



A Study on the Relationship Between Parenting Style and Adolescent Personality Inward and Outward Orientation

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Abstract. The development and progress of society cannot be achieved without the next generation's efforts and contributions, and the next generation and the healthy growth of the next generation cannot be achieved without three critical environments that have direct or indirect influences, family, peers, and school. The family is the first environment a person is exposed to and will continue to have an impact. It is where a person's character is initially shaped, so the family is considered the factory that creates human character, and its influence cannot be ignored. The influence of family upbringing is the largest and most direct among the family influences. Through specific parenting behaviors and attitudes, parents communicate to their children their parents' attitudes, behavior patterns, and values about life. Adolescents in different parenting styles also differ significantly in many aspects of their performance. Among all personalities, the internal-external personality trait is a more stable personality dimension, which generally lasts for a lifetime. The internal and external learning personality traits influence our daily behavior and way of thinking and are relatively easy to identify personality dimensions. This paper aims to analyze the relationship between parenting styles and the formation of adolescent personality inward and outward orientations. By analyzing the overall and relative effects of parenting style on adolescents' inward and outward personality, we propose the prospect of parenting style that is conducive to children's growth.

Keywords: Parenting style · Personality · Internal and external

1 Introduction

Parenting style is a combination of parenting concepts, parenting behaviors, and emotional expressions toward children. It is essential for children's self-esteem [1], learning behavior, and cognitive and social-emotional development. According to Steinberg, parenting styles are a collection of attitudes parents convey to children and the emotional climate expressed by parental behavior. Parents teach children social values and moral requirements through their parenting styles [2]. Suhua Wang proposes four characteristics of parenting styles: relative stability, comprehensive integration, situational specificity, and rich emotionality. According to the research of domestic and foreign scholars, parenting styles can be classified from two perspectives: types and dimensions of education.

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L. F. Ying et al. (Eds.): ICELA 2022, ASSEHR 730, pp. 871–878, 2023.

https://doi.org/10.2991/978-2-38476-004-6_106

1.1 Types

According to American scholar P. M. Symonds, parenting styles of children can be distinguished by two dimensions: “acceptance-rejection” and “dominance - -They are the two basic elements governing parenting styles, and their combination gives rise to many different parenting styles. Developmental psychologist Diana Baumrind and Stanford researchers Eleanor Maccoby and John Martin have attempted to use scientific research to analyze different parenting styles and their effects on children. They categorized parenting styles as “authoritative,” “doting,” “neglectful,” and “authoritarian.

Authoritative

Parents treat their children as family members. They have rights and responsibilities in the family. They will listen to the children’s demands and meet them with reasonable ones. In the process of growing up, they give more help and guidance, can respect and trust the child, and communicate equally. Under such teaching, children will slowly develop good character qualities such as self-confidence, independence, cooperation, optimism, and good social skills [2].

Coddling Type

Parents do not have a good sense of education, but they have a purely natural feeling for their children and are protective and doting in re-education. They will try to satisfy all requests, regardless of whether they are reasonable. These parents have endless expectations and love for their children and meet their children’s demands unconditionally, but they rarely make demands on them. These children will become dependent, erratic, impulsive, childish, and selfish as they grow older and have no persistence or patience in their work.

Neglectful Type

Parents neglect and don’t care enough about their children’s development process; neither are they strict nor communicate with them. Children’s emotions are often ignored, and children do not actively seek their parents’ emotional care. They let them develop freely and have no involvement in the child’s growth. This type of child has poor self-control, a negative attitude toward everything, and other negative psychological characteristics [2].

Authoritarian

Parents are more traditional in their thinking. They demand absolute authority and believe their children need to be subordinate to their will. It is difficult for children to experience emotional warmth and understanding under this type of parenting. Under such “authoritarianism,” the child becomes unassertive. It causes rebellion in children and affects the self-identity of adolescents.

2 Internal-External Personality

2.1 Meaning of Personality

In Western psychology, personality is derived from the Latin persona, which means a mask. It refers specifically to the mask worn by an actor when playing a role on stage,

similar to the face in Beijing opera. Personality” was more often translated as “personality” rather than “personality,” reflecting the Cartesian concept of personality. Personality is a more complex structure that contains both the uniqueness of individuals and two significant meanings in terms of the word “personality”: (1) personality contains both external behavior and internal character; (2) the relationship between external behavior and internal character is challenging to grasp, but it is also knowable that requires examination of behavioral performance in different environments [3].

Psychoanalysis of Personality Theory

Jung as a representative of the psychoanalytic school, the exploration of the human individual has always been throughout his psychological research. He found two tendencies in individuals: one type of person thinks inwardly and contemplates itself; the other type of person explores outwardly and approaches the objective world. He referred to the former as introversion and the latter as extroversion. Anyone can be classified into one of these types to varying degrees.

Eysenck’s Personality Theory

This is the personality theory proposed by the British psychologist Eysenck, based on the personality structure hierarchy theory and the three-dimensional personality type theory. He believed that personality is a hierarchical structure organically organized by behaviors and groups of behaviors. The lowest level is the myriad of specific reactions and behaviors that can be directly observed. The higher levels are habitual behavioral tendencies fixed by repeating specific responses. For example, washing hands before meals is a specific response that becomes a relatively stable behavioral tendency when it becomes habitual. The next higher level is a trait, an organic combination of habitual responses, such as anxiety and stubbornness. The highest level types are an organic combination of related traits with highly generalized features that broadly impact human behavior. In 1947, Eysenck derived two dimensions of personality, introversion-extroversion (E) and emotional volatility-stability (N), through factor analysis and later added a third dimension, psychopathy (P), in 1952 through further research and analysis [4].

Five-Factor Model

Currently, the more consistent naming of the dimensions of the Big Five personality is extraversion (E), agreeableness (A), fairness (C), emotional stability, neuroticism (N), and openness (O). The Big Five personality study is based on the linguistic hypothesis, and the model is based on the Western lexicon as the topic of division, as well as the cultural differences of the subjects. Thus, for now, the Big Five personality, although a more general classification, is doubted by cultural psychology researchers because the vocabulary used to describe personality differs in different cultures.

Cattell’s Theory of Personality

Cattell argued that the fundamental structural element of personality is a trait. He used a total of 16 terms to describe human traits. The names and symbols of these 16 factors or subscales are Agreeableness (A), Intelligence (B), Stability (C), Bullying (E), Excitability (F), Constancy (G), Daring (H), Sensitivity (I), Skepticism (L), Imagination (M), Worldliness (N), Apprehension (O), Experimentation (Q1), and independence

(Q2), self-discipline (Q3), and tension (Q4). There are various traits, some common to all humans and some unique to each individual; some are related to ability, some to temperament, some are superficial, and some are root traits. Surface and root traits: Surface traits are a group of characteristics or behaviors that seem to cluster together, i.e., behavioral manifestations that can be observed. They are correlated with each other. Root traits are the ultimate root and result of behavior. The surface traits correspond to the individual Alpert traits, while the root traits correspond to the usual traits.

Trait personality theory, as an influential theory, depends on the assumption that no two people in the world are accurately the same and that everyone is unique. Therefore, professional researchers of trait theory define and study personality as a collection of typical traits. Its first creator was Alpert, who introduced personality psychology in his 1937 book—*Personality, A Psychological Interpretation* [5]. Secondly, the cartel of 16 root traits was derived by factor analysis. Then the Five-Factor Model and the Three-Factor personalities were studied by Guoshu Yang, Dengfeng Wang, and others, starting from the Chinese personality trait adjectives and using factor analysis to study the personality framework of Chinese people. Finally, the “Big Seven” personality theory of Chinese people was established.

2.2 Meaning of Internal and External Personality

The internal-external personality trait is a very stable personality dimension that usually lasts for a lifetime. Moreover, it is easy to determine because it affects our daily behavior and thinking style. Of course, very few people are at both extremes of the introversion and extroversion dimensions, and most people are moderate or introverted. In daily life, even without any personality measurement, we know our internal and external tendencies well, but not to a certain extent.

People with typical extroversion are friendly, like to attend parties, like to express themselves, whether they are acquainted with people or less familiar people will not feel strange, are willing to talk to others, can create a more relaxed atmosphere, grasp the initiative, willing to take the initiative to talk to others, which has an advantage in the process of interaction, so they can also make a lot of friends. They like to show their abilities and always have a positive attitude in the face of things; At the same time, introverts are quieter, do not like to communicate with others, are good at introspection and reflection, are not good at expression and performance, and are shyer, unless a very close friend, or tend to be alone.

3 The Influence of Parenting Style on the Formation of Children’s Introversion

3.1 The Overall Influence of Parenting Style

Influence of Parenting Style Types on the Formation of Children’s Introversion

Under the authoritative (democratic) parenting style, extraversion is significantly and positively correlated with it. The democratic type is the best family parenting style.

Parents communicate with their children as adults on an equal footing, stimulate their children's latent abilities reasonably, counsel their children patiently, take in and out of their children's education, use heuristic education, put the truth in the simplest of conversations, and set an example for their children. And children raised in this family environment are enthusiastic, optimistic, responsible, and organized. The more democratic the family relationship is, the more responsible and extroverted the child's personality will be [2].

Under the coddling parenting style, extraversion is negatively correlated with it. Children who grow up with a spoiled parenting style feel they are the little emperor, and the more spoiled their parents are, the more eccentric their personality becomes. Because they are loved too much, they have high mood swings, are moody and unpredictable, and are more introverted [2].

Under the neglectful parenting style, extraversion is significantly and negatively correlated with it. Parents often neglect their children's emotions, and children do not actively seek their parents' emotional care. Growing up in such a permissive family, children are disorganized, suspicious, distrustful, and withdrawn. Due to the lack of parental care, the child has to keep any sadness to themselves and, over time, develops self-defense mechanisms that are self-centered, solitary, and introverted.

In an authoritarian parenting style, extraversion is significantly and negatively correlated. The most common state of such children is that they have no spirit to come, their young bodies are inversely proportional to their poor state, and they can only become mundane when they grow up. Parents educate their children through hierarchical relationships, making them suspicious, weak in collective honor, and withdrawn. Because it is difficult for children to feel parental love under authoritarianism, they only feel the rules set by their parents. Children have weaker interpersonal skills, often repress themselves, and tend to be introverted.

Influence of Parenting Style Dimensions on the Formation of Children's Introversion

Most researchers believe that parental emotional warmth and understanding dimensions have a crucial role in developing adolescent personality. A few researchers suggest that parental concern, understanding, and preference for children are unrelated to family parenting dimensions [6].

Parental warmth and understanding were significantly and positively correlated with extraversion scores in personality, and the correlation was higher for fathers than mothers [7]; the dimension of internal and external preference was positively correlated with parental emotional warmth and understanding, and father's over interference [8].

In daily life, if parents are more considerate and understanding to their children, children will like to get in touch with people and develop an optimistic and extroverted personality. Parental emotional warmth and understanding make children feel accepted and respected and experience a greater sense of security, which leads to risk-taking, challenge, curiosity about new and different environments, and more confidence.

Parental punishment, harshness, rejection, and denial also play a role in the development of the internal and external personality dimensions of adolescents. Excessive punishment, rejection, and other negative parenting styles can lead to an introverted and

withdrawn personality and a solid rebellious attitude. Non-compliance with rules and order.

3.2 Relative Influence of Parenting Styles of Fathers and Mothers

Fathers

Fathers' excessive interference, denial and rejection, and harsh punishment are the most closely associated with extraversion and negatively correlate [9]. Father's emotional warmth, understanding, over-interference, denial, and over-protection were positively correlated with adolescent personality introversion, with emotional warmth, understanding, and over-interference being more strongly correlated with introversion; father's punishment, harshness, and favoring subjects were negatively correlated with adolescent personality introversion. [8].

Mothers

Mothers' emotional warmth and understanding, over-interference, over-protection, and refusal to deny were positively correlated with adolescent personality inward and outward orientation, with emotional warmth and understanding being more strongly correlated with inward and outward orientation; mothers' punishment, harshness, and favoritism were negatively correlated with adolescent personality inward and outward orientation [8, 10].

4 Directions for Future Research

In the Chinese educational environment, an authoritative parenting style is better for children's character development, and parents can be more democratic in leading their children to grow up. This will give the child a mature mind and good character. For example, in the current state of coping, a mature child can solve problems in a problem-oriented way; there is less self-blame, help, or retreat. Being treated as an adult in the home by parents who treat them fairly and interact equally, participate in all activities in the home, and make choices with them about everything. This upbringing is more likely to make young people responsible and cooperative than other parenting style.

Parents should give their children more warmth and understanding, thus forming an upbeat family parenting style. The emotional warmth and understanding of parents are supportive to their children. With such care, children will not worry about being punished, denied, ridiculed, etc., for their mistakes. Hence, they are more likely to open up and communicate with their parents and others, trust others, develop good interpersonal relationships, and have a more outgoing personality.

5 Conclusion

Regarding the overall influence of family parenting style types, extraversion is significantly and positively correlated with it under authoritative (democratic) parenting styles and negatively correlated with it under coddling, neglect, and authoritarian parenting

styles. To sum up, authoritative (democratic) parenting styles positively influence adolescent extraversion. Regarding the overall influence of family parenting style dimensions, parental warmth and understanding were significantly and positively associated with extraversion in personality. In contrast, parental punishment, severity, rejection, and denial were negatively associated with extraversion in personality.

Regarding relative influence, the father's excessive interference, denial and rejection, and harsh punishment are the most closely associated with extraversion and have a negative correlation. Father's emotional warmth, understanding, over-interference, denial, and over-protection were positively correlated with adolescent personality introversion, with emotional warmth, understanding; Mothers' emotional warmth and understanding, over-interference, over-protection, and refusal to deny were positively correlated with adolescent personality inward and outward orientation, with emotional warmth and understanding is more strongly correlated with inward and outward orientation; mothers' punishment, harshness, and favoritism were negatively correlated with adolescent personality inward and outward orientation.

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