

## Effect of Parent Training on Psychological Wellbeing, Personality, Life Skills Development of Adolescents - A Pilot Study.



### Psychology

**KEYWORDS :** Parenting, lifeskills intervention, adolescent psychological wellbeing, personality.

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### ABSTRACT

*Parenting refers to the activity of raising a child rather than the biological relationship (Davies, Martin 2000). Parenting style is a Psychological construct representing standard strategies that parents use in their child rearing.*

*The most consistent predictor of adolescent mental health and well being is the quality of relationship adolescents have with their parents (Resnic et al., 1997). Problems in parenting arise due to lack of skills, So parents can be trained in parenting using life skills. Life skills training have a significant effect on positive mental health and selfesteem of vulnerable adolescents. (Irshad.K.2012). The present study used experimental research design before after with control group with simple random sampling method, where 150 students were administered life skills assessment scale as a screening test. The low scorers were assigned to experimental group (n=30) and control group (n=30). The parents of experimental group were given intervention of ten core life skills modules for 6 hours. Life skills questionnaire, psychological well-being, parental bonding instrument and personality development index were the tools used. The data was statistically analysed with "t" test using spss. The results revealed that life skills training for adolescent parents had a positive influence on adolescents life skills development, personality and psychological wellbeing.*

### INTRODUCTION

#### PARENTING

Parenting refers to the activity of raising a child rather than the biological relationship (Davies, Martin 2000). Parenting style is a Psychological construct representing standard strategies that parents use in their child rearing. Diana Baumrind (1966) introduced three parenting styles authoritative, authoritarian and permissive. Maccoby & Martin(1983), (Steinberg et. al 1994), (Hetherington et.al., 1999) added one more parenting style-Neglectful parenting. In traditional India, child rearing is women's responsibility with excessive indulgence by mother and female members of extended family.

#### Parenting adolescent

Adolescence is transition from dependence to independent relationships with parents and style of parenting is very important to help them face this great challenge. (Mckinney and Renk 2008). In current scenario, children grow up with Baby sitter or watching television, playing violent videogames, with no support from grand parents or siblings. When both parents are employed they substitute their presence with immediate gratification of expensive toys which influences their psychological wellbeing.

#### Psychological Wellbeing

Carol Ryff (1988) proposed well being model with six components -Self acceptance, Purpose in life, Personal growth, Positive relation with others, Environmental mastery, Autonomy. Parenting style influences psychological well being and personality of adolescents. Authoritarian parenting leads to adolescent aggressiveness, conduct disorders (Ghani\_abodi 1998) and rebellious. (Lanborn & Steinberg 1993). Children of indulgent parents had low hope, higher psychotism, involved in drug use, development of conduct disorder and antisocial personality (Baumrind, 1966). Adolescents from neglectful parents show symptoms of depression, behaviour problems (Crittenden et al., 1994), impulsive, involve in delinquent behaviour, drug abuse. (Steinberg 2001).

#### Parenting and adolescent personality

The behavioural and personality characteristics of adolescents are determined by relationship with parents, Psychological and emotional family atmosphere.(Sarmast,2006). Parenting practices is the most effective factors of formation and development of adolescent personality (Belsky, Barrendz 2008)

#### Need for parental training

India has the largest population of adolescents in the world with 243 million individuals aged between 10-19 years. This large population is at the threshold of suffering from mental illness, which requires some intervention strategies. The most consistent predictor of adolescent mental health and well being is the quality of relationship adolescents have with their parents (Resnic et al., 1997). Problems in parenting arise due to lack of skills, So parents can be trained in parenting. Parenting program for parents of adolescents aim to modify the risk factors of coercive family interaction and poor parenting that causes behaviour problems and delinquency. (Dishion and Andrews 1995), parent child connectedness and improves parental supervision and monitoring.

#### Life skills intervention for parents of adolescents.

Life skills are the positive behaviour and ability to adjust efficiently with the needs and challenges of everyday life. Life skills training have a significant effect on positive mental health and self esteem of vulnerable adolescents. (Irshad.K.2012). Life skills intervention can be given to parents of adolescents to improve psychosocial health and personality of adolescents.

### REVIEW OF LITERATURE

#### Parenting and psychological wellbeing

Madhu Gupta, Dimple mechtani (2015), in their study explained that child rearing patterns nurtures the child physically and contributes to overall well being. Their research findings indicated that an authoritative parenting style produced positive developmental outcomes. The study recommended parents to show concern to their children and develop Psychological and social positions in them.

Mohammad Reza et al., (2014) examined the relationship between Psychological wellbeing and parenting styles with students mental health. The results indicated that Psychological well being and authoritative parenting styles were significantly related with mental health and permissive parenting styles had significant positive relationship. Thus mental health is predictable by psychological well being and parenting styles.

Takahiro Hasumi et.al (2012) investigated parental involvement and mental well being of Indian adolescents(13-14 yrs). The study revealed that parental involvement decreased with increasing age, while poor mental health was significantly associ-

ated with a decreased likelihood of parental involvement (low levels of depression, loneliness and anxiety). The study recommended health care professionals to encourage parents to be actively involved in adolescent's lives for development of psychological well being.

**Parenting and personality**

Mohammad Ebrahim Maddahi et.al., (2012) explored the relationship between parenting styles and personality dimensions. The results revealed that there has been a direct and significant relationship between authoritarian parenting style and neuroticism. It was found that authoritative parenting style contributes to positive characteristics like agreeableness, extraversion and openness in children. The study recommended for training for parents based on these results.

Maddahi and Sammadzadeh (2010) studied parenting styles with personality traits of adolescents. The results revealed that three personality traits (agreeableness, extroversion and openness) has a positive relationship with authoritarian, permissive parenting style and has a negative relationship with authoritative parenting style. It also revealed that personality trait has a positive relationship with authoritative and authoritarian parenting style and negative relationship with permissive parenting style.

Robert F. Krueger et al., (2009) did a study on "Adolescent personality moderates Genetic and environmental influences on relationships with parents. The results revealed significant moderation of both positive and negative qualities of the parent-adolescent relationship. The findings support the importance of parent- adolescent relationship on adolescent personality development.

**Adolescent lifeskills development**

S.Rajeswari & J.O.Jeryda Gnanajane Eljo (2013) did a study on life skills among late adolescent school student in Tiruchirappalli. The study emphasized on necessity for life skills for adolescent students.

Christy Mekala.V. (2012) explored the prevalence of life skills among adolescents. The results revealed that 79.7% were identified with moderate life skills, 17.79% with poor life skills and only 2.4% had very good life skill score. When life skills are under developed there is an increase of the risk of suicide ideation. The study recommended for life skills training for adolescents in colleges to equip them to face emotional and social challenges and to grow into mature young adults.

Irshad.K. (2012) examined the effect of life skills training on mental well being and self esteem among vulnerable adolescents. The results reveal that life skills training have a significant effect on positive mental health and self esteem of vulnerable adolescents. The research emphasizes the need for life skills intervention to reach vulnerable adolescents.

**Parenting intervention**

Chand N, Farrugia et al., ( 2013) did a study on Promoting positive youth development: through a brief parenting intervention program. Parents of adolescents completed pre and post intervention assessments of parenting and family relationships in order to examine the effects of participation on family functioning and positive youth development (PYD). The results suggests that brief parenting intervention may produce favourable outcomes for families with adolescent children, including the promotion of important aspects of PYD.

Irshad.K. (2012) examined the effect of life skills training on mental well being and self esteem among vulnerable adolescents. The effect of life skill 40 trained an untrained vulnerable adolescents mental well being and self-esteem were compared.

The results reveal that life skills training have a significant effect on positive mental health and self esteem of vulnerable adolescents. The research emphasizes the need for life skills intervention to reach vulnerable adolescents.

May Lim et al., (2005) tried to investigate "A one session intervention for parents of young adolescence". It was a 2 hour parenting program. The results based on self reports and observer ratings reflected a trend toward greater parental involvement among parents in experimental group compared to parents in the control group. The findings further revealed that intervention even for a brief of 2 hour can be effective at motivating parents to change behaviour.

**PROBLEM AND HYPOTHESES**

**Objectives of the study**

1. To find the influence of parenting style on adolescent's personality, psychological wellbeing and life skills development.
2. To implement life skills training for adolescent parents.
3. To evaluate the effect of parenting training (Life skills training) on adolescent's personality, psychological wellbeing and lifeskills development.

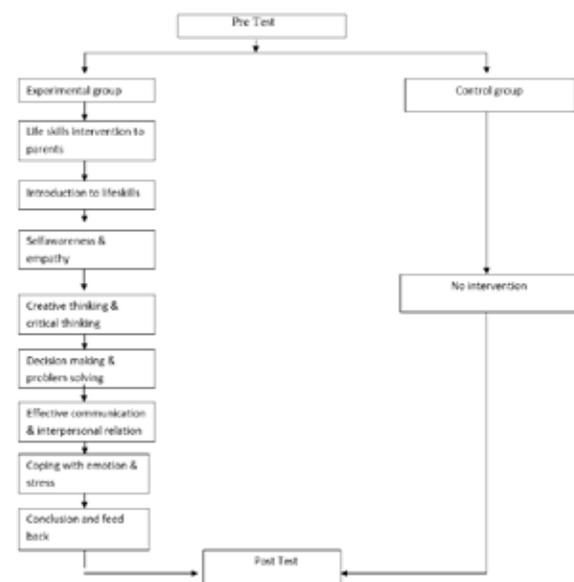
**Hypotheses**

1. There will be a significant difference in mother's and father's parenting style between experimental and control group in pretest and post test.
2. There will be a significant difference in life skills development, personality and psychological wellbeing in pretest and post test of experimental group.
3. There will be a significant difference in life skills development, personality and psychological wellbeing in pretest and post test of control group.
4. There will be a significant difference between experimental and control group in pretest and post test.

**Method of Investigation**

**Research Design**

The present study used experimental research design before after with control group.



**Selection criteria of sample**

**Inclusion criteria**

Literate parents of adolescents for intervention, biological parents of adolescent students, adolescent students aged 15 - 17 years.

**Exclusion criteria**

Illiterate parents of adolescents , adopted parents of adolescent students, adolescent students in special school.

**Sampling Technique**

The initial sample consisted of 300 students studying in XI std from various schools of Trichy. The age of the respondents were 15-17 years. The researcher selected every 2<sup>nd</sup> student as sample for the study. Thus simple random sampling method was used where 150 students were administered life skills assessment scale as a screening test. Those students with low scores on this test were selected for second stage of study. The selected students for the study were assigned to experimental group (n=30) and control group (n=30). The parents of these adolescent students in experimental group were given intervention, which consisted of ten core life skills modules for 6 hours.

**Variables used for the present study**

**Independent variables-** Parenting training (Life skills intervention), Parenting style.

**Dependent variable-** Psychological wellbeing, Personality, Life skills development, Parent's gender.

**Operational Definition of the variables**

Parenting training (Life skills training) – It is teaching and training parents of adolescents to implement the core life skills in their parenting style.

Parenting style – It is a Psychological construct that represents strategies used by parents in child rearing.

Life skills – Life skills are positive behaviour and ability to adjust efficiently with the needs and challenges of everyday life.

Psychological well being – It connotes wellness physically and psychologically with an absence of mental problems.

Personality- The dynamic entity that governs oneself and others for development.

**Tools used for the study**

Name of the Tool	Author	Year	Variables Measured
Life skills	Rajasenan Nair, Subasree & Sunitha	2009	Life skills
Psychological well-being	Carol Ryff	1989	Psychological well-being
Parental bonding instrument (PBI)	Gordon Parker, Hilary Tupling and L.B. Brown	1997	Quadrants of parenting
Personality development index	K.V.Kalliappan & S.Karthikeyan	1996	Dimensions of personality

**Description of the tool used**

**Personal data sheet**

This personal data sheet gives information about the demographic details like age, education, socio- economic status and family pattern.

**Life skills assessment scale**

The test is constructed by Nair, Subasree & Sunitha in the year 2009. The multidimensional life skills assessment scale consists of 78 items with a five point scale for each respondent to answer. It measures the eight core life skills. It has both positive and negative statements.

**Scales of Psychological well being**

The scale was developed by Ryff in the year 1989. This scale has

six 14 item of psychological well being constructed to measure the dimensions of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance, the scale consists of 42 items.

**PARENTAL BONDING INSTRUMENT (PBI)**

Parental Bonding Instrument is developed by Hilary Tupling and L.B.Brown. Two scales termed 'care' and 'overprotection' or 'control', measure fundamental parental styles as perceived by the child. The measure is to be completed for both mothers and fathers separately. There are 25 item questions, including 12 'care' items and 13 'overprotection' items.

**PERSONALITY DEVELOPMENT INDEX**

Personality development index (PDI) was especially developed to measure the ten dynamic areas of personality that is .Social Concern, assertiveness, value & Culture, leadership, communication, self Confidence. It consists of 44 statements. Reliability of the tool was found to be high and the correlation value was 0.63. .

**Procedure for data collection**

The principal of two schools were explained the purpose and importance of study. After obtaining permission from the principal a convenient date was fixed for collecting the data. The students were administered Life skills assessment scale as a screening test. Among them, those with low score in life skills that is score of 324 and below were selected for the second stage of study. The selected students for the study were assigned to control group (n =30) and experimental group (n = 30). The parents of experimental group were selected for intervention. They were given training in life skills.

**Ethical considerations**

The participation in the study was voluntary and participant's confidentiality was ensured. The considerations of these ethical issues were necessary for the purpose of ensuring the privacy as well as safety of the participants. Consent and confidentiality was maintained. The respondents were advised that they could withdraw from the study even during the process.

**Statistical Analysis**

The data collected was subjected to analysis using SPSS. The data was analysed using "t" test.

**LIFE SKILLS INTERVENTION**

The intervention module adopted for the study is from "Facilitator's manual on enhancing lifeskills" developed by Rajiv Gandhi National Institute of Youth Development, (RGNIID). It consists of activities developed by various national and international organisations. The module has been reviewed by experts and pilot tested by conducting training programs for adolescents. The modules used by the researcher for the present study is given below-

session	Life skills/ Topic	Content
1	Introduction of life skills	Ice Breaker, ground rules, Introduction to Life skills, Becoming familiar.
2	Self awareness & Empathy	Warming up, Open your heart, Self esteem, Empathizing with adolescents.
3	Creative thinking & Critical thinking	Finding new ways to do a thing, Being creative, Media's effect on us, The thirsty crow.
4	Decision making & Problem Solving	Discussing decision making, When we have a problem, Making safe choices, Practice decision making & Problem solving, Setting smart goals.

5	Effective communication & Interpersonal relation	Components of communication, types, Non-verbal communication, Understanding relationship, What makes relationship healthy.
6	Coping with emotions & stress	Understanding emotions, Taking responsibility for our feelings, Learning to manage stress, Thinking and behaving in a positive way.
7	Conclusion , post test & feedback	Written and oral feedback

The parents of experimental group were trained for 2 hrs on week ends for a period of 3 weeks. The training took place in the school premises. The data was collected from both groups in pretest and posttest.

**Results and Discussion**

**Table -1: Shows pretest and posttest Mean, SD, “t” value for experimental group on variables .**

Experimental Group	Pretest		posttest		“t”value	Sig
	Mean	SD	Mean	SD		
Lifeskills	252.83	21.387	268.50	21.346	- 7.218	.000
Personality	143.57	14.325	154.63	11.131	-5.897	.000
Psychological wellbeing	158.27	12.766	171.97	12.538	-7.625	.000
Mother’s parenting style	43.43	5.946	51.50	7.696	-6.292	.000
Father’s parenting style	42.10	5.339	50.57	7.074	-7.181	.000

**Table -2: Shows pretest and posttest mean, SD, “t” value for control group on variables .**

Control Group	Pretest		posttest		“t”value	Sig
	Mean	SD	Mean	SD		
Lifeskills	271.17	26.273	275.97	26.327	-3.309	.003
Personality	145.63	12.997	151.60	12.560	-3.145	.004
Psychological wellbeing	172.59	22.165	176.73	21.441	-2.741	.010
Mother’s parenting style	45.27	6.721	48.27	5.644	-4.039	.000
Father’s parenting style	42.03	6.578	44.40	5.733	-3.814	.001

**Table -3: Shows mean, SD, “t” value for experimental and control group on variables .**

Groups	Experimental group		Control group		“t”value	Sig
Variables	Mean	SD	Mean	SD		
Lifeskills	-10.233	11.425	-6.938			.000
Personality	-8.517	10.565	-6.244			.000
Psychological wellbeing	-8.933	10.236	6.760			.000
Mother’s parenting style	-5.533	6.237	-6.872			.000
Father’s parenting style	-5.417	5.970	-7.028			.000

**DISCUSSION**

Adolescence is a period of intense and rapid development. When adolescent development is successful it leads to biologically mature individuals equipped with the capacity to form close relationships and cognitive and psychological resources to face the challenges of adult life. (Hazen, Schlozman, Beresin 2008). For some young people this period is difficult because of family risk factors, faulty communication, domestic violence etc that predispose them to poor developmental outcomes.

The purpose of the current study was to examine the effect of parent training program (Lifeskills Training) on adolescents lifeskills, personality development and psychological wellbeing. Lifeskills are abilities that enable individuals to behave in a healthy way. Thus it plays an important role in the promotion of mental wellbeing. The present paper tried to inculcate lifeskills in parents of adolescents for them to implement in their parenting strategies and thus analyse the influence on the development of lifeskills, personality and psychological wellbeing of ado-

lescents.

It is clear from table 1 that the mean score of post test in experimental group is higher dimensions of life skills, personality, psychological wellbeing. The training also influenced mother’s and father’s parenting styles. This indicates that life skills training for parents has influenced their parenting style and it has improved the adolescents life skills development, personality and psychological wellbeing.

In table 2 the mean difference in pre and post test of control group doesnot show much variation. Thus it can be said that when intervention was not given to control group parents, it did not show significant changes in dimensions of lifeskills, personality and psychological wellbeing.

From table 3 it can be interpreted that there is a significant change in experimental group adolescents personality, psychological wellbeing and life skills development due to life skills training given to parents. If there are risk factors within the family, the family should be given intervention for positive outcomes in adolescent. Though in adolescence peer influence is at its peak, parents continue to play a vital role in young people’s lives. (Robertson 2009). Family intervention is necessary in present times but few intervention programs focus on families. (Ryan 2003). The results obtained are similar to the study by Maylim (2005) which revealed that intervention given to adolescent parents increased parental involvement and motivated parents to change their parenting style. The results are also supported by another study which concluded that parenting intervention produced positive youth development. (Chand 2013).

**CONCLUSION**

The study was undertaken to investigate the influence of parenting intervention by giving lifeskills training to parents of adolescents. The results indicated that there was an increase in the dimensions of adolescents life skills, personality and psychological wellbeing of experimental group in post test when compared to control group. Life skills are needed by adolescents to effectively face the challenges of everyday life. Thus the study recommends for parenting intervention by giving life skills training.

**LIMITATION**

- The samples were collected from only two schools.
- The data was collected from a small sample of only 60.

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