

Parent-child Relationship and Leadership Style among Undergraduate Students

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Abstract

Balanced relationship between parents and their children is one of the factors influencing both their physical and mental health. Researchers have shown that relationship between children and parents and how parents communicate with children are considered to be the most important and fundamental factors among the various factors that affect children's fostering and healthy character. So, the present study has been designed to explore the parent-child relationship and preference of leadership style employed by undergraduate urban and rural students. Also, the present study examines the relationship between the type of parent child relationship and preference for leadership style among undergraduate students. For this purpose, the sample size comprised of 160 undergraduate students, out of which 80 were male students (40 urban and 40 rural) and 80 were female students (40 urban and 40 rural). The tools used were parent-child relationship scale and leadership preference scale (LPS). A significant difference was found between the preference of leadership style among rural and urban students. On the other hand, no significant difference was found between the preference of leadership style among male and female undergraduate students. The results also revealed significant correlation between some of the dimensions of parent-child relationship and preference of leadership style among undergraduate students. The results of present study implicate that some psycho-education or other interventions may serve as avenue to strengthen the child parent relationship and affective leadership education programs must focus on developing people's relational skills.

Keywords: Parent Child Relationship, Leadership style, Undergraduates

The term relationship is a unique bond between child and parents. The parent child relationship is very much responsible in the development of a child. The parent-child relationship develops and is shaped by both parental and child characteristics. Parenting is a process of being thoroughly involved into the emotional and physical upbringing of the child. The first learning of the child is from what the parents are doing around. The child is a keen observer and while parents unknowingly do wrong actions or speak aloud the wrong words in front of the child, the child immediately gets the hang of it and is sure to repeat it during that time or at a later stage. Parents teach a lot of things to their child and later on complain for the same.

Parent-child relationship has been considered as part of parental involvement process and consists of a combination of behaviors, feelings and

expectations that are unique to a particular parent and particular child. Parent child relationship is an important tool to understand the individual development over the time. The adult's development largely defined how the child behaves with their parents; whether they hide the things or expose in front of their parents. Children are taught by parents how to behave in the society and relate with others in the surrounding and make them aware what is wrong and what is right.

Parents act as the primary socialization agents of their children especially for moral and social development and academics outcomes (Barry, Frick and Grafeman, 2008). Adams, Ryan and Keating (2000) suggest that parents continue to play an important role in their children's lives as they transition to college. One of the research conducted by Rathus and Rinaldi (2017) reveals that significant parental

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involvement with students from a young age continues to have an effect years later by improving students' social and emotional adjustments to college.

It is well acknowledged that parental attitude plays a pivotal role in shaping the personality of any individual. The loving and cooperative parenting lead to positive growth of a child who gets security and confidence in his future venture. The parent's leadership style or way of persuasion has an indelible impact on children in both constructive and destructive manner. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people (Clark, 2010). Leadership is a versatile process that requires working with others in personal and professional relationships to accomplish a goal or to promote positive change.

The idea of parents being the first leader or the major influence of leadership style being adopted by any person in his life has been studied several times. Though, numerous researchers have established a link between parenting style and the preference for a leadership type (Avolio, Rotundo, & Walumbwa, 2009; Popper & Mayseless, 2003) but very less studies are found explaining the parent-child relationship and preference of leadership style among undergraduate students. Therefore, the present study was undertaken to assess and compare the parent-child relationship and leadership style of undergraduate urban and rural students; boys and girls undergraduate students. Also, the present study examines the relationship between the parent-child relationship and preference for leadership style among undergraduate students.

Objectives

- To assess and compare the leadership style among undergraduate students from urban and rural background male and female students
- To study the relationship between parent-child relationship and leadership style among undergraduate male and female students

Hypotheses

Considering the objectives of the study the following hypothesis are framed:

- There would be no significant difference in leadership style among undergraduate students from urban and rural background male and female
- There would be no relationship among parent-child relationship and leadership style among undergraduate boys and girls students.

Method

Sample: To complete the related study, 80 (40 Rural + 40 Urban) female students from Hindu Girls College, Sonipat and 80 (40 Rural + 40 Urban) male students were selected from Hindu Boys College, Sonipat.

Tools

Parent Child Relationship Scale (PCRS) developed by Nalini Rao (2011). The tool contains 100 items categorized into ten dimensions namely, protecting, symbolic punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, loving, object reward and neglecting and rated on 5 point rating scale. The test-retest reliability coefficient ranged from .770 to .871 for boys sample and .772 to .873 for the girls sample over the ten sub-scales. The respondent were asked to rate statements as to their own perception of their relationship with father or mother on a 5 point scale ranging from 'always' to 'very rarely' weighted 5,4,3,2, and 1 on the scale points.

Leadership Preferences Style (LPS) developed by L.I. Bhushan in 1995. The scale consists of thirty items, out of which 15 are positively worded and 15 negatively worded. The range of possible scores on this scale is from 30 to 150. Higher score on the scale indicates greater preference for democratic type of leadership. As regards reliability, the co-efficient of internal consistency as adjusted by Spearman-Brown formula was found to be 0.75 where as the co-efficient of temporal stability (after four weeks' interval) was 0.82.

Results and Discussion

The present investigation was conducted to assess the leadership style among undergraduate students from urban and rural background. For this purpose mean scores of both the groups were calculated and t-test was applied for testing the significance of difference.

Table 1: Mean, SD and t-value of undergraduate students from urban and rural background on leadership style

Variable	Group I (Rural students)		Group II (Urban students)		t-value
Leadership style	Mean	SD	Mean	SD	2.96**
	100.98	10.313	96.50	8.715	

**significant at 0.01 level

It is observed from the above table that the mean score of Group I was 100.98 whereas the mean score of Group II was 96.50. Higher mean score on leadership style of rural undergraduate students shows that students with rural background have more leadership tendencies than that of students with urban background.

In order to find out the difference between the two groups t-value was calculated which was found to be 2.96 which is highly significant at 0.01 level. This

indicates that rural students have significantly higher level of leadership style than the urban students. Thus the first hypothesis stating that there would be no significant difference in leadership style among students from urban and rural background has been rejected here. The above results are contrary to the study conducted by Najjar and Dar (2017) as they reported that no significant difference exists between urban and rural students in their leadership preferences.

Table 2: Means, SD and t-value of undergraduate boys and girls students on leadership style

Variable	Boys		Giral		t-value
Leadership style	Mean	SD	Mean	SD	0.12
	99.94	9.910	97.54	9.556	

The findings shown in table 2 indicate that the mean score of boys undergraduate students was 99.94 whereas the mean score of girls undergraduate students was 97.54 which indicates too less difference between the mean scores of boys and girls on leadership style depicting that both girls and boys have almost same leadership tendencies.

In order to find out the difference between the two groups t-value was calculated which was found to be 0.12 which is non-significant. This indicates that both boys and girls undergraduate students have same level of leadership style. Thus the second hypothesis stating that there would be no significant differences in leadership style among undergraduate boys and girls students has been verified here.

The results are contrary with following previous studies: Eagly, Karau, and Makhijani (1995) concluded that men tend to fare better when leadership is defined in masculine terms, such as military settings, while women performed better when leadership is defined in less masculine terms, such as educational settings

roles. On self-perception of leadership skills, Yarrish, Zula & Davis (2010) concluded that there are significant differences in perceived leadership skills between males and females. According to their study, females perceived cognitive and interpersonal/ intrapersonal skills as more important than did the male participants.

Further the present investigation was designed to examine the association between democratic style and ten dimensions of parent child relationship among undergraduate students. For this purpose, the coefficient of correlation between democratic style and ten dimensions of parent child relationship of undergraduate boys and girls was computed by applying Pearson's Product moment method. The results are as follows:

The mean and S.D of one of the dimension of leadership preference style i.e. democratic style and ten dimensions of parent-child relationship (Father and Mother form, where (F) indicates father and (M)

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indicates mother) are as follows: for democratic style leadership the mean score was 106.57 (SD=6.768), for Protecting Father (PROF) mean score was 37.92 (SD=6.658), for Protecting Mother (PROM) mean score was 36.77 (SD=7.161), Symbolic Punishment Father (SPF) mean score was 30.11 (SD=6.660), Symbolic Punishment Mother (SPM) mean score was 30.77 (SD=6.156), Rejecting Father (REJF) mean score was 25.52 (SD=7.331), Rejecting Mother (REJM) mean score was 25.72 (SD=7.399), Object Punishment Father (OPF) mean score was 25.76 (SD=7.676), Object Punishment Mother (OPM) mean score was 26.03 (SD=7.810), Demanding Father (DEMF) mean score was 27.35 (SD=6.439), Demanding Mother (DEMM) mean score was 29.43

Table 3: Correlation matrix between democratic style leadership and autocratic style leadership with dimensions of parent child relationship(N=160)

Variables	Democratic style	Autocratic style
Protecting Father	-.135	-.743**
Protecting Mother	-.128	.170
Symbolic Punishment Father	.001	-.767**
Symbolic Punishment Mother	.187	-.050
Rejecting Father	.266*	-.056
Rejecting Mother	.284*	-.134
Object Punishment Father	.244*	-.079
Object Punishment Mother	.298**	-.101
Demanding Father	.292**	-.016
Demanding Mother	.416**	.142
Indifferent Father	.050	.279*
Indifferent Mother	.173	.218
Symbolic Reward Father	-.155	.215
Symbolic Reward Mother	-.156	.186
Loving Father	-.134	.084
Loving Mother	-.105	.090
Object Reward Father	-.015	.050
Object Reward Mother	-.079	.222*
Neglecting Father	.076	.124
Neglecting Mother	.144	.687**

(SD=6.442), Indifferent Father (INDF) mean score was 27.01 (SD=6.258), Indifferent Mother (INDM) mean score was 27.48 (SD=6.792), Symbolic Reward Father (SRF) mean score was 35.84 (SD=7.625), Symbolic Reward Mother (SRM) mean score was 34.71 (SD=8.378), Loving Father (LOVF) mean score was 34.85 (SD=8.359), Loving Mother (LOVM) mean score was 34.70 (SD=7.732), Object Reward Father (ORF) mean score was 29.35 (SD=7.241), Object Reward Mother (ORM) mean score was 28.67 (SD=7.362), Neglecting Father (NEGF) mean score was 23.19 (SD=6.788), and Neglecting Mother (NEGM) mean score was 24.52 (SD=7.064).

The result table shows inter correlation among Leadership Preference for democratic style and dimensions of parent child relationship. It is evident from table 3 that the rejecting father, rejecting mother have significant positive relationship with democratic style leadership ($r=.266^*$ and $r=.284^*$ respectively) at 0.05 level. Further, object punishment father and object punishment mother have significant positive relationship with democratic style leadership ($r=.244^*$ and $r=.298^{**}$ respectively) at 0.05 level and 0.01 level respectively. Likewise demanding father and demanding mother have significant positive relationship with democratic style leadership ($r=.292^{**}$ and $r=.416^{**}$ respectively) at 0.01 and 0.05 level respectively. The positive correlation suggests that students having the parent child relationship tendencies like rejecting father, rejecting mother, object punishment father, object punishment mother and demanding father and demanding mother tend to have democratic style leadership.

Descriptive Statistics of Correlations between LPS (Autocratic style) and Parent Child relationship are as follows: The mean and standard deviation of Autocratic style leadership was 91.10 (SD=5.071) and for the first dimension among 10 dimensions of Parent Child relationship (PCR) i.e. Protecting Father (PF) mean score was 28.88 (SD=11.310), Protecting Mother (PM) mean score was 36.02 (SD=6.483), Symbolic Punishment Father (SPF) mean score was 28.62 (SD=10.357), Symbolic Punishment Mother (SPM) mean score was 28.78 (SD=7.237), Rejecting Father (RJ) mean score was 22.68 (SD=6.941), Rejecting Mother (RM) mean score was 24.26 (SD=7.192), Object Punishment Father (OPF) mean score was 21.37 (SD=8.047), Object Punishment

Mother (OPM) mean score was 22.04 (SD=8.052), Demanding Father (DF) mean score was 26.74 (SD=7.026), Demanding Mother (DEM) mean score was 26.63 (SD=7.040), Indifferent Father (IND) mean score was 39.67 (SD=2.864), Indifferent Mother (IND) mean score was 28.14 (SD=5.718), Symbolic Reward Father (SRF) mean score was 34.12 (SD=6.329), Symbolic Reward Mother (SRM) mean score was 33.48 (SD=6.469), Loving Father (LOVF) mean score was 36.05 (SD=6.890), Loving Mother (LOVM) mean score was 34.57 (SD=6.643), Object Reward Father (ORF) mean score was 28.36 (SD=6.766), Object Reward Mother (ORM) mean score was 27.85 (SD=7.543), Neglecting Father (NEGF) mean score was 24.95 (SD=6.415), and Neglecting Mother (NEGM) mean score was 11.48 (SD=2.873).

The result table 3 also shows inter correlation among Leadership Preference for autocratic style and dimensions of parent child relationship. The Protecting Father and Protecting Mother have significant negative relationship with autocratic style ($r=-.743^{**}$ and $r=-.767^{**}$ respectively) at 0.01 level. Indifferent Father has significant positive relationship ($r=.279^{*}$) with autocratic style at 0.05 level. Likewise object reward mother has significant positive relationship ($r=.222^{*}$) autocratic style 0.05 level. Neglecting Mother has significant positive correlation ($r=.687^{**}$) with autocratic style at 0.01 level.

Though the relevant empirical evidence in this area is limited, some of the studies supported the above results are as follows: When the students are able to overcome challenges and learn to cope with problems and difficulties, they are able to augment leadership skills (Haynes-Tross, 2015). Spera (2005) indicates that authoritative parenting styles are often associated with higher levels of student achievement, although these findings are not consistent across culture, ethnicity, and

socioeconomic status. Avolio, Rotundo, & Walumbwa (2009) found support for the influence of parenting practices on a child's future leadership style. Parents are perceived as role models and leaders, and have tremendous influence over their children (Grunwald & McAbee, 2013). Hartman and Harris (1992) investigated whether children adopt the leadership style of an admired parent, but reject and adopt a contrary style when the parent is not admired. On the other hand, Lyon (2006) observed that individuals who reported their mothers to be authoritative also reported having a democratic leadership style, while individuals who reported their mothers to be authoritarian or permissive seemed to rebel against their mothers' style. There is also evidence that authoritative parenting leads to higher school achievement (Spera, 2005), better school integration and mental well-being (Shucksmith, Hendry & Glendinning, 1995), better adaptive achievement strategies in adulthood, along with lower levels of failure expectations and higher self enhancing attributions (Aunola, Stattin & Nurmi, 2000). Lyon (2006) proposed that there is a relationship between leadership styles that adults exhibit later in life and perceived parental leadership styles reported.

The result of the current study implicates that affective leadership education programs must focus on developing relational skills. Following the idea and notion that leadership skills can be taught and learned in an academic environment has led to the proliferation of varied leadership education programs in colleges. Educational outcomes in leadership for college graduates have the potential to positively impact this nation's organizations. Furthermore, some psycho-education or other interventions may serve as avenue to strengthen the parent-child relationship. Counseling services should be provided to both parents and students so that transition is smooth from adolescents to adulthood.

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