



# **iJRASET**

International Journal For Research in  
Applied Science and Engineering Technology



---

# **INTERNATIONAL JOURNAL FOR RESEARCH**

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

---

**Volume: 8      Issue: IV      Month of publication: April 2020**

**DOI: <http://doi.org/10.22214/ijraset.2020.4054>**

**[www.ijraset.com](http://www.ijraset.com)**

**Call:  08813907089**

**E-mail ID: [ijraset@gmail.com](mailto:ijraset@gmail.com)**

# Effect of Responsive and Controlled Parenting upon Student's Grit

Joy Kevin<sup>1</sup>, Prathap Veena<sup>2</sup>, Rajan Aiswarya<sup>3</sup>, Vandana V. S<sup>4</sup>

<sup>1, 2, 3</sup>3rd B.Sc. Student, Department of Psychology, Christ College Irinjalakuda

<sup>4</sup>Assistant Professor, Department of Psychology, Christ College Irinjalakuda

**Abstract:** *The influence of parenting style in the development and growth of children is a widely accepted and studied concept. The purpose of this study was to find the influence of controlled and responsive parental behaviour, experienced by the students, upon their level of grit. The college students belonging to six different Arts colleges within the Thrissur district of Kerala and their parents were the sample considered for the study. The results from 200 college students were statistically analysed to reach a conclusion. The short grit S scale and Abdul Gafoor's scale of parenting style were the tools used in the study and the results were statistically analysed using Pearson's correlation analysis. The study revealed that the grit of a child is influenced by the controlled and responsive parental behaviour that the child experiences from their parents during their lifetime. The determination, will-power and passion of a student are revealed to be influenced by the combination of controlled and responsive parenting style they experience from both their mother and father.*

**Keywords:** *Grit, Parental control, Parental responsiveness, Mother's control, Mother's responsiveness, Father's control, Father's responsiveness*

## I. INTRODUCTION

Being successful in one's life is the biggest dream of every individual. The life of every individual is influenced by someone or the other in different stages of their life. No one lives completely detached from everyone. Parenting is a unique upbringing process of children which includes promoting and supporting the physical, emotional, social and intellectual development of a child from infancy. The life, achievement and success of children are highly influenced by the parenting style they experience. Thus, a parent and their parenting style mould the behaviour and personality of the child, especially during childhood and at the age of their adolescence. Parenting style is a complex construct that includes many specific behaviours that work individually and together to influence child outcomes [1]. Most of the recent parenting style studies are based on Baumrind theory which views parenting style as the combination of parental attitudes, practices, and nonverbal expressions that characterize the nature of parent-child interactions [8]. Parenting style comprises two elements: parental responsiveness and parental demandingness [11]. They are the two major attributes that determine the parenting style of a person. Parental responsiveness, also known as parental supportiveness and warmth, describes "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" [2]. Parental demandingness, known also as behavioural control, describes "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys" [2]. Based on these factors of demandingness and responsiveness Baumrind created three different typologies of parenting style: authoritarian, authoritative, and indulgent parenting. Later, Maccoby and Martin expanded this typology into four by including one more category called neglectful parenting. Authoritative parents are explained as those who show a high amount of parental responsiveness and parental control in their parenting style. When both these factors are shown at a very low rate, the style followed by those parents is negligent parenting. If the parents show high parental responsiveness and low parental control, it is categorised as indulgent parenting and finally, if the parents show high parental control and low parental responsiveness, the parents follow authoritarian parenting style.

There are many other factors too that are found to influence the achievement, success, transition and well-being of a person. Such an important non-cognitive, psychologically growing factor that produces great influence in the life of an individual is termed as Grit. Grit is defined as "perseverance and passion for long-term goals" by Angelina Duckworth [4]. She has explained that a gritty person is the one who approaches achievement like a marathon. Their biggest advantage is stamina and willpower to remain on track whatever barrier they confront in their path. A less gritty person gets easily stricken by disappointment or boredom, which signals them to change their path or their goal and cut losses. However, none of these factors affects the determination of the gritty individual and allows him to stay on course, which is meant by the term 'perseverance' in the definition of grit by Duckworth [4].

Also, grit has the capacity to sustain both interest and effort in tasks that take even longer to complete and Duckworth uses the term 'passion' in her definition to explain this. Duckworth has also explained four common characteristics or psychological attributes seen in the gritty people. They are interest, purpose, hope and practice. Gritty people focus to do tasks that they like to do and work hard for it due to genuine experiential curiosity and are termed by interest, which forms the first characteristic of gritty people. Gritty people will realise the need and call to develop in their area of interest, and this is termed as purpose, which is the second attribute of grit. Hope is the third characteristic of gritty people which denotes the determination and power of a person to get up again from failures and face every challenging situation that is about to knock them down. Finally, the process of setting a clearly defined stretch goal, giving full concentration and effort, seeking immediate and informative feedback, and repeating with reflection and refinement to make the task effortless and automatic is termed as practice, which forms the last attribute of grit. Grit is a similar factor that influences the well-being, success and achievement of the people. A study published by [5] has proven that the grit of an individual is highly related to the parenting style they experience in their life. Parental influence on motivation, optimism, and academic performance are all widely studied and proven earlier. The relationship between grit and parenting style has already been proven in western culture. Therefore, this study aims to find the effect of responsive and controlled parenting on student's grit within the Indian culture.

## II. REVIEW OF LITERATURE

The relationship between parenting style and the success of students has been of interest in different studies and explored intensely [5] was the one through his doctoral thesis, explained that Grit of an individual is correlated to the four different parenting styles in different strengths and the existence of the relationship between grit and parenting style in the western culture was proven. [4] was the one who introduced grit as 'passion and perseverance for long term goals' and revealed that grit demonstrated incremental predictive validity of success measures over and beyond IQ and conscientiousness. Studies relating grit and academic success of students is a focused topic in the past. One such study was the one by [12] which found that there lies a positive relation between grit and academic success and similar results were observed by [13]. Similarly, the relationship between parental behaviour and students' academic success has been revealed through the study by [10] and explained that parental acceptance and encouragement were positively related to academic achievement. Changes within the different parenting style and thus the attachment style upon the achievement motivation of children were also revealed through a study by [9], and [6] came with a conclusion that father's involvement significantly predicted the educational attainment in their kids. All these studies opened up a chance to think of the influence of parental factors like responsiveness and control of both parents and its influence upon the grit of the students.

## III. SCOPE AND SIGNIFICANCE OF THE STUDY

Family is considered as an important unit of the social system and is the backbone of our society. The extent of parental influence in the life of children is a question of no doubt. Parenting style influences the development of personality, behaviours, thoughts, decisions, morality, likes and dislikes of a child. The adolescent period is crucial, as it is the moment children become independent of their parents and get ready to face the world all alone of their own. Grit is a non-cognitive factor that develops in the individual from an early age and it determines the ability of a person to become successful in their life. It is very important to know the various factors that influence the development of grit as it could help the society to enhance the proliferation of gritty individuals which could add up to the success of the society as a whole. Study on adolescents also enhances the improvement of the future, as they are the blooming flowers of tomorrow, the ones who are to lead the world ahead. Understanding which nature of parenting, responsiveness or control, enhances the growth of gritty children, could help in educating the parents and the society, to adopt certain strategies to make their children gritty and successful in life. This could help us to support the growth of a gritty society. Further exploration of other factors that could be expected to have an influence on the grit of individuals are good areas of research, as very few researches have been done relating to the concept of the grit of individuals. The factors like gender, age, education, socioeconomic status, cultural background and intelligence of parents can be considered and explored to find if there is any influence of these factors upon the grit of their children. The age limits up to which parenting style influences the growth of grit can also be investigated to know the extent to which parents could influence the grit of their children. Parental influence upon grit could also make us think of the existence of the influence of partners in the grit of a person in the later stages of life. Such further scopes can be put forth from the present investigation done on the influence of the responsive and control parenting upon students' grit.

## IV. AIM

The aim of the present study is to find the existence of any relationship between the grit of the students and the differing parental behaviours like responsiveness and control displayed by both the mother and father towards their child.

### V. HYPOTHESES

- There is no relationship between mother’s parental responsiveness and student’s grit.
- There is no relationship between father’s parental responsiveness and student’s grit.
- There is no relationship between mother’s parental control and student’s grit.
- There is no relation between father’s parental control and student’s grit.
- There is no relation between total parental responsiveness and student’s grit.
- There is no relation between total parental control and student’s grit.

### VI. DELIMITATIONS OF THE STUDY

The study was conducted by staying within the limitations of time and resources available for a degree student. The study was restricted to Thrissur district alone and was carried out on a sample of 200 students in which the proportion of boys and girls were not equal, as the response consisted of those from 147 girls and 53 boys. Only 6 different Arts colleges were covered in this study. The use of English rather than the local language was reported as a difficulty to respond well to the questionnaire.

### VII.METHOD

The target population of the study were college students within the Thrissur district of Kerala. The only criterion in the selection of college students was that the students lived with both their parents together, which means that single parented children were avoided in the study. The sample consisted of 200 students consisting of 53 boys and 147 girls. Student’s grit was collected using an 8 items short grit scale (grit S scale) developed by Angela Duckworth (2009) with overall internal consistency ranging from .73 to .83, consistency of interest alphas ranging from .73 to .79 and perseverance of effort alphas ranging from .60 to .78. Abdul Gafoor parenting style scale (2014) with validity coefficient of responsiveness .80 and control .76 and the reliability coefficient of responsiveness .81 and control.83, were the scales used for the investigation. Students were asked to respond to the grit scale and the perceived parenting scale.

### VIII.RESULT

The aim of the study was to analyze the effect of responsive parental behaviour and controlled parental behaviour upon college student’s grit. The parental control and responsiveness of both the mother and the father was separately correlated with the grit of the students. The data was correlated to find the existence of any relationship between the variables.

TABLE I

Pearson's Correlation between Student’s Grit Level with Mother’s Control, Mother’s Responsiveness, Father’s Control, Father’s Responsiveness, Parental Control, Parental responsiveness.

Variable	M	SD	1	2	3	4	5	6	7
1. Grit	3.71	0.73	-						
2. Mother’s control	73.85	10.76	0.176*	-					
3. Mother Responsiveness	73.9	10.38	0.164*	0.663**	-				
4. Father control	72.16	10.81	0.207**	0.683**	0.478**	-			
5. Father Responsiveness	72.94	10.39	0.152*	0.543**	0.633**	0.662**	-		
6. Parent control	73	9.89	0.209**	0.917**	0.622**	0.918**	0.657**	-	
7. Parent Responsiveness	73.41	9.38	0.175*	0.667**	0.903**	0.631**	0.904**	0.707**	-

N=200. \*p<.05; \*\*p<.01

The results showed the correlation between the student’s grit and mother’s parental control as .176 (r (198) = .176, p = .013) and that with mother’s parental responsiveness as .164 (r (198) = .164, p = .020).The strength of correlation between student’s grit and father’s control, and student’s grit and father’s responsiveness are found to be .207 (r (198) = .207, p = .003) and .152 (r (198) = .152, p = .031) respectively. A correlation of .209 and .175 has been found to exist between the student’s grit and the parental control (r (198) = .209, p = .003) and parental responsiveness (r (198) = .175, p = .013).

## IX. DISCUSSION

The aim of the study was to analyze the effect of responsive parental behaviour and controlled parental behaviour upon the grit of students. Grit is a growing factor which improves and gets better in strength upon ageing and thus the factors that influence grit also undergo changes over time. According to the attachment theory in psychology, it says that people get attached to someone or the other in different periods of their life and no one remains detached to everyone throughout their lifetime. Up to the adolescent period of time, a child is attached to their parents at the most and is completely dependent upon them for their needs. The childhood and adolescent period of time is the most influential period of development of the self and personality of an individual. The study has shown a positive correlation in the analysis of relationship among the student's grit and the controlled and responsive parenting they experience in their life. The correlation analysis among the responsive and controlled parenting of mothers and the grit of the students have revealed a weak correlation with a high statistical significance among them. There is no much difference in the correlation result which shows that there is very little influential difference within the responsive and controlled parenting upon the grit level of students. The slight difference in the correlation strength shows that the claims parents make, the demands they keep and their willingness to confront the child if they disobey, influences the development of grit in the children a bit more than the parental responsiveness shown by mothers. In the case of the father's responsive and controlled parenting and the grit of the students, the correlation between these factors turns up to be a weak positive one with high levels of significance. The relation among the student's grit and the parental control of the father seems to be slightly stronger than the influence of father's parental responsiveness on student's grit. This can be similarly explained as in case of the influence of mothers' parental behaviour that the claims parents make, the demands they keep and their willingness to confront the child if they disobey, influences the development of grit in the children a bit more than the parental responsiveness shown by fathers. The presence of a similarly significant weak correlation is revealed from the analysis among the total responsive parenting and total control parenting of both parents upon the grit of the students analysed separately. This proves that the parental control and parental responsiveness of both the parents influences the grit level of children positively, that is, an increased amount of these parental behaviours contributes to a better development of a gritty individual.

## X. CONCLUSION

From the entire data analysed in the present study within Thrissur district of Kerala, it can be concluded that parental control and parental responsiveness are important factors which are positively correlated to the grit level of the adolescent students and thus plays a very important role in the development of a gritty student, enabling them to enjoy the sweetness of achievement and success in their life.

## REFERENCES

- [1] Baumrind, D. (). Authoritarian vs. authoritative parental control. *Adolescence*, 1967, Vol. 3(11), pp. 255-271.
- [2] Baumrind, D. (). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 1991, Vol. 11(1), pp. 56-95.
- [3] Duckworth, A. L., & Quinn, P. D. (). Development and validation of the Short Grit Scale (GRIT-S). *Journal of Personality Assessment*, 2009, Vol. 91(2), pp. 166-174.
- [4] Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (). Grit: perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 2007, Vol. 92(6), pp. 1087.
- [5] Dunn, K. M. (). Investigating Parenting Style and College Student Grit at a Private Mid-Sized New England University (Doctoral dissertation, Johnson & Wales University), 2018.
- [6] Flouri, E., & Buchanan, A. (). Early father's and mother's involvement and child's later educational outcomes. *British Journal of Educational Psychology*, 2004, Vol. 74(2), pp. 141-153.
- [7] Gafor, A. (). Construction and Validation of Scale of Parenting Style. Online Submission, 2014, Vol. 2(4), pp. 315-323.
- [8] Glasgow, K. L., Dornbusch, S. M., Troyer, L., Steinberg, L., & Ritter, P. L. (). Parenting styles, adolescents' attributions, and educational outcomes in nine heterogeneous high schools. *Child development*, 1997, Vol. 68(3), pp. 507-529.
- [9] Jenabaadi, H., & Jalali Rigi M. (). Investigating the relationship of attachment styles with Achievement motivation and academic performance in mathematics among high school students in Khash. *International journal of Information Research and Review*, 2014, Vol. 7(3), pp. 076-079
- [10] Lakshmi, A. R., & Arora, M. (). Perceived parental behaviour as related to student's academic school success and competence. *Journal of the Indian Academy of Applied Psychology*, 2006, Vol. 32(1), pp. 47-52.
- [11] Maccoby, E. E., Martin, J. A. (). Socialization in the context of the family: Parent-child interaction. *Handbook of Child Psychology: Socialization, Personality and Social Development*, 1983, Vol. 4, pp. 643-691.
- [12] O'Neal, C. R., Espino, M. M., Goldthrite, A., Morin, M. F., Weston, L., Hernandez, P., & Fuhrmann, A. (). Grit under duress: Stress, strengths, and academic success among non-citizen and citizen Latina/o first-generation college students. *Hispanic Journal of Behavioral Sciences*, 2016, Vol. 38(4), pp. 446-466.
- [13] Vaughn, D. A. (). Grit in the classroom, Loyola University Chicago, Chicago, USA, Dec, 2016.



10.22214/IJRASET



45.98



IMPACT FACTOR:  
7.129



IMPACT FACTOR:  
7.429



# INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089  (24\*7 Support on Whatsapp)