

**PARENTING BEHAVIOR AND PERSONALITY TRAITS OF COLLEGE STUDENTS**

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**ABSTRACT**

Personality is what makes a person unique. The main purpose of this study is to determine which indicator of parenting behavior best predict the personality traits of college students. Descriptive correlation method of research was employed in the study. The study was conducted among 100 college students at the University of Southern Philippines. The findings revealed that the levels of personality traits of students are high and their personality traits are also high. Parenting behavior has a relationship with the personality traits of students. In addition, none of the indicators of parenting behavior best predict the personality traits of the students. Lastly, parenting behavior significantly influences the personality traits of the students. The result is supported by Marcela (2015) stated that how the parents behave, act, and communicate to the child yields positive interaction and influence to the personality traits.

**Keywords:**

Parenting behavior, personality traits, relationship, college students, descriptive correlation design, Philippines

**INTRODUCTION**

Personality plays a vital role in a person's behavior and emotions. It is usually described as a set of psychological characteristics that lead one to behave in meaningfully consistent ways. McAdams & Pals (2006) said that the teenage year is a crucial stage for teenagers to develop their personality, define true identity, and find meaning in life.

In addition, Walsh (2015) agreed that personality could affect the intellectual, physical and emotional capacity of an individual. This is a period of high pressure and values changing moment especially choosing a strand or a career path that an individual needs to involve decision making on its own (Gardner, 2015).

Besides, Tonnie & Loomis (2017) stated that socially, an individual needs a circle of friends but sometimes insecurities may lead to obstructing friendships if friends appear to be unsociable in a fast-paced environment. Hurst (2017) added that molding identity is crucial for young people. It is essential that young people will embrace a specific constructive identity, necessary for survival and important for the development of an individual.

On the other hand, personality reliably predicts health behavior, relationship satisfaction as well as educational and occupational attainment (Nofle & Robins, 2007). It is interesting to note that the five-factor model of personality identifies the five critical facets that are neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness that are necessary across cultures, languages, and theoretical orientations (Edobor & Ekechukwu, 2015).

Moreover, Baltz (2015) found out that the five-factor model of personality was associated with parental warmth and behavioral control. A detailed study by Bancroft, Silverman, & Ritchie (2011) also concluded that parental power assertion which is otherwise known as authoritarian parenting styles is closely associated with adolescent hostile, uncooperative and aggressiveness.

Furthermore, personality traits such as agreeableness, emotional stability, and openness to experience have been connected to family interactions that facilitate a warm and supportive relating environment (Jarzyna, 2012). These personality traits improve a parent's ability to recognize and respond to their child's different behaviors that yield positive interactions between the parents and their children (Marcela, 2015).

Thus, personality is an integral part of a teenager as an optimistic personality can be an indicator of academic success. Parenting behavior is the primary factors that significantly affect personality.

**OBJECTIVES**

The goal of this study is to determine which indicator of parenting behavior best predict the personality traits of college students. Specifically, this study aims:

1. To identify the level of parenting behavior in terms of:

- 1.1 Warmth
- 1.2 Rejection
- 1.3 Structure
- 1.4 Chaos
- 1.5 Autonomy Support
- 1.6 Coercion
2. To determine the level of personality traits in terms of:
  - 2.1 Extraversion
  - 2.2 Agreeableness
  - 2.3 Conscientiousness
  - 2.4 Neuroticism
  - 2.5 Openness
3. To determine the significant relationship between Parenting Behavior and Personality Traits
4. To determine which indicator of Parenting Behavior best predict the Personality Traits of college students.

### METHODOLOGY

This study employed a descriptive correlation research design. The goal is to determine the significant relationship between parenting behavior and personality traits. The respondents of the study were the 100 college students. The study was conducted at the University of Southern Philippines. The researchers purposefully chose this institution so that this research could be of great help and the population of the prospected respondents is good enough to acquire quality information for the benefit of the study. In treating the data, mean, standard deviation, correlation, and linear regression were the tools for data analysis.

### RESULTS AND DISCUSSION

*Table 1. Level of Parenting Behavior of Parents*

Indicator	SD	Mean	Descriptive Level
Warmth	0.61	4.13	High
Rejection	0.95	3.99	High
Structure	0.90	4.12	High
Chaos	0.88	3.76	High
Autonomy Support	0.61	4.07	High
Coercion	1.03	3.73	High
<b>Overall</b>	0.51	3.97	High

Table 1 presents the parenting behavior of parents with a mean rating of 3.97 or high level. This means that students oftentimes feel the warmth, rejection, structure, chaos, autonomy support and coercion from their parents. Further, it means that students often feel loved and cared for by their parents, feel that they are rejected or unwanted, see that rules in their house are oftentimes imposed to them, they need help from their parents, not sure if their parents will keep their promises, and feel that their parents try to control everything that they do (Bostik & Everall, 2006).

*Table 2. Level of Personality Traits of Students*

Indicator	SD	Mean	Descriptive Level
Extraversion	0.58	4.14	High
Agreeableness	0.61	4.05	High
Conscientiousness	0.58	4.12	High
Neuroticism	0.70	3.92	High
Openness	0.64	4.15	Very High
<b>Overall</b>	0.41	4.08	High

Presented in Table 2 is the level personality traits of students with the mean rating of 4.08 or high level. This means that most of the students often feel that they have a high level of extraversion, agreeableness,

conscientiousness, and openness, while having a low level of neuroticism, given that the statements regarding this indicator are positively constructed. This states that students claim that they are often sociable and full of energy, helpful, considerate and kind towards almost everyone, they also feel that are often organized, goal-oriented, and they work reliably, stable and emotionally resilient. Furthermore. They tend always to have a broad range of imagination and curiosity, as well as having a high level of creativity (Florida, 2005).

**Table 3. Significant Relationship between Parenting Behavior and Personality Traits of Students**

Parenting Behavior	Personality Traits					
	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness	Overall
Warmth	.071 (.442)	.232* (.024)	.240* (.021)	.230* (.028)	.088 (.387)	.251* (.014)
Rejection	.116 (.201)	.216** (.015)	.326** (.001)	.312** (.002)	.204* (.042)	.361** (.000)
Structure	.143 (.118)	.189* (.049)	.017 (.945)	.112 (.311)	.103 (.309)	.148 (.117)
Chaos	.373*** (.000)	.221* (.018)	.350** (.001)	.273** (.008)	.172 (.087)	.380** (.000)
Autonomy Support	.132 (.174)	.118 (.274)	.282** (.006)	.092 (.420)	-.056 (.582)	.138 (.152)
Coercion	.278** (.006)	.144 (.174)	.113 (.307)	.188 (.058)	.136 (.177)	.238* (.023)
Overall	.331** (.002)	.354** (.000)	.338** (.001)	.334** (.001)	.194 (.054)	.421** (.000)

Table 3 shows the correlation of the variables between parenting behavior and personality traits of students. It can be observed that parenting behavior and personality traits garnered an overall r-value of .421 and a p value of .000 which is lesser than 0.05 level of significance. The result is significant and thus, the rejection of the null hypothesis. This implies that the personality traits of students are dependent on the parenting behavior of their parents. Furthermore, parenting behavior has to do with the personality traits of the students. The higher is the parenting behavior parents, the better personality traits of the students. Neglectful parental styles influence significantly on personality traits such as extraversion, agreeableness and neuroticism of senior secondary school students (Edobor & Okechuku, 2015).

**Table 4. Indicators of Parenting Behavior Best Predict Personality Traits of Students**

Parenting Behaviors	Personality Traits			
	Unstandardized Beta	Standardized Beta	T	Sig.
Warmth	0.12	.014	.128	.916
Rejection	0.99	.218	1.186	.225
Structure	0.77	.179	1.762	.093
Chaos	0.10	.229	1.324	.182
Autonomy Support	0.39	.063	.479	.650
Coercion	-.006	-.022	-.086	.914
R	.406			
R Square	.165			
F-Value	3.676			
P-Value	.002			

Table 4 presents that none of the indicators of parenting behavior best predict the personality traits of the students. The p values obtained by each indicators are greater than 0.05 level of significance. The result is not significant and thus, the acceptance of the null hypothesis. This implies that each of the indicators cannot singly predict personality traits of the students. However, when the indicators of parenting behavior are combined, they

garnered an overall  $r$  value of .406 with the  $r$  square value of .165 which means that parenting behavior indicators have influenced a 16.5% to students' personality traits. Additionally, the personality traits of students is regressed by 16.5% of the combined indicators of parenting behavior. The variance of 83.5% is attributed to other factors of variables not covered in the study. Nonetheless, as revealed in the  $F$  value of 3.676 with a  $p$  value of .002 which is less than 0.05 level of significance, the result is significant and thus, the rejection of the null hypothesis. This implies that parenting behavior significantly influences the personality traits of the students. Consequently, personality traits are significantly affected by parenting behaviors. Personality traits such as agreeableness, emotional stability, and openness to experience have been linked to family interactions that facilitate warm and supportive relating environment (Jarzyna, 2012). These character traits improve a parent's ability to recognize and respond to their child's different behaviors that yield positive interaction between the parents and their children.

### CONCLUSIONS

Based on the findings, the researcher concluded that the level personality traits of students are high level and their personality traits are high. Parenting behavior has relation to the personality traits of students. None of the indicators of parenting behavior best predict the personality traits of the students. Lastly, parenting behavior significantly influences the personality traits of the students. The result is supported by Marcela (2015) stated that how the parents behave, act, and communicate to the child yields positive interaction and influence to the personality traits.

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