with this style are typically less nurturing. They usually justify their mean treatment of their kids as tough love. Children who grow up with strict authoritarian parents tend to follow rules much of the time. But, their obedience comes at a price. Children of authoritarian parents are at a higher risk of developing self-esteem problems because their opinions aren't valued. They may also become hostile or aggressive. Rather than think about how to do things better in the future, they often focus on the anger they feel toward their parents. Since authoritarian parents are often strict, their children may grow to become good liars to avoid punishment. They are also more prone to mental issues, be more likely to have drug use problems and have bad coping mechanisms.

1.3.2 AUTHORITATIVE PARENTING

Authoritative parents are reasonable and nurturing and set high, clear goals and expectations and children may have input into goals. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. They have rules with clear explanations and they use consequences, but they also take their children's opinions into account. Explanations allow children to have a sense of awareness and teach kids about values, morals, and goals. Communication is frequent and appropriate to the child's level of understanding. They validate their children's feelings and are responsive to their children and willing to listen to questions. They also use positive discipline strategies to reinforce good behavior, like praise and reward systems. They also allow bidirectional communication. This parenting style is also known as the democratic parenting style.

This style is thought to be most beneficial to children. Researchers have found that the combination of expectation and support helps children of authoritative parents to become responsible, self-disciplined adults who think for themselves and feel comfortable expressing their opinions. Children raised with authoritative

discipline tend to be happy, friendly, energetic, cheerful, self-controlled, curious, cooperative and successful. They're also more likely to be good at making decisions and evaluating safety risks on their own. They have better mental health — less depression, anxiety, suicide attempts, delinquency, alcohol and drug use, exhibit less violent tendencies and are securely attached.

1.3.3 PERMISSIVE PARENTING

Permissive parents are lenient. They often only step in when there's a serious problem and mostly let their children do what they want, and offer limited guidance or direction. They're quite forgiving and they adopt an attitude of "kids will be kids". When they do use consequences, they may not make those consequences stick. They might give privileges back if a child begs or they may allow a child to get out of time-out early if he promises to be good. Permissive parents usually take on more of a friend role than a parent role. They often encourage open communication with their children, but they usually don't put much effort into discouraging poor choices or bad behavior. Parents in this category tend to be warm and nurturing but they do not like to say no or disappoint their children.

Kids who grow up with permissive parents are more likely to struggle academically. They may exhibit more behavioral problems as they don't appreciate authority and rules and possess egocentric tendencies. They tend to be impulsive, rebellious, aimless, domineering and aggressive. They often have low self-esteem and may report a lot of sadness. They're also at a higher risk for health problems, like obesity, because permissive parents struggle to limit junk food intake and often don't enforce good habits.

1.3.4 PARENTING STYLES AND EMERGING ADULTS

It is important to remember that the vast majority of research into parenting styles has focused on families with children and adolescents, with only a few analysing the impact of parenting style during emerging adulthood. Emerging adulthood refers to the period that transpires between reaching legal adulthood (at the age of 18 in the majority of countries) and age 29. This new stage emerged as the result of the social and economic changes that have occurred over recent decades, such as an increase in the number of years young people spend studying, more widespread access to university-level studies and an increase in youth unemployment, all of which have delayed the acquisition of typically adult roles. The fact that parents and their adult children live together under the same roof during this stage of the latter's lives is a recent phenomenon that raises a series of new and interesting questions about the conceptualization of parenting style. One of the most important questions is if parenting style continues to affect young adults' development during this phase in the same way as it did during childhood and adolescence, and if so, which style is most beneficial. The little research that has been carried out in this field has yet to offer definitive conclusions. Some studies argue that the authoritative style has a positive impact on wellbeing during emerging adulthood, leading to greater academic achievement, self-regulation, self-esteem and emotional wellbeing . Nevertheless, other authors report finding no evidence of the benefits of the authoritative style during this stage, arguing that it is not associated in any way with either depressive symptoms or maladaptive behaviors. Going one step further, in a recent study, McKinney even claims that emerging adults reported fewer psychological symptoms when they rated parents as low on the authoritative scale, thereby precluding any possible positive effect of this style

1.3.5 WHICH PARENTING STYLE IS THE MOST EFFECTIVE?

From decades of studies, researchers found that authoritative parenting is consistently linked to the best outcomes in kids and is considered the best parenting style by psychologists and psychiatrists. Because authoritative parents are more likely to be viewed as reasonable, fair, and just, their children are more likely to comply with their parents' requests. Also, because these parents provide rules as well as explanations for these rules, children are much more likely to internalize these lessons.
Rather than simply following the rules because they fear punishment (as they might with authoritarian parents), the children of authoritative parents are able to see why the rules exist, understand that they are fair and acceptable, and strive to follow these rules to meet their own internalized sense of what is right and wrong.

Parenting styles are associated with different child outcomes, and the authoritative style is generally linked to positive behaviours such as strong self-esteem and self-competence. However, other important factors including culture, children's temperament, children's perceptions of parental treatment, and social influences also play an important role in children's behaviour.

1.4 EMOTIONAL MATURITY

Emotional maturity refers to your ability to understand, and manage, your emotions. Emotional Maturity is an aspect that is very close to the personality. A person can be said to have matured emotionally when they have been able to think objectively. Emotional maturity is an expression of emotion that is constructive and interactive. Your emotional maturity is observed through your thoughts and behaviours. When you are faced with a difficult situation, your emotional maturity is one of the biggest factors in determining your ability to cope. The key thing to remember when it comes to understanding emotional maturity is that an emotionally mature individual *takes responsibility for their actions*. Whether it is a positive *or* negative action with a positive *or* negative effect, a person with average or high emotional maturity acknowledges what they've done and the effect that it had on the people and world around them. Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, power and his ability to enjoy the use of his powers.

There are some specific signs that indicate emotional maturity. For example,

1.   The ability to experience and understand one's own deepest feelings and needs, and to be able to act on and express these feelings and needs in appropriate and constructive ways.

2.   The ability to act on and react to life circumstances with intelligence, sound judgment and wisdom.

3.   The ability to recognize, empathize with and respect the feelings and needs of others.

4.   The ability to delay the immediate satisfaction of our own needs, so that one may attend to other more pressing needs or actions.

5.   The ability to love - to allow another's needs, feelings, security, and survival to be absolutely paramount - just as if these were our own.

6.   The ability to adapt flexibly and creatively to life's changing circumstances and conditions. 7. The ability to channel one's energy, both positive and negative, into constructive contributions to oneself, to others, and to communities.

8.   The willingness and ability to be responsible and accountable for our own circumstances and actions in life, and the ability to differentiate our responsibilities from those of others.

9.   The ability to relate comfortably and freely with others, to like and be liked by others, and to maintain healthy and mutually satisfying relationships.

10.   The ability to choose and develop relationships that are healthy and nurturing, and to end or limit relationships that are destructive or unhealthy.

Emotional maturity predicts ability to manage and monitor own emotions, to assess the emotional state of others and to influence their opinions while effectiveness reflects emotional intelligence. The most outstanding mark of emotional maturity is the ability to deal with the situations accordingly and purposefully and even in the extreme conditions be emotionally stable and under control. Individuals who are emotionally mature generally find that they are more comfortable with themselves, and find those things in life that include other people more enjoyable and much less chaotic than people who are emotionally immature.

Emotional maturity is influenced by several factors, both internal (from within oneself) or external factors (outside of yourself). Parents do far more than meet the basic survival needs of their child, and research is increasingly finding that they have an enormous influence on a wide variety of health outcomes for their children, including behavioural habits, physical and mental health outcomes and emotional development. It is self-evident that parents play the most important role in bringing up young ones, who as an adult play an important role in creating an orderly society.

All parents love their children and there is no doubt a great connection between parent child relationships. Parenting is a tough task, but one of the most important and wonderful moments one comes across in a life time. Concepts of parenting are intensely rooted in culture. Effective parenting inculcates positive behaviour and self-concept in young ones. Proper skills of parenting can be improved by educating about child development. If parents are educated regarding various stages of human development, it would help them to understand about their ever-switching roles, in the lives of their offspring's and they would also realize about physical, psychological, emotional support expected by a child at various developmental stages. The kinds of relationship adolescents develop with their parents determine their ability to mature emotionally. Since adolescents lay the foundation of any nation their maturity is of prime importance. This maturity can only be brought about by right parenting style. Parenting style of the parents and the resulting emotional maturity of the adolescents shapes their responses to the challenges they face.

Early childhood experiences are crucial to emotional health. The importance of primary attachment and bonding to a parent or care given in the first twelve months of a child's life is well researched and documented – it establishes initial trust and security as well as building a foundation for future emotional development.

On-going family experiences generally remain the most influential factors impacting on younger children. Family events such as sickness, unemployment, loss and family breakdown can have devastating effects, especially if the child perceives a threat to the maintenance of the family unit itself. Schooling also plays an important role.

Experiences such as "connectedness" with the school and teacher, feeling nurtured and supported by the school environment, being able to join with peers and keeping up with classwork all contribute to self-esteem, which in turn reduces ambiguity or uncertainty.

Problems in one area may and often do affect security in another, although occasionally a non-assertive child may camouflage their emotional stress particularly if he or she is a compliant student. Usually, the child does show some behavioural signals that suggest an emotional problem.

Apart from family and school, there are a number of other factors that contribute to the emotional development of young children. These include biological make up, outside social and sporting interactions and modern communications such as computers and television.

As children grow older, these influences continue to be significant especially those most closely associated with self-image and the need for greater individualisation such as teenage fashion and pop culture. This situation is compounded by the increasing pressure on young people as a marketable commodity in our consumer driven society. A young person who has developed emotional resilience during childhood is in an advantageous position to work through the challenges of later years.

1.5 LOCUS OF CONTROL

The locus of control construct was originally introduced by Julian B. Rotter (1966) who defined locus of control as a generalized belief in internal versus external control of reinforcements that arises from individuals' general expectations. Locus of control is a psychological concept that refers to how strongly people believe they have control over the situations and experiences that affect their lives.

This concept is usually divided into two categories: internal and external. If a person has an internal locus of control, that person attributes success to his or her own efforts and abilities. A person who expects to succeed will be more motivated and more likely to learn. Those who are always at the mercy of luck, fate and unforeseen uncontrollable outside force and feel helpless all the time and never like to take the responsibility for their bad outcomes and miserable performances in life are said to have external locus of control.

Locus of control is often viewed as an inborn personality component. However, there is also evidence that it is shaped by childhood experiences—including children's interactions with their parents. Children who were raised by parents who encouraged their independence and helped them to learn the connection between actions and their consequences tended to have a more well developed internal locus of control.

People with an external locus of control are also more likely to experience anxiety since they believe that they are not in control of their lives. This is not to say, however, that an internal locus of control is "good" and an external locus of control is "bad". There are other variables to be considered, however, psychological research has found that people with a more internal locus of control seem to be better off, e.g. they tend to be more achievement oriented and get better paying jobs.

Beliefs about causality and control impact behaviour in significant and important ways. One of the most powerful of these is the expectancy for internal versus external locus of control of reinforcement (Rotter, 1966; Strickland, 1989); this construct is one of the most studied dimensions of personality (Rotter, 1990). Internal control is defined as the degree to which people generally perceive that reinforcements or outcomes of their lives are contingent on their own behaviour or personal characteristics. External control refers to the degree to which people generally expect that life events or outcomes are a function of chance, luck, fate, the will of powerful others, or other causes beyond their control. Such biases in perceptions of personal agency generalize across situations (Rotter, 1966). Individuals are selective in what aspects of their behaviour are strengthened, depending on their perception of the situation.

The locus of control dimension is considered an aspect of personality because it is stable and is pervasive in its influence. Rotter (1966) posited that an individual's tendency to view events from an internal locus of control could be explained from a social learning theory standpoint. The totality of specific learning experiences create a generalized expectancy about whether reinforcement is internally or externally controlled based on one's reinforcement history.

Rotter (1954) developed social learning theory during a time when the dominant perspective in clinical psychology was Freudian psychoanalysis, which focused on an individual's instinctual motives as determinants of behaviour. Individuals were thought to be unaware of their unconscious impulses. Treatment of psychopathology required long term analysis of childhood experience. Learning approaches at the time were dominated by drive theory, which held that people are motivated by physiologically based impulses pressing for their gratification. Recognized as a paradigm shift, Rotter (1954) departed from instinct-based psychoanalysis and drive-based behaviourism. He combined behaviourism and the study of personality, while dispensing with physiological instincts or drives as a motive force.

Rotter's social learning theory assumed that personality results from an interaction between the individual and his or her environment. The theory precluded the referencing of a stable personality that is independent of the environment. Rotter forbade describing a behaviour as an automatic response to an objective set of environmental stimuli. Rather, to understand behaviour, he argued that one must take both the individual and

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the environment into account. Rotter described personality as a relatively stable set of potentials for responding to situations in a particular way (Rotter, 1954).

Rotter (1960) identified four components of his social learning model of behaviour. These components are behaviour potential, expectancy, reinforcement value, and the psychological situation.

1)   *Behaviour Potential* is the likelihood of engaging in a particular behaviour in a specific situation. In other words, what is the probability that the person will exhibit a particular behaviour in a situation? In any context, there are multiple behaviours in which one can engage. For each possible behaviour, there is a behavioural potential. The individual will exhibit whichever behaviour has the highest potential.

2)   *Expectancy* is the subjective probability that a given behaviour will have a particular outcome, or reinforcer. Having high expectancies means an individual is confident the behaviour will result in the outcome. Having low expectancies means that an individual believes it is unlikely that his or her behaviour will result in reinforcement. If two or more outcomes are equally desirable, an individual will engage in the behaviour that has the highest expectancy. Expectancies are formed based on past experience. The more often a behaviour has led to reinforcement in the past, the stronger the person's expectancy that the behaviour will achieve that outcome in the future.

3)   *Reinforcement Value* refers to the desirability of a behavioural outcome. Things coveted by the organism have reinforcement value. Conversely, things that are noxious are low in reinforcement value. If the likelihood of achieving reinforcement is the same for two or more behaviours having equal expectancies, the one with the greatest reinforcement value will prevail. Reinforcement value is subjective. The same event or experience has different desirability to different individuals. For example, punishment from a parent would be negatively reinforcing to most children, and something to be avoided. However, children who get little positive attention from parents can seek out parental punishment because it has a higher reinforcement value than neglect.

4)   *Psychological Situation* implies that the context of behaviour is important. The manner in which an individual perceives the situation can affect both reinforcement value and expectancy. It is an individual's subjective interpretation of the environment, rather than an objective array of stimuli, that is meaningful to him or her, and subsequently determines behaviour.

The literature also supports the notion that parenting styles are related to the development of the child's locus of control (Meesters & Muris, 2004). An internal locus of control is associated with the amount of parental warmth, care, and emotional intimacy (Dew & Huebner, 1994; Suchman, Round- saville, DeCoste, & Luthar, 2007), as well as parental efforts to support the child's autonomy (Chorpita & Barlow, 1998). In contrast, controlling and rejecting parenting is related to a child's external locus of control (Cohen, Sade, Benarroch, Pollak, & Gross- Tsur, 2008a), which is primarily determined by the level of parental acceptance perceived by the child (Cohen, Biran, Aran, & Gross-Tsur, 2008b). Over the past several decades, results of numerous studies have demonstrated relationships between students' external locus of control and school maladaptation, poor academic performance.

1.7 RESEARCH METHODOLOGY

AIM:

To assess the relationship between perceived parenting style, locus of control and emotional maturity among emerging adults.

OBJECTIVES:

1)   To study perceived parenting style among emerging adults

2)   To assess gender differences between emerging adults with respect to perceived parenting styles.

3)   To study the relationship between perceived parenting style and locus of control in emerging adults.

4)   To examine the relationship between perceived parenting style and emotional maturity among emerging adult.

HYPOTHESIS:

H₁ A majority of emerging adults would perceive their parents to be authoritative.

H₂ A greater percentage of females will perceive their parents to be authoritarian in comparison to the males.
H₃ There will be a significant correlation between perceived parenting style and locus of control in emerging adults.
From the above main hypothesis, the following specific hypotheses are formulated and tested; **H₃.₁** There will be a significant positive correlation between permissive parenting style and external locus of control.

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
A Special Issue on Innovations in Social Sciences

155

https://www.gapinterdisciplinarities.org/

H₃.₂ There will be a significant positive correlation between authoritative parenting style and internal locus of control.

H₃.₃ There will be a significant positive correlation between authoritarian parenting style and external locus of control.

H₄ There will be a significant correlation between perceived parenting style and emotional maturity in emerging adults.

From the above main hypothesis, the following specific hypotheses are formulated and tested. **H₄.₁** There will be a significant positive correlation between permissive parenting style and emotional maturity score.

H₄.₂ There will be a significant negative correlation between authoritative parenting styles and emotional maturity score.

H₄.₃ There will be significant positive correlation between authoritarian parenting style and emotional maturity score.

SAMPLE:

The sample for the present study comprised of 150 emerging adults. The age range was from 18-25 years. The sample consisted of 65 Males and 85 Females. The data was collected via Google form that was sent across different social media applications. The sample of the study was decided on the basis of the inclusion and exclusion criteria framed below.

Inclusion criteria:

1)   Emerging adults from the age of 18-25 were selected as participants for this study.
2)   Emerging adults of both genders were included in this study.
3)   Emerging adults who lived at home with their parents were chosen.
4)   Emerging adults with living parents were permitted to participate in this study.

Exclusion criteria:

1)   Emerging adults who were not living with their parents were not allowed to participate in this study.
2)   Emerging adults whose parents weren't alive did not participate in this study.

TOOLS:

The following psychometric tools were used to gather data from the participants.

Perceived Parenting Style Scale: The Perceived Parenting Style Scale developed by Divya and Manikandan (2013) measures the perception of the children about their parents' behavior. It measures perceived parenting style of the subject with regard to three dimensions- authoritarian, authoritative and permissive. The scale consists of 30 items in which responses were elicited on a five-point Likert scale. All the three perceived parenting styles are scored separately.

Reliability and validity: To find out the reliability of the scale Cronbach Alpha coefficient was computed for each style and it was found that the authoritative style obtained a coefficient of 0.79, authoritarian 0.81 and permissive 0.86. All the styles of the perceived parenting style scale have an acceptable level of reliability. The authors claim that the scale has face validity.

Emotional Maturity Scale: The Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990) has a total of 48 items which consist of five categories, which are, emotional stability, emotional progression, social adjustment, personality integration, and independence. The participant has to respond to each item of the scale by any of the five options: very much, Much, Undecided, Probably, Never. The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2 and for negative answer of never a score of 1 is to be awarded. Therefore, the higher the score on the scale, greater the degree of emotional immaturity and vice-versa.

Reliability & Validity: The reliability of the scale was 0.75 by test-retest method. By internal consistency, the reliability of emotional stability was 0.75; emotional progression was 0.63; social adjustment was 0.58; personality integration was 0.86 and independence was 0.42.

Validity of this scale was found to be 0.64.

Rotter's Locus of Control Scale: The Rotter's locus of control scale was developed by Dr. Anand Kumar and Dr. S.N. Srivastava (1985). This scale consists of 23 items and 6 filler items. This is a forced choice instrument which consists of 29 pairs of statements, 23 of which are scored, each alternative keyed as to a belief in either internal or external control of reinforcing event. The filler items are meant to reduce the bias. The participant is required to tick one of the two statements according to his own beliefs. There is no time limit. High score indicates belief in external locus of control (luck, chance, others).

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
A Special Issue on Innovations in Social Sciences

156

https://www.gapinterdisciplinarities.org/

Reliability and validity: The split half reliability of the scale is 0.88 which is significant. Estimates for reliability via the split half method correlated by Spearman Brown formula are equal to 0.73 and test-retest are equal to 0.85. The test reported good discriminant validity.

TOOLS USED FOR DATA ANALYSIS:

In order to test the hypotheses and to facilitate the interpretation of the results, data obtained was analyzed by applying various statistical techniques using the Statistical Package for Social Sciences (SPSS) version 20.

- Simple percentages were computed to measure the degree of perceived parenting style as well as to understand the extent of gender differences in perceived parenting style.
- Pearson's Product Moment Correlation Coefficient was used in order to study the relationship between perceived parenting style and locus of control, and emotional maturity in emerging adults.

Chapter 2

This chapter discusses the results obtained. The data was analysed accordingly and is being discussed based on the hypotheses framed, in detail with possible reasons and research review to support the data. Thus, allowing better understanding of the relationship between perceived parenting styles (Authoritative, Authoritarian and Permissive) with emotional maturity and locus of control among emerging adults.

Hypothesis 1: A majority of emerging adults would perceive their parents to be authoritative.

TABLE 2.1- Perceived parenting style among emerging adults

Parenting style	Percentage of emerging adults
Authoritative	66%
Authoritarian	16%
Permissive	18%

FIGURE 2.1: PERCENTAGE OF EMERGING ADULTS WHO PERCIEVE THEIR PARENTS TO BE AUTHORITATIVE, AUTHORITARIAN AND PERMISSIVE.
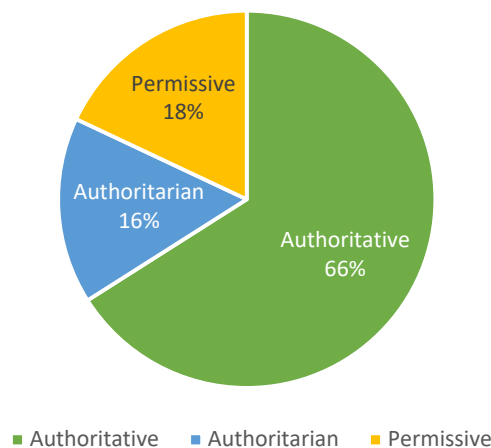
Pie chart 2.1 graphically represents the results of the research study conducted on 150 emerging adults with respect to their perceptions of parenting styles. Out of 150 emerging adults 99 reported authoritative parenting style, 24 authoritarian parenting style and 27 permissive parenting style. A majority of the participants i.e., 66% reported their parents to be authoritative, while 18% of the participants reported their parents to be permissive and 16% of the participants reported their parents to be authoritarian.

The present findings were probably because multiple factors within the family as well as community contribute towards and influence the way emerging adults perceive their parents. India is a land of diverse traditions all

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
A Special Issue on Innovations in Social Sciences

157

https://www.gapinterdisciplinarities.org/

rooted in the same value system. A child is brought up in an environment where he or she learns to value people and relations. Children are taught to respect the opinions elders have and this is an important factor which determines how people deal with each other within the family. Indian parents also strongly believe that their child is a part of their family and a community and that is of prime importance that the child realizes that every decision he or she makes has a consequence for the entire family and community. This can be one of the many reasons for our findings.

A cross cultural study conducted by Agueda Parra (2019) revealed that a majority of adolescents reported "authoritative" as the style used by parents, which was closely related to be beneficial in psychological adjustment. In yet another study conducted by Kathryn and William (2019) maximum of the emerging adults reported authoritative parenting style. Thus, the present trend in results finds support in past empirical studies.

Since the majority of the sample reported authoritative parenting style, the hypothesis stating that, a majority of emerging adults would perceive their parents to be authoritative is supported.

Hypothesis 2: There will be gender differences in perceived parenting styles among emerging adults.

Table 2.2- Gender differences in perceived parenting styles

Gender	Perceived parenting styles		
	Authoritative	Authoritarian	Permissive
Male	39%	37%	63%
Female	61%	63%	37%

Fig 2.2 Gender differences in percieved parenting styles
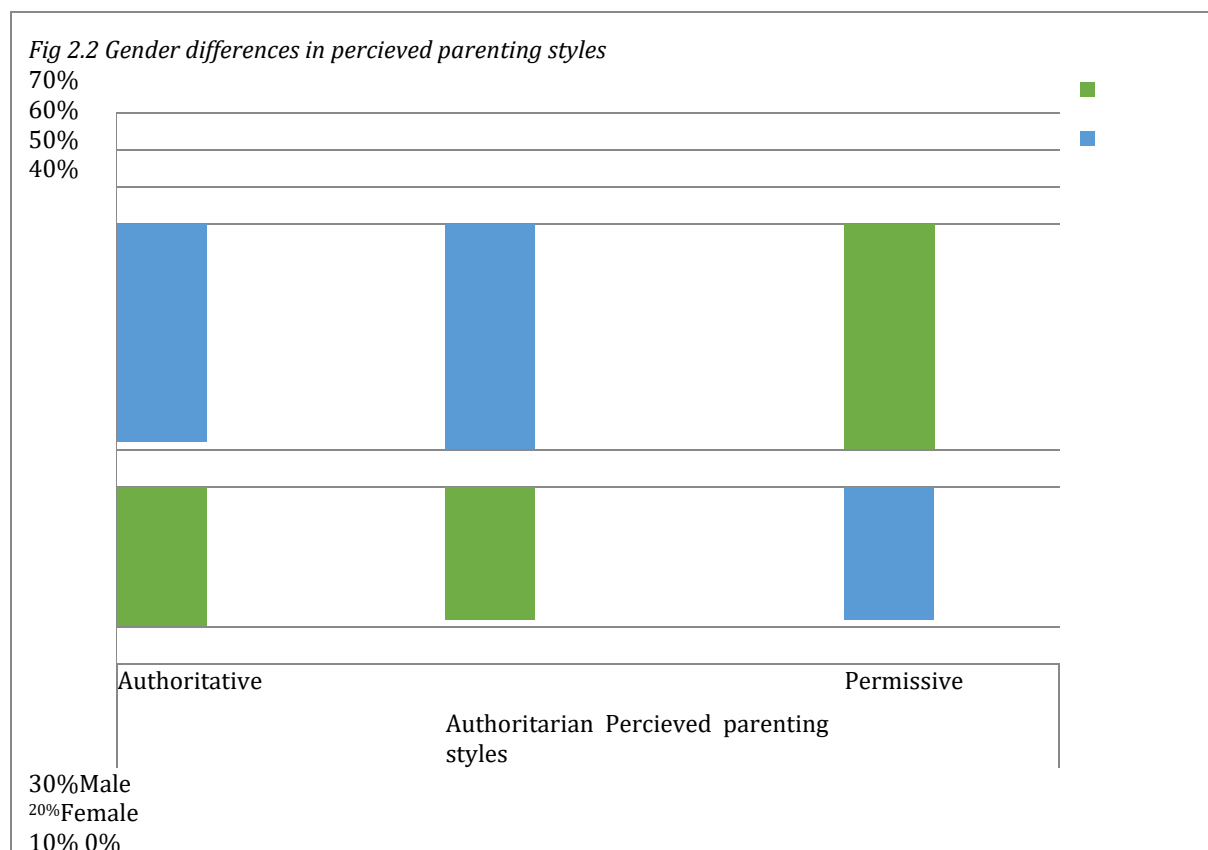
As illustrated in Fig. 2.2, the results found indicate that 39% of male respondents perceived their parents as authoritative whereas 61% of female respondents perceived their parents the same. Similarly, 37% males perceived their parents as authoritarian while 63% of females perceived their parents as authoritarian. Conversely, 63% males perceived their parents to be permissive but only 37% females responded that they perceived their parents as permissive. Thus, we see a prominent gender difference with the perception of parenting styles between males and females.

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
A Special Issue on Innovations in Social Sciences

158

https://www.gapinterdisciplinarities.org/

Parenting styles signifies the ways the parents raise their children. There are number of factors affecting the parenting styles and child's gender are one of them. In Asian culture, boys and girls have different social roles, therefore parenting vary for both genders. Girls are expected to be more passive, dependent and submissive with respect to their gender roles, while boys are expected to be aggressive, dominant and independent. Studies suggest that there are developmental differences in both boys and girls. Research also suggests that parents tend to raise their sons and daughters based on gender roles. These differences may lead to variation in parenting styles of both parents on the basis of child's gender. (Vyas, Kriti & Bano, Samina, 2016)

Hypotheses 3: There will be a significant correlation between perceived parenting style and locus of control in emerging adults.

From the above main hypothesis, the following specific hypotheses are formulated and tested. $H_{3.1}$ There will be a significant positive correlation between permissive parenting style and external locus of control.

Table 2.3- Relationship between permissive parenting style and locus of control in emerging adults.

Variables	N	r
Permissive Parenting Style Locus of control	150	0.110

From the above table it is clear that, the obtained correlation coefficient between permissive parenting style and locus of control is 0.110. According to the Rotter's locus of control scale the lower score on the scale represents internal locus of control and vice versa therefore this implies that permissive parenting style is related to external locus of control. In other words, there exists a positive correlation between permissive parenting style and external locus of control however, the correlation is not found to be statistically significant.

Children whose parent's styles are permissive do not cope with stress very well and get angry if they do not get their own way. These children tend to be immature even after they transit into adulthood. They can be aggressive and domineering with their peers and do not tend to be achievement orientated. And this could lead them developing external locus of control contributing to the children's perception that their behavior and the outcomes of their behavior are determined by external factors.

The obtained findings are also supported by a research done by Lisa Ann McClun (1993) which assessed 'the relationship between perceived parenting styles and locus of control and selfconcept', wherein results indicated that subjects who perceived their parents as being authoritative had significantly more internal locus of control scores than subjects who reported their parents to be permissive. Merrill (1998) observed that authoritarian and permissive parents have children with external locus of control. Thus, the hypothesis that there will be a significant positive correlation between permissive parenting style and external locus of control is supported. $H_{3.2}$ There will be a significant positive correlation between authoritative parenting style and internal locus of control.

Table 2.4- Relationship between authoritative parenting style and locus of control in emerging adults

Variables	N	r
Authoritative Parenting Style Locus of control	150	-0.300**

** Correlation is significant at the 0.01 level

Pearson correlation coefficient between authoritative parenting style and locus of control is 0.300 at 0.01 level of significance. A lower score on the Rotter's locus of control scale depicts internal locus of control, while a high score represents external locus of control. Thus, the data obtained revealed that there exists is a significant negative correlation between authoritative parenting style and external locus control. In other words, results indicate that emerging adults who perceive their parents to be authoritative have internal locus of control.

Authoritative parents attempt to direct their children in a rational, issue-oriented manner by explaining the reasoning behind rules. Authoritative parents tend to provide appropriate scaffolding for their children's learning by supporting the child when tasks are difficult and backing away when the child is succeeding. As children grow older; they gain skills that give them more control over their environment. This could possible explain the obtained relationship between the two variables.

This relationship finds support in a study done by Somayeh Keshavarza and Rozumah Baharudina (2012) titled 'the moderating role of gender on the relationships between perceived paternal parenting style, locus of control and self-efficacy'. The results revealed that authoritative parenting was significantly related to internal locus of control and high selfefficacy in adolescence. Gordon and colleagues (1981) demonstrated that authoritative parents provide more opportunity for autonomy and independence and encourage the development of new skills which foster internal locus of control in their children. Diethelm (1991) investigated the impact of parenting behavioral patterns on locus of control. The findings indicated parents who are consistently and contingently responsive to their children, raise the children to have more internalized locus of control. Similarly, Skinner (1986) confirmed a correlation between authoritative parents and an internal locus of control in adolescents. It is hence clear from research findings that an authoritative parenting style is more inclined to help children establish an internal locus of control. Thus, the hypothesis that there will be a significant positive correlation between authoritative parenting style and internal locus of control is supported.

$H_{3.3}$ There will be a significant positive correlation between authoritarian parenting style and external locus of control.

Table 2.5- Relationship between Authoritarian parenting style and locus of control in emerging adults.

Variables	N	r
Authoritarian Parenting Style	150	0.205*
Locus of control		

*Correlation is significant at the 0.05 level

The obtained correlation between authoritarian parenting style and locus of control is 0.205 at 0.05 level of significance. This revealed that locus of control and Authoritarian parenting style are correlated positively which implies that emerging adults who perceive their parents to be authoritarian have an external locus of control.

Authoritarian parents have high levels of maturity demands with low levels of responsiveness. They tend to exhort the child to follow rules without explanation, restrict the child's autonomy, and reserve decision-making for themselves only. They also tend to be less responsive and accepting toward their child. Children of authoritarian parents tend to lack social competence with peers: they tend to withdraw, not to take social initiative and to lack spontaneity. Hence, they are more likely to have an external, rather than an internal locus of control.

The present findings were in tune with a study done by Hussein Khazer (2012) which showed that an authoritarian upbringing style seemed to lead to an external locus of control rather than an internal locus of control. Awong, Grusec & Sorenson (2008) found that Authoritarian parenting was associated with emerging adults who have low self-esteem, unsuccessful social skills, an external locus of control. Relevant to this, Marsiglia et al. (2002) found that children of parents with an authoritarian parenting style developed an external sense of control. Therefore, the hypothesis that there will be a significant positive correlation between authoritarian parenting style and external locus of control is supported.

In conclusion, there is a significant correlation between perceived parenting style and locus of control in emerging adults. This current finding was also supported by other studies such as a study by Clun, L. A. (1998) which assessed the Relationships between adolescents' perceptions of their parents' responsiveness and demandingness, adolescents' locus of control orientation, and adolescents' self-concept ratings which found that participants who perceived their parents as being Authoritative had a significantly more internal locus of control orientation than subjects who perceived their parents as either Permissive or Authoritarian. The study conducted by Tabassum Qazi (2009) indicated that authoritative parenting is associated with successful task resolution in psychosocial development, while permissive and authoritarian parenting were associated with less successful task resolution and therefore authoritative parenting was found to be associated with an internal locus of control, while permissive and authoritarian parenting were associated with an external locus of control.

Hypothesis 4: There will be a significant correlation between perceived parenting style and emotional maturity in emerging adults.
From the above main hypothesis, the following specific hypotheses are formulated and tested. $H_{4.1}$ There will be a significant positive correlation between permissive parenting style and emotional maturity score.

Table 2.6- Permissive parenting style and emotional maturity score

Variables	N	r
Permissive Parenting Style	150	0.110
Emotional Maturity Score		

As indicated in table 2.6, the correlation between permissive parenting style and emotional maturity is found to be 0.110, which implies that there is a low positive correlation between the two variables. However, this correlation coefficient is not found to be statistically significant. Since high scores on the Emotional Maturity Scale indicate greater levels of emotional immaturity and low scores on the Emotional Maturity Scale indicate greater levels of emotional maturity, the results obtained indicate that respondents who perceive their parents as permissive display greater levels of emotional immaturity.

Excessive parental supports, with very minimal to no parental demand are noticed in permissive parenting technique. Such environment creates difficulty with self-control and leads to emotional instability. Permissive style of parenting inculcates greater emotional imbalance and immaturity among children. Hence this could possibly be the reason for obtaining this relationship between perceived permissive parenting style and emotional maturity.

The obtained findings were also supported by a research done by V. Sindhu, and Vandana Jain (2020) who explored parenting style and emotional maturity among adolescents across gender. The findings of the study have shown that among male adolescents, decrease in parenting style, led to increase in emotional immaturity. Another study conducted by Miller, Dilorio, & Dudley, (2002) concluded that permissive parenting style inculcates greater emotional imbalance and immaturity among children. Barton & Kirtley (2012) conducted a study which concluded that when parents are at a peak point of permissiveness, maturity of young ones are hopeless and characterized by low self-control and emotional instability. Jabeen, Haque & Riaz (2013) also suggested that excess of permissiveness during rearing practice, leads to emotional disturbance among children which includes low self-control, lack in regulating emotions and maturity among children. Thus, the hypothesis that there will be a significant positive correlation between permissive parenting style and emotional maturity score is supported.

$H_{4.2}$ There will be a significant negative correlation between authoritative parenting styles and emotional maturity score.

Table 2.7- Authoritative parenting style and emotional maturity score

Variables	N	r
Authoritative Parenting Style	150	-0.007
Emotional Maturity Score		

Table 2.7 depicts that the correlation between Authoritative parenting style and emotional maturity is -0.007. This indicates that respondents, who perceived their parents as authoritative, show a higher level of emotional maturity. The correlation is found to be negative but not statistically significant. Since high scores on the Emotional Maturity Scale indicate greater levels of emotional immaturity and low scores on the Emotional Maturity Scale indicate greater levels of emotional maturity, the results obtained indicate that respondents who perceive their parents as authoritative display greater levels of emotional maturity.

Authoritative parenting style adequately balances, limit- setting and nurturance. In this, independence of the child is encouraged, while maintaining limits and control which increases maturity of the child. Combination of control and friendliness in authoritative parenting style, leads to lowering of behavioural problems and brings about boosting of positive emotions. Traits like acceptance, moralism, marital adjustment & healthy behaviour of parents with their children in their interaction increase their emotional maturity. Hence this could possibly be the reason for obtaining this relationship between perceived authoritative parenting style and emotional maturity.

A research conducted by Driscoll, Russell, & Crocket, (2008); Baumrind, (1991) which stated that a combination of control and friendliness in authoritative parenting style, leads to lowering of behavioural problems and brings about boosting of positive emotions. A study conducted by Mundada (2011) found that traits like acceptance,

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
A Special Issue on Innovations in Social Sciences

161

https://www.gapinterdisciplinarities.org/

moralism, marital adjustment and healthy behaviour of parents with their children in their interaction increased their emotional maturity. Singh and Rani (2013) found that authoritative style of parenting was analysed to be positively correlated with emotional well-being. According to the study conducted by Melnick and Hinshaw (2000), authoritative characteristics shown by parents such as warmth, monitoring and firmness influences children's emotions positively. These studies are in sync with the current research findings and so the hypothesis that there will be a significant negative correlation between authoritative parenting styles and emotional maturity score is supported.

$H_{4.3}$ There will be significant positive correlation between authoritarian parenting style and emotional maturity score.

Table 2.8- Authoritarian parenting style and emotional maturity score

Variables	N	r
Authoritarian Parenting Style Emotional Maturity Score	150	0.205*

*Correlation is significant at the 0.05 level

In accordance to table 2.8, the correlation between authoritarian parenting style and emotional maturity is 0.205 which is statistically significant. This indicates that respondents, who perceived their parents as authoritative, showed a lower level of emotional maturity. Since high scores on the Emotional Maturity Scale indicate greater levels of emotional immaturity and low scores on the Emotional Maturity Scale indicate greater levels of emotional maturity, the results obtained indicate that respondents who perceive their parents as authoritarian display greater levels of emotional immaturity.

Strict demands, with negligible parental support, or warmth are observed in authoritarian parenting method. Authoritarian parents frequently opt for coercion or forceful method, to develop submissive children, and parents use highly controlling technique to generate obedient nature in children. Authoritarian parenting has an impact on aggression of children. Hence this could possibly be the reason for obtaining this relationship between perceived authoritarian parenting style and emotional maturity.
 These present findings are true with respect to a study done by Sharma and Anuradha (2012) which found that autocratic parenting has an impact on aggression of children and due to strict discipline method, use of punishment, high expectation from children leads to emotional upsets. Singh and Rani (2013) found that authoritarian technique of parenting was negatively correlated with emotional stability and self-reliance among adolescents. Thus, the hypothesis that there will be significant positive correlation between authoritarian parenting style and emotional maturity score is supported.

In conclusion, there is a significant correlation between perceived parenting style and emotional maturity in emerging adults. This current finding was also supported by other studies such as a study of emotional intelligence and perceived parenting styles conducted by Ramakrishna Goud (2018) which found that, with poor parenting, most of the respondents had low EI in self-awareness, motivation, and social skills. Another study by the Department of Education, Kurukshetra University, (2013) investigated emotional maturity of adolescent students in relation to family relationship and the results revealed that there was a significant relation between emotional maturity and family relationship of adolescent students. This showed that family relationship determinates emotional maturity of adolescent students.

3.1 MAIN FINDINGS

The following findings have been obtained from the present study

1.   A majority of emerging adults perceived their parents to be authoritative in nature.
2.   Gender differences were observed in perceived parenting style, with greater percentage of females perceiving their parents to be authoritative and authoritarian, where as a greater percentage of males perceived their parents to be permissive.
3.   There was a significant correlation between authoritarian parenting style and locus of control. It was found that there was a significant positive correlation between authoritarian parenting style and external locus of control.
4.   With regards to permissive parenting style and external locus of control, a positive correlation was found, though not statistically significant.

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
A Special Issue on Innovations in Social Sciences

162

https://www.gapinterdisciplinarities.org/

5.   Locus of control and authoritarian parenting style were correlated positively (although not statistically significant); which implied that emerging adults who perceived their parents as authoritarian had an external locus of control.

6.   There was a positive correlation found between permissive parenting style and emotional immaturity, although not statistically significant.

7.   There was a positive correlation seen with respect to authoritarian parenting style and emotional immaturity, however, the positive correlation was not statistically significant.

8.   There was a negative correlation observed between authoritative parenting style and emotional immaturity (although not statistically significant).

3.2 SIGNIFICANCE OF THE STUDY

This study addressed the transition to young adulthood, which involves the developmental tasks of forming an identity, leaving the parental home, and forming new social networks outside the family. This research indicated that parental practices and behaviors are still a salient influence during this time of emerging adulthood. The study emphatically proved that a good parenting style provides an opportunity to a child to grow up and exhibit optimistic and confident physical, emotional and social behavior. Successful parenting fosters psychological adjustment, helps emerging adults succeed, encourages curiosity about the world, and motivates them to achieve. While psychologists have known for some time how important parenting practices are for children, the results of this study extend the knowledge of how perceived parenting influences young adults. Perceived authoritative parenting and an internal locus of control was observed to contribute to task resolution and healthy psychosocial development. With respect to counseling practice, this investigation may enhance the relationship between theory and practice by identifying the links of adaptive psychosocial development.

3.3 LIMITATIONS OF THE STUDY

A child's outcome on domains such as locus of control and emotional maturity is influenced by the complex activity of parenting. There are a lot of changed taking place in the urban and rural areas of India due to the increase in availability of education and information which has not only led to a shift in thinking patterns among the people, but also a shift in child rearing and parenting. One limitation was an absence of questions regarding place of habitation, joint or nucleus family and educational background of the parents that could have affected perceived parenting styles.

Another limitation was that there were only a handful of researches conducted on perceived parenting styles in the Indian context. The connotation of specific behaviours is subjective in nature. For example, the expression of affection in one household may not be the same in another. So, a respondent's interpretation of affection may be another respondent's interpretation of unnecessary over protection.

Yet another limitation was that there was a smaller sample of those who perceive their parents as permissive or authoritarian in comparison to authoritative and hence generalization is difficult.

3.4 SUGGESTIONS FOR FURTHER RESEARCH

There are a number of gaps in our knowledge around involvement in research that follow from our findings, and would benefit from further research, including realistic evaluation to extend and further research in the field of perceived parenting style chosen by us. Further research could focus on exploring different variables such as emotional intelligence, different age groups, self-esteem and self-concept in relation to perceived parenting styles. Different studies can be conducted to explore the view of parents where tests can be administered on parents. A longitudinal study can be conducted in order to study if certain parenting styles were adopted by children in the near future. Studies could also be conducted on opinions about parental locus of control and to what extent it has an influence on the children.

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https://www.gapinterdisciplinarities.org/

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
A Special Issue on Innovations in Social Sciences

164

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October – December 2021
A Special Issue on Innovations in Social Sciences

165

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GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
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166

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