

ISSN: 2584-0142



PSYCHOPEDIA
JOURNALS

International Journal of
Interdisciplinary Approaches
in Psychology (IJIAP)

Parenting Style, Self-Efficacy & Locus of Control among Young Adults

Submitted as Master's Project work in

DEPARTMENT OF PSYCHOLOGY

DAV College, Sector-10

Chandigarh



Semester- IV

2023

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DECLARATION

I declare that the project work entitled “Parenting style, locus of control & self-efficacy among young adults” has been prepared by me under the guidance of Dr. Aradhana Sharma of Department of Psychology, D.A.V. College, Sector 10, Chandigarh, India. No part of this report has formed the basis for the award of any degree or fellowship previously.

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ACKNOWLEDGEMENT

I would like to express my deepest appreciation to my supervisor Dr. Aradhana Sharma for the continuous support her patience, motivation and immense knowledge. Your guidance helped me all the time of research and writing of this dissertation. Your time has been invaluable and could not have achieved this special accomplishment without your assistance. Your suggestions have been incredibly valuable and have helped me to clarify my work in the ways that could not have done alone. I am truly grateful for your willingness to share your expertise and for the insights you have provided throughout the process.

Besides my supervisor I would also like to thank all the faculty members of the D.A.V department of psychology for their encouragement insightful comments and hard questions. I would also like to thank my parents, my friends and all my well-wishers who had helped me throughout. I am honored to have the opportunity to work with you and will always remember your contributions with gratitude.

Once again extend my heartfelt appreciation to you for all that you have done for me. Your generosity and kindness have touched my life in a significant way and will always remember your contribution with gratitude.

Sincerely,

Chesta

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ABSTRACT

The most important relationship of the individual is with his/her parents. Parenting is a style that helps the parents to prepare their children for autonomy. This helps the child to advance their self-esteem and prepare them for life. The personality of the child and the cultural norms of the parents reflect the parenting style the child may receive. It may either be authoritative, authoritarian, or permissive. Self-efficacy is the personal belief of an individual in their ability to complete their task and achieve a goal. Locus of control studies about the perception of the individual about the causes of the main events happening in his/her life. The research aimed to study the perceived parenting styles and its relationship to self-efficacy and locus of control among young adults (18-25 years). Standardized scales of Parenting Style Scale, Self-Efficacy Scale and Locus of Control Scale were used. Standardized tools were used to measure parenting style among young adults. A total sample of 102 young adults was collected. The results found out a positive significant relationship between Authoritative parenting style and Self-Efficacy ($r=$

0.383, $p < .05$). There is no significant relationship between all the dimensions of parenting style

and locus of control as well as between locus of control and self-efficacy. Parents should enhance their children's self-esteem, which may increase their self-efficacy, as well as their locus of control, by exhibiting positive behavior towards them. Parents should effectively communicate with and unconditionally adore their children.

Key words: Perceived Parenting Style, Self-Efficacy, Locus of Control, Young Adults

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CHAPTER 1

INTRODUCTION

“Your children are not your children. They are the sons and daughters of Life's Longing for itself. They come through you but not from you. You must give them your love but not your thoughts.”

~A.P.J. Abdul Kalam~

Parenthood is a divine privilege. Physical, emotional, social, spiritual, and mental growth from birth to adulthood. Parenthood can be both biological and surrogate. Parenting style refers to the home's emotional environment as a whole. The individual's locus of control refers to their predominant perception of their life's most pressing issues. For example: Do you believe you can complete this task on your own, or do you require assistance?

Self-efficacy is an individual's capacity to execute specific behaviorism order to achieve success in a given task. Self-efficacy refers to an individual's belief in their ability to control their own motivation, conduct, and social interactions.

Parents perform the most significant role in shaping their children's lives. In most instances, when parents are stringent and controlling, their children become disrespectful and delinquent. Children become more impulsive and aggressive if their parents are too permissive. If parents are both open and strict, their children become socially inept, timid, and unable to make independent decisions. Children view their parents as role models for their lives; consequently, the type of parenting they receive negatively impacts their behavior and teaches them lessons for life. Acceptance, rejection, neglect, and encouragement from parents prepare children to confront the world and prepare them for society, conflicts, and their resolutions. There is a combination of factors that change over time, causing children to develop their personalities and parents to develop their own parenting techniques.

The relationship between an infant and his or her parents is known as bonding. It is easier for parents to manage a simple parenting style when their children are young, but it is challenging to deal with adolescents who seek and desire independence. Due to the physical and mental changes caused by adolescent hormones, parents seek new challenges nearly every day. On the parenting style's various dimensions, such as responsiveness, decisiveness, democracy, acceptance, restrictiveness, and dominance, numerous studies have been conducted. There are two fundamental parenting approaches

namely, responsive and demanding. Responsive parent's help their children become self-

reliant, take charge of their emotions, and value themselves by cooperating with and conforming to their demands, whereas demanding parents want their children to follow the family rules and do everything according to their wishes. They pay little consideration to their child's requirements.

Family culture and prior life experiences shape a person's locus of control, and such experiences lead to financial gain. The family's educational leadership efforts are viewed from an internal locus, whereas the modest estates of realm families are viewed from an external locus. In the fields of research, education, and psychology, locus of control is the most diverse. It generated novel perspectives in health and clinical psychology. In a study on the locus of control of high achievers, it was discovered that they have different perspectives and ideas regarding their ability to achieve success and have complete faith in them, whereas low achievers have many concerns regarding their origin, sex, and destiny.

Parenting Style

According to Darling & Steinberg (1993), “parenting style is defined as the emotional climate in which the parents raise their children.” Becker (1964), Kelly and Goodwin (1983) described, “Parenting style as the range of behaviors and labels that have been used to generalize different styles of discipline, nurturance, reinforcement and acceptance used in child-rearing.” Another remarkable definition was given by McClunand Merrell (1998) which states, “Parenting style is a differing style of discipline, nurturance, reinforcement and acceptance used in child-rearing.”

According to Baumrind (1978), “Parenting style is a variation in the classification that are frequently referred to as authoritative, authoritarian and permissive based on their levels of parental demandingness and responsiveness.” Belsky, Robins and Gamble (1984) states, “Parenting style is the style of child rearing that enables the developing person to acquire the capacities required for dealing effectively with the ecological niches that he or she will inhabit during childhood, adolescence and adulthood.” According to Lee, Daniels and Kissinger (2006), “Parenting style is the way parents parent their children that have an effect on children’s behavior.”

Theories of Parenting Style

Baumrind’s Theory of Parenting Style

Diana Baumrind (1967) is one of the most famous psychologists, who gave the concept of parenting style. She studied the relationship between basic parenting style and children’s behavior. Baumrind gave classification of three parenting styles i.e., Authoritative parenting, Authoritarian parenting and Permissive parenting after researching and studying their behavior at home.

A short description of the 3 basic parental behaviors and attitudes are categorized as:

Parenting Style	Description of Features	Typical Children’s Characteristics

Authoritative	● Demanding and controlling ● Does not favor reasoning. ● Stress obedience over independence	● Other – Directed ● Lack social competence. ● Lack curiosity. ● Withdrawn
Authoritarian	● Demanding and responsive ● Favor reasoning over physical punishment ● Encourage independence	● Self – reliant ● Self - controlled ● Lack curiosity. ● Content
Permissive	● Undemanding & little control exercised. ● Neither obedience nor independence ● Stressed	● Dependent on others ● Poor impulse control ● Relative immaturity

Figure 1: Baumrind's (1967) classification of Parenting Styles and Typical Children's Characteristics

Authoritative Parenting

Authoritative parenting is considered the most prominent type of parenting style. The parents keep rules and have very high expectations from their children which is very easy to recognize,

but they are very supportive as well towards their children. Such type of parenting is to raise the

child in a good environment and nurture them well. This type is best for flourishing and for the development in society where everything is in abundance but there is no right way. The children of such parents are found to be responsible, tend to accept changes easily and make better choices for themselves and for others. Authoritative parenting respects the needs of both parents and children and is a hypothetical demographic approach. Maccoby and Martin (1983) found out the defining interactions are those that are high in reciprocity and bidirectional communication. Baumrind (1967) “preschool children raised by authoritative parents were the best adjusted. They were cheerful, socially responsible, self-reliant, achievement oriented and cooperative with adults and peers.” Such types of parents demand their children should behave more mature, but they don’t foster their needs directly but by bidirectional communication and induction and encouragement of independence. They want their children to have higher achievement scores than others. Such types of parents score higher on warmth, responsibility, on control and maturity demands. They encourage their children and provide them the right direction and support their activities in an appropriate manner. They give them freedom and their behavior towards their child is caring and supportive.

Authoritarian Parenting

This type of parenting is also called strict parenting. Such parents are demanding but not responsive. They only follow dialogue to dialogue between parent and child and are comparatively stricter and follow a certain set of rules and have high expectations. They want their children to follow every order without questioning. Sometimes they use punishment to teach a lesson and bring the child on the right path. They follow strict discipline in their home as well as surroundings to control behavior of their child. This type of parenting is mostly seen in

the army and other government officials. Rules for children are clear and unbending. Children are shown a very low level of kindness, warmth and are not responsive to the child's needs. Baumrind (1967) found that authoritarian parents are indifferent to a child's requirements and desires. Children who perceived their parents are authoritarian tended to be anxious, having mood swings and looked unhappy. Parke and Buriel (1998) found that parents value obedience as a virtue and favor punitive forceful measures to curb self-will. This style is clearly biased in favor of parents' needs; children's self-expression and independence are suppressed.

Permissive Parenting

This type of parenting is also known as indulgent parenting. It's the other harmful style of parenting in which parents are responsive but they are non-demanding. They try to be open to them but do not encounter them easily. They tend to be very caring and loving. The rules are set for the children by the parents, but rules are inappropriate. The children tend to have self-control. Sometimes parents are afraid that their decisions might upset their children. The children with permissive parents tend to be spoiled as they receive only warmth and love and not any kind of punishment. Parents keep very low expectations from their children and don't want them to take any responsibility. Such types of parents are non-commanding.

Permissive parents show acquiring behavior towards their children's actions. Children of such and of parenting are found to be confused insecure unaware of their limits and make poor choices for themselves. Baumrind (1978) found that permissive parents are moderate in their responsiveness (i.e., some parents are high, and some are low) towards their children's needs. Children's level of maturity and misbehavior are totally ignored by their parents. They are totally

unconcerned about how their child behaves in the society. Such type of parenting scores high on responsiveness and low on maturity and control. Maccoby and Martin (1983) concluded that parents score high on the measures of responsiveness and low on the measures of demand and control. Children's who are basically teenagers and are reared in permissive parenting style are found to be more involved in drugs and less in school learning.

Most of the research that has been conducted about parenting style is based on Diana Baumrind (1966, 1971, 1978, 1996, 1997, 2005). According to Baumrind, parenting style is just an attempt by parents to socialize and control their children. The process of controlling and socializing may vary from parent to parent, but their only plans are to teach and control their children. Basically, parenting style consists of 2 elements that are Responsiveness and Demandingness.

	Authoritative parenting	Authoritarian parenting	Permissive parenting
Responsiveness	Low	High	High
Demandingness	High	High	Low

Figure 2

Elements of Parenting Style

Source: Baumrind, D. (1971). Current patterns of parental authority.

Locus of Control

“Developing an internal locus of control helps you to build resilience and enables you to deal with the stuff life throws at you.”

~Joanna Franham~

Rotter (1954) gave the concept of locus of control. According to him, reinforcement guides the behavior. The rewards and the punishment that is given is the result of a person's own actions.

It's a belief of the actions or events which are unpredictable, or they are out of one's own control.

Locus of control is derived from the word 'Location'. Locus of control views a person's independence when the work is hard and what kind of behavior the person shows in such situations. Such people are strong as well as bold and don't take help from others. This concept of locus of control was formed from social learning theory.

According to Bandura (1978), "locus of control refers to an individual's perception of his or her efficacy in reference to the individual's belief of where the control for their behaviors originates internally or externally. According to Zimbardo (1985), "locus of control is the belief whether the results of our actions are consistent with what we do or are beyond our personal control."

Rotter (1966) explained, "Locus of control is an individual's perception about the underlying main cause of events in his/her life." According to Chorpita and Barlow (1998), "locus of control is the generalized beliefs held by individuals about their ability to control daily reinforcements which appear to play a significant role in various aspects of their adaptation and subjective well-being." Carton and Nowicki (1994) stated, "Locus of control is an enduring belief along a continuum range from internal locus of control to external locus of control." According to Shapiro, Schwartz, and Astin (1996), "locus of control is one's beliefs about the breadth of control they have respecting what happens to them are a crux aspect in their empathetic of how

they live in the world.” Stipek and Weisz (1981) states, “locus of control is a generalized expectancy for internal as opposed to external control of reinforcements.” According to Cherry (2006), “locus of control means the control that people feel over the events that influence their lives.” Galejs and Hegland (1982) states that the key concepts embedded in the construct of locus of control are one’s perception of control and the external influences or reinforcements. According to Lefcourt (1976), “locus of control is a psychological, social learning theory that refers to the extent to which individuals perceive control over their lives, and environment,”

Types of Locus of Control

Internal Locus of Control

It is the type of a trait that can be seen in every successful individual. They easily accept their results either to be positive or negative. They never blame their life if they fail, or something might happen to them. They never question their surroundings for their failures. They will try their best again and again until they succeed. They only focus on the solution rather than the question. The locus of control is mostly perceived as the positive outlook of an individual. Hard work, problem solving, decision making, and efforts are their primary skills.

External Locus of Control

The one who has an external locus of control is totally different from the one who has an internal locus of control. Everything that happens to the person results in the external locus of control. Efforts are secondary while fate luck and chances are primary for such individuals. Such people

curse God's plans for something bad happening to them. The focus such as self-confidence and faith in themselves lacks them. They blame everyone else for the failures but not themselves for their actions.

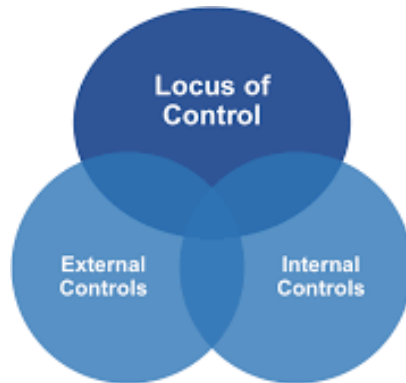


figure 3

Types of Locus of Control

Source: Rotter, J. B. (1966).

Variables	Internal locus of control	External locus of control
Ability	Person selects a work that needs to exhibit their capabilities.	Person selects the activity that shows the role of luck and chances.
Responsibility	Individuals regard themselves responsible for their decisions.	Individuals regard external factors such as luck responsible for their actions.

Change	Individuals feel their own control over the forces that affect their life. They always remain active.	Individuals do not feel any control over the forces that affect their life. They always remain passive.
Environment	Individuals show high learning performance by controlling the surroundings.	Individuals show less adaptability to environment.
Stress	Individuals possess the ability to cope with stress.	Individuals do not have the ability to cope with stress.
Satisfaction	Individuals are highly satisfied.	Individuals are hardly satisfied.
Confidence	Individuals are very confident. They trust their abilities. They believe efforts turn to positive outcomes.	Individuals are hardly confident. They do not trust their abilities. They rely on external factors.

Figure 4

Showing the difference between internal-external Loci of control

Source: Demiirkan, Selcan (2006)

Theories of Locus of Control

Social Learning Theory

Social learning about the locus of control was given by Rotter (1971). This theory was presented in terms of the aim, influences, and what kind of social reinforcement of an individual. According to social learning theory the man's action can be seen by the objective he/she follows. The behavior a person learns will give him more satisfaction. This theory of social learning shows that the activity of a person will be toughened and improved by the probability of a conduct. Bandura (1977) theory describes that observation; simulation and editing are the one element from which a person learns. One learns from the actions, perceptions, and the behavior of others. This theory of social learning is a pass over between cognitive and behavioral learning. It consists of attention, memory, and motivation. According to researchers, the chief feature for social learning will always be the exchange between the 3 factors i.e., individual, situation and assessment of a person's expectations and experiences.

Theory of Learned Helplessness

The theory of learned helplessness is characterized as the distraction in effect, motivation, and learning. According to Seligman (1975), "learned helplessness is the clinical depression and connected mental illness that awakens from the lack of control over the result of a situation." Contingency is the relationship between a person's actions and results. The person must try to explain the concept of contingency which is either right or wrong. The key elements of the learned powerlessness are personalization, permanency, and penetration. The future is included in the study and assumes future success will not be impacted if any kind of wrongdoing happens. Behavior is the effect of being observed and exposed. Negative symptoms such as anxiety are common in learned helplessness.

Attribution Theory

Heider et al., (1958) gave the theory of attribution. It is a self-attribution theory which justifies the behavior of a person as well as others. It explains why a person is an attribute among others. The actions that attribute a person's allocations are called internal attributes. The external attributes consist of external encouragement. The attribution can be explained by 3 causes;(a) The success or loss of a person may be internal and external. (b) The success or loss of a person may be doubtful or firm. (c). Success or loss may be manageable or unmanageable.

Self-Efficacy

“If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.”

~Mahatma Gandhi~

Self-efficacy refers to the perception about the capacity of the individual to do a particular task. Self-efficacy is a term which is given in Bandura's social cognitive theory that suggests that it is a person's belief system that inspires the decision-making inspiration level and his/her behavior. Self-efficacy is the management of the situations where the capacity of an individual to organize and execute an action is advanced. Self-efficacy measures the effort, determination, accomplishment, and performance of an individual. Self-efficacy measures every ordinary performance of an individual. Self-efficacy also dictates the character of how a person behaves and advocates the role of the person in surroundings. Self-efficacy has a great impact on the goals and emotional stability of the person. If self-efficacy is high, it means a person has higher perseverance and if self-efficacy is low a person has low perseverance.

Self-efficacy is just the perception of the judgments about the ability of an individual to perform certain duties and regulate their conduct of actions. It also regulates every movement of what a person is doing. It also measures the ability of a person to achieve success in life. It is a self-guarantee that a person will achieve something. If a person fails to achieve it is due to less effort as well as a bad environment. If a person achieves success, they dedicate it to their expertise. Self-efficacy perceives behavior, what he/she thinks and how he/she adjusts in their given roles. It is the human's perception to perceive their talents and achieve something. The symptoms of low self-efficacy are stress, concern, and helplessness. The impact of self-efficacy is on human's emotions, thoughts, actions as well as motivation. It does not measure other abilities but to one's own abilities.

According to Bandura (1977), "self-efficacy is a person's beliefs in his or her capacity to execute behaviors necessary to produce specific performance attainments." Bandura (1986) defined, "self-efficacy is people's judgment of their capabilities to organize and execute the course of action required to attain designated types of performance. It is not concerned with the skills one has but with the judgment of what one can do with whatever skills one possesses." According to Scheier and Carver (1992), "self-efficacy underlines people's faith in their ability to carry out particular behavior or produce a desired outcome." Zimmerman, Bandura and Martinez (1992) states, "self-efficacy influences several aspects of performance that are important to learning in terms of efforts put forth and the persistence in accomplishing a task." According to Wenzel (1993), "self-efficacy has been found to be intimately associated with capacity to change one's situation and has been used as a predictor of behavior, usually job seeking behavior." According to Reber (1995), "self-efficacy is an individual's sense of abilities, of his capacity to deal with the particular set of conditions that life puts before him." Betz and Colleagues (1996) defines, "self-

efficacy is the confidence to engage in educational and vocational activities within each of the six themes i.e., realistic, artistic, social and conventional commonly referred as RIASEC model.” According to Pajares (1996), “self-efficacy is the filtering effect of the created belief which ultimately screens, redefines, distorts or reshapes subsequent efforts and new information” Bandura (1997) stated, “self-efficacy is a personal belief in one's abilities to accomplish a specific activity or task,” Wood and Bandura (1989) defined, “self-efficacy is a belief which is an important area of human motivation and behavior that influences the actions and can affect one’s life.” According to Eyesenck (2000), “self-efficacy is an individual's assessment of his or her ability to cope up with given situations.” According to the Encyclopedia of Psychology (2000), “self-efficacy is the capability of the individuals to perform in ways that give them control over events that affect their lives.”

Theories of Self-Efficacy

Bandura’s Model of Self-Efficacy

Bandura (1977) was the one who first introduced self-efficacy theory in his seminar paper “Self-efficacy: towards a unifying theory of behavioral change.” According to self-efficacy theory people’s views about their behavior and coping challenges are the influence of starting and resolution of a certain type of behavior. It is a subset of cognitive theory. The key factor of the accomplishment is the person’s views of his abilities. Some of the social psychologists were interested in knowing the role of the personal in one’s behavior. One who is different from others or chooses to be different from others' actions' how they view themselves as what they have been thinking, what they are and what they believe they can do. All these views point to the past

achievement of an individual. All the individuals differ in their perceptions towards themselves and also differ in every possible surrounding.

According to Bandura (1995) the efforts made by an individual to attempt and to adjust affect their extant. The effect of self-efficacy can be seen on the worth and goals one sets in and on their inborn features. As self-efficacy theory relates to social learning theory, they show one's capacity to perform tasks, and has been seen in both learning and motivation ability that shows effects on the goals of the person. The major role in improving one's self-efficacy is of the educators and motivators whose path one wishes to follow as they share their life vision as a lesson. Selfishness affects one's self-efficacy as it pushes back one's life. If one wants to be united with the society, they must share a common perspective with others.

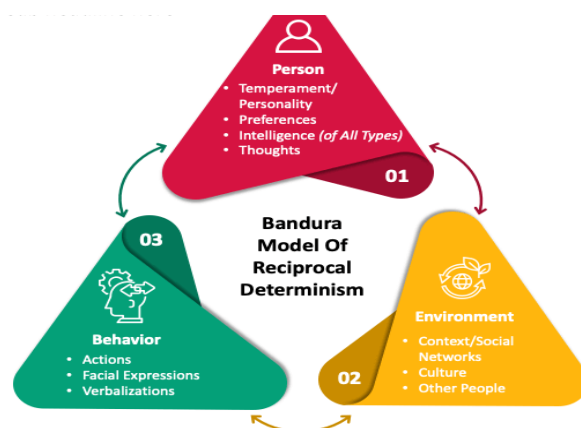


Figure 5

Bandura's Triadic Reciprocal Determinism

Personal Accomplishment

According to Bandura (1977) self-efficacy is one of the most important aspects which is based

on the experience of the past. One's own experiences in life increase his expectations. One's own

perspective affects their capabilities. Experiences that are good increase the feeling of self-efficacy. If self-efficacy is repeated the person may feel strong. If a person fails to deal with a task, he/she may feel low. It's also based on the accomplishments of a person. Self-worth of a person leads to an increase in the achievement score.

Vicarious Experiences

This source of self-efficacy is called modeling. It is the type of learning which observes one's role model's success and observes other's experiences in life. a person compares his/her life with others when they are not happy and satisfied. When they compare their life with others it affects their self-perception of the achievement. It is found that if we serve similar quotes are seen to be most effective and increase their feeling of self-efficacy.

Social Persuasion

This source of self-efficacy is also known as verbal persuasion. It is positive in the form of encouragement and negative in the form of discouragement. The self-efficacy of the person is increased by the positive form of behavior and is decreased by the negative conviction. The act of social conviction comes from the one who is convincing and knowledgeable. The activities which help to cope with some tasks successfully are led through some sort of suggestions. The social persuasion is a study of Lunenburg (2011) in which he states it is important to consider people to do certain activities and try their best way to do it with the help of Pygmalion effect which is certainly a conviction that something might happen.

Physiological and Emotional State

The specific tasks concerning judgments are influenced by a person's psychological and emotional states. Such types of emotional reactions lead to the wrong judgment concerning one's ability. If they perceive such states as a sign of inability this will deduct self-efficacy on a person and if these states are normal self-efficacy is high. The positive effect of self-efficacy beliefs is controlling one's feelings. Self-efficacy improves a person's achievements in many different perspectives. The person with high self-efficacy will do a task without avoiding or neglecting it and for him/her it might seem easy too.

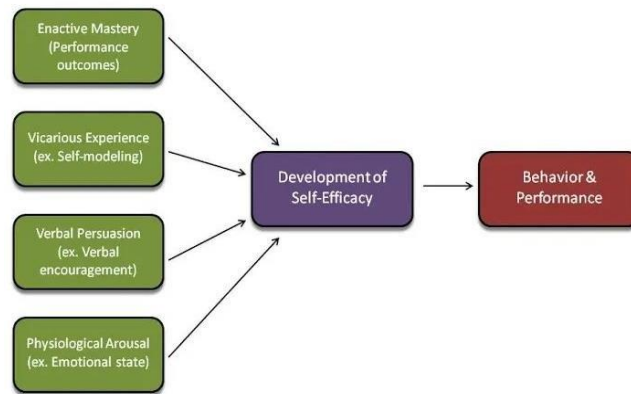


Figure 6

Bandura's Model of Self-efficacy

Albert Bandura (1997)

Thus, self-efficacy beliefs impact the perception of how an individual's then feel, motivate, and act. It is concerned about the perception of being able to achieve something. An individual can fulfill his skills by observing a task and giving it positive feedback.

CHAPTER 2

REVIEW OF LITERATURE

Parenting Style

Several researches have been conducted on parenting style over the years. Most of the research laid emphasis on the parenting style and its issues among adolescents. A study was conducted by Baumrind (1991) to check out the best parenting style during early adolescence. The results showed that authoritative parenting was found out to be more successful than other two types of parenting. External support and external observance decrease capability, independence and warmth among adolescents. Sinha and Singh (1998) conducted a study on the impact of parent's tenderness and accomplishment on the adjustment at home among school students. A total sample of 240 adolescents aged 11 to 14 years was collected. The aim was to study the parent's affection and adjustments among the students. The scales used were Parent-Child Relationship

Questionnaire (PCRQ) by Tiwari (1980) and Bell's Adjustment Inventory by Jehan (1987).

Results conclude that the high affectionate parent's children have better home adjustments.

A study conducted by Biswas (1992) showed the impact of parent's behavior on adolescent's frustration level. A sample of 334 students of class 8th was collected from a school of the west Bengal district. The scales used were Reaction to Frustration Scale (1998) by Biswas which was an adaption by Sarkar (1985) of the inventory by Corell (1966). Results showed that children's frustration can be reduced by parent's positive behavior.

A study was conducted by Bhargava and Sidhu (2000) on personality characteristic of accepted and rejected children by their parents. A total sample of 240 girls belonging to rural area and middle schools in the Ajmer district was collected. Scales used were Parental Acceptance-rejection Scale (PARQ) by Rohner (1978) and Children's Personality Questionnaire by Cattell (1967). Results showed that the children who are outgoing, accepted, stable, happy, relaxed and self-assured are accepted children while the one who are reserved, emotionally unstable, aggressive, serious natured, tensed and stressed are rejected children.

Bryant (2001) conducted a study on the correlation between family parenting style and spiritual maturity of an individual in adulthood relationship between authoritative parenting style and gender differences. A total of 160 individuals were included for the study. The scales used were Parental Authority Inventory and Spiritual Assessment Inventory. Results showed that females raised in authoritative parenting style and in home with their mothers were found to be positively correlated with the mentality of spirituality while the males raised in authoritative parenting style in home with their fathers shows large p-value. Male raised in the authoritative parenting style with their mothers were significantly related with the mentality of spirituality. Females raised in home with their father and authoritative parenting styles are not correlated.

A study conducted by Elias and Tan (2002) explored the relationship between perceived paternal and maternal styles with student academics. A study was conducted among 347 students from 2 different schools. Results showed that 200 fathers and 197 mothers who participated in the study have authoritative parenting style. The results showed that parenting style has not significant relationship with academic achievement of children.

Hines (2003) conducted a study on parents' and teachers' adolescent perception of argument and stress i.e., relationship with parents and teachers' practices. 70 teachers and 91 parents were selected for the study. Identified conflict, moodiness and risk-taking behavior subscales were used for the test. Results showed that the parent's responsiveness, nurturing, and support was the major factor of argument and stress while the conflict level is low. Results also showed parents are greatly responsible for the child's behavior due to their high level of moodiness and risk-taking behavior.

Jahan and Suri (2006) conducted a study in which they have seen the effect of rearing and child bearing implementation upon behaviour of the children. Their study focused on parenting style as correspond to mental health among female adolescents. The parent-child relationship is affected by unorganized parenting style that will lead to enlargement in stress and anxiety in family environment. This study was formulated on 70 female adolescents from different schools of Delhi. The scales used were Measure of Parenting Style (MOPS) and DASS, to study mental

Ponterotto (1985) conducted a study to see the impact of parental style, home encouragement and child-teacher behaviour in the classroom as well as academics of Mexican-American low-income children. 61 families from California were selected for the study proper family background was assessed and observed. Parents background form and cognitive home environment scale was presented to the parents. Children's behaviour was observed in classroom

and was correlated with their behaviour with their mothers at home. The results showed that the students who were smart and creative perceived by their teachers show more cognitive home encouragement than those who did not like school and academics.

A study conducted by Hoeve et al. (2008) revealed that only the neglectful parents' children showed lack of responsibility, poor academic performance, anxiety, panic attacks, depression, lack of sufficiency and somatic complaints.

A study was conducted by Sharma et al. (2011) to check out the relationship between parenting style and its effect on adolescents' psychosocial development. The aim of the study was to see the impact of parenting style on adolescents' level of self-efficacy. A questionnaire was prepared on self-efficacy for 384 female adolescents from the age of 14-19 years. Their parents were also included in the study and were presented with the Parenting Authority Questionnaire, so the total sample was of 768. The Pearson's product moment method was used for the analysis along with T-test. Means were compared thoroughly by dividing them into 2 groups. The result showed the negative correlation between authoritarian parenting style and self-efficacy. The results also indicated the significant positive relationship between authoritative parenting style and self-efficacy. The results also indicate positive relationship between permissive parenting style and self-efficacy. The significant difference was found between two extreme groups of self-efficacy. Another research was conducted by Kiran (2017) on 120 adolescents (60 boys and 60 girls) from the age range of 13 to 18 years. The scales used were Social Anxiety Inventory for children and Parenting Style Questionnaire. The data was analyzed using Pearson's product moment method of correlation and F-test. To compare mean of parents, the sample was classified into 3 groups: high, medium, and low. The result showed the negative correlation between parenting style and

Brown and Iyenger (2008) conducted a study on parenting style from which they concluded self-efficacy, self-respect, self-development, academic motivation and behaviour are affected by parenting style. He also concluded that it is very basic requirement to know about the influence of the parents and surroundings on children's day to day life.

Gopakumar and Johns (2017) conducted a study to check out the depression among adolescent girl students (13-15 years of age) in some schools using Kutcher Adolescent Depression Assessment Scale (KADS). The point was to contrast the depression scores, academic and other socio-demographic factors of girls having parenting care with those who don't have parental care. The cross-sectional method was done by choosing 40 girls from the families that are financially weak. Ch-square test and Mann-Whitney U Test was used as a test of significance for both type of variable. The results showed that students with parental care and those with no parental care have same ADS scores i.e., ranging from 1 to 19. It was also seen that the academic performance and other participations were affected by the involvement and financial condition of parents. The researchers also asserted that the extra classroom activities and academics are positively correlated to parental support & health of adolescents. The results showed all the domains of parenting style of mother and the mental health of the adolescents have significantly positive relationship. The results also revealed there is significantly positive relationship between parenting style and anxiety and of abuse parenting of mother and stress. There was no significant relation found between parenting style of father and mental health of adolescents.

The impact of parenting style on mental health of the early and late adolescents in the age 10-19 years was studied around city Mysore by Rezvan et.al. (2017). The study was conducted on 200 early adolescents who aged from 10-14 and on 200 late adolescents who aged from 15-19 years of age. The total sample was of 400 subjects (200 male and 200 female). The subjects were given

Parental Authority Questionnaire Scale (PAQ) to assess parenting style and GHQ28 for mental health. Result showed no significant influence on mental health, anxiety, depression, and total scores of the adolescents by the perceived parenting styles. It was also seen that late adolescents have more somatic symptoms, anxiety, social dysfunction, and depression than early adolescents. social anxiety. There was a positive correlation between agreeableness and openness with social anxiety whereas negative correlation was seen with permissive type of parenting style. Permissive parenting style and authoritative parenting style both were seen as a predictor of social anxiety.

Locus of Control

Leung, Salili and Baber (1986) conducted a study and interpreted that there is relationship between intelligence, self-esteem, family environment and locus of control.

Bhogayata(1989) conducted a study on locus of control and academic progress. The results indicated that the mean relation between progress and control were found out to be .257 which shows an average locus of control account for 6.3% of progress.

Kaur (1990) conducted research to study the loneliness with coping and ascription among adolescents. The results found showed that high levels of anxiety, loneliness and depression are seen in females. The external locus of control and helplessness is related to loneliness, emptiness and isolation which can be seen more in males.

Badola (1991) examined a study on locus of control, anxiety and motivation as a correspondence to creativity. The sample was collected from the students of Hemwati Nandan Bahuguna Garhwal University. The result showed the positive correlation between locus of control and

creativity. No relationship was seen between creativity and motivation. Positive relationship was seen between anxiety and creativity.

Sangeeta (1992) studied the relationship between self-concept, locus of control and mental health problems of the individuals. The sample was collected from 230 visually impaired and 230 sighted students. The result shows a significance difference between both the subjects. The visually impaired are seen to be more external. The sighted students are seen to have low self-concept, less health issues and higher internal locus of control.

A study was conducted by Sharma (2004) on the 350 students of Delhi. The scales used were Rotter's locus of control scale. The result showed that there are socio-cultural build-up strategies that take place in personality attitude.

Matricard (2006) conducted a study on locus of control and on dangerous behavior among young adults. The aim was to check the potency of taking part in risking behavior and on both type of locus of control. The sample was collected from Rowan University and total of 32 undergraduates were included. The scales used were Rotter's locus of control scale, National College Health Risk Behavior Survey (NCHRBBS). The results showed no significant regression between locus of control and risk behavior while on the other side regression was observed between survey and risk behavior. Many participants were found high on drug abuse and sexual behavior instead of locus of control. The scores of locus of control and risk behavior are not related to each other.

Roddenberry (2007) conducted a study on locus of control and self-efficacy in which main predictors were stress, illness, and health services. The sample was collected from college going students. The results interpreted that stress is found to be positively correlated with external

locus of control while there is negative correlation between self-efficacy and stress. The

relationship between stress and utilization of health services is found out to be non-significant. The moderate effect was seen between locus of control and self-efficacy. The locus of control plays a mediator role between stress and illness.

A study was conducted by Ansari (2009) to study the academic achievements relationship with locus of control, loneliness, and psychoneurosis among university students. The sample of 400 students was taken. The 8 groups and 50 subjects were comprised for the study. The age range of the subjects was from 18-28. The analyses were done using 3 ways ANOVA. The results showed that academic performance is affected by loneliness. The psychoneurosis influenced locus of control and academic achievement.

A study was conducted by Bozorgi (2009) to study the correlation between locus of control and language achievement of the students. The sample was collected from Iranian Azad University EFL Students. It was hypothesized that locus of control affects the CGPA's of the students. The aim of the study was to explore the impact of beginners on their achievement level in a particular language. The sample consisted of 198 students (both juniors as well as seniors) majoring in English, translation and literature. The scales used were Rotter's Locus of Control Scale (1966). The students were given training and at the end of the semester a test was conducted. Old CGPA of the participants were collected and were compared with the new one. The SPANOVA was used to analyze the results and locus of control was used as an independent variable. The results indicated the language skill as a significant factor. Ridling (2010) conducted a study on locus of control as related to anger with mental illness. The sample of 44 participants was included in the study. The analysis was done using a linear discriminate factor. The result shows no significant correlation between insight and locus of control with anger.

Basim (2010) studied a correlation of locus of control in the behavior and perception of an individual to role discord and role doubt. The sample of 153 workers in public organization was collected. The data analysis was done using t-test and correlation methods. The result showed the relationship between role discord and locus of control while there is no relationship with role doubt.

Barzegar (2011) conducted a study to examine the correlation between learning style, locus of control and academic performance among Iranian students. The sample was collected from 700 Iranian students. The scales used were Kolb Learning-Style Questionnaire and Rotter's Locus of Control Scale (1966). The analysis of the data was done by correlation, multiple regression, t-test and ANOVA. The result showed no significant correlation between learning style and academic performance and there was no significance between learning style of both the genders.

Foroghiour and Samai (2012) examined the relationship between loneliness and locus of control emotions in girls who are athlete and non-athlete. Results show there is a significant difference between girls in emotion of loneliness. Results also show the positive substantial relationship between locus of control and the emotion of loneliness. It is observed that athlete girls have more sense of control than non-athlete and they themselves are responsible for their failures in life. It is observed non-athletes blame other for their failure and one with external locus of control have less control over their life and often feel lonely.

Kurt (2012) conducted a study on the effect of locus of control on the well-being of an individual. The sample was collected through surveys. The scale used was locus of control and level of happiness scale. The analysis was done using Spearman Rank Correlation Hypothesis Test. The results showed a person with good locus of control achieve great level of happiness.

Cuplin et al.(2015)conducted a study where the researchers studied the relationship between depression and socioeconomic hardship with locus of control. There was a very little proof about the connection between depression and hardship after the effect can be seen indirectly through external locus of control. Hardships have strong connection with external locus of control. The results showed the link between depression and hardships in adolescents through external locus of control.

Naik (2015) studied the difference in the locus of control among different variables i.e., course of the study, gender differences, rural or urban among college going students. The research was done on 171 students at city Gulbarga. The participants were selected through lottery system. The scales used were Rotter's locus of control scale and personal data sheet. Analyses was done through non-parametric statistics and using Mann-Whitney Test. The results interpreted shows that there was no significant difference between rural or urban, females and males and course of study.

Ye and Lin (2015) conducted a study to examine the impact of online communications on the well-being of an individual and on loneliness and locus of control. The sample of Chinese students i.e., 84 males and 176 females were collected. Results interpreted that the locus of control is positively correlated to the loneliness. The results also show loneliness and improved happiness are more in online social interaction.

Agaj (2016) conducted a study to check out the impact of locus of control on the addiction of internet. The sample of 1156 adolescents from the age range of 15-19 years was included for the study. The scales used were Levenson's Locus of Control Scale and internet Addiction Scale. The results interpreted shows that a huge number of adolescents were addicted to internet and the

adolescents who have an external locus of control may have the high risk of developing internet addiction.

A study was conducted by Furnham and Cheng (2016) on childhood's personality traits, behavioral issues related to social status of parents and teenager's self-esteem affecting locus of control. Results showed that childhood intelligence, personality and self-esteem are closely related to locus of control i.e. they illustrate locus of control while the social status of parents forecast primarily the self-esteem.

Self-Efficacy

Brown and Lent (1991) conducted a study related to self-efficacy which showed efficacy ideals are related to the requirements of education. The result shows that primary abilities are completely evaluated with success.

Ryan and Deci (2000) conducted a study on the adolescents and the results interpreted that high level of self-efficacy and control. They believe they can manage their own life and handle the situations with less stress and more confidence level.

Kumar and Lal (2006) conducted a study on the role of self-efficacy and gender difference among teenagers. A total sample of 200 teenagers was collected from the Chandigarh city. The scales used were Jerusalem & Schwarzer General Mental Ability Test by Jalota. The results interpreted the significant difference was found between the role of self-efficacy and females have high score than males.

A study was conducted by Singh and Udainiya (2009) to see the well-being and self-efficacy of the adolescent. The result found a significant impact of family type and gender on the individual's self-efficacy. No significant impact of gender and family type is found on the well-being of the subjects.

Mohamadi and Shaterian (2010) found out the role of teacher's belief in self efficacy and its relationship with the student's performance and the sources of self-efficacy. The results showed that both the models have different perceptions. The dependent one's the best fit. It shows self-efficacy has a major role between sources and the student's performance.

Ravikumar and Manimozhi (2011) conducted a study on the self-efficacy of the biology students. The results showed that there is no effect of gender, community and the instruction medium on the self-efficacy of the students but the effect of the institution can be seen on the student's self-efficacy.

Burgoon and Marie (2012) conducted a study on the influence of self-efficacy on the academic performance in medical field. The findings seen were the linear regression between all the laboratory practices with self-efficacy and for the written tests it was seen that the score is less than or equal to .05.

Kumar et al. (2013) conducted a study to check the relationship between distress, self-efficacy, and adjustments among 1st year medical college students. The total sample of 88 students was collected. The scales used were Goldberg's General Health Questionnaire, Schwazer's General Self-Efficacy Scale and Pre-adolescent Adjustment scale. The results interpreted were that the psychological distress is observed more in females. If both the parents are doctor's the psychological distress is more. Some of the students were seen unbalanced with college and

some were seen unbalanced with teachers. Adjustment with colleagues, friends and environment is found out to be suitable. Distress was also found high in students.

Janjhua et al. (2014) conducted a study on the correlation between employee's self-efficacy and stress level. The total sample of 80 employees was collected for the study. The results showed high self-efficacy beliefs. Males have higher self-efficacy beliefs than females. Unmarried, older and the one with high experience have more self-efficacy.

Mishra and Shanwal (2014) conducted a study on the family environment role on the self-efficacy among adolescents. The total sample of 120 teenagers was collected among the age range of 13-18 years. The results showed that family surrounding and self-efficacy have positive correlation among teenagers.

A study was conducted by Agarwal (2015) on the concept of self-efficacy and academic performance of college going students. The total sample of 60 students was collected. The aim of the study was to check the levels of self-efficacy i.e., high, medium and low levels. The self-efficacy scale was used for the test. The result shows that one with high academic performance has high self-efficacy.

Qazi (2015) conducted a study on the role and general self-efficacy in primary school teachers. The sample was collected from 200 teachers. The results show the significant correlation between role and general self-efficacy and with self-esteem. The teachers who have high self-efficacy also have high role and self-esteem while the teachers who have low self-efficacy have low self-esteem and low role in the performance. It was also seen that self-esteem influence the efficacy of a teacher to much extent.

CHAPTER 3

OVERVIEW, AIM, OBJECTIVES & HYPOTHESIS

Overview

- The parents keep rules and have very high expectations from their children which is very easy to recognize, but they are very supportive as well towards their children. Rules for children are clear and unbending. Children are shown a very low level of kindness, warmth and are not responsive to the child's needs. Parke and Buriel (1998) found that parents value obedience as a virtue and favor punitive forceful measures to curb self-will.
- Rotter (1954) gave the concept of locus of control. Locus of control is derived from the word 'Location'. Internal Locus of Control It is the type of a trait that can be seen in every successful individual. They never blame their life if they fail, or something might happen to them. They will try their best again and again until they succeed. Hard work, problem solving, decision making, and efforts are their primary skills. The one who has an external

locus of control is totally different from the one who has an internal locus of control. Efforts are secondary while fate luck and chances are primary for such individuals. Such people curse God's plans for something bad happening to them. They blame everyone else for the failures but not themselves for their actions.

- Social Learning Theory was given by Rotter (1971). This theory was presented in terms of the aim, influences, and what kind of social reinforcement of an individual. Theory of Learned Helplessness is characterized as the distraction in effect, motivation, and learning. It explains why a person is an attribute among others. The actions that attribute a person's allocations are called internal attributes. The success or loss of a person may be doubtful or firm.
- Self-efficacy refers to the perception about the capacity of the individual to do a particular task. Self-efficacy measures the effort, determination, accomplishment, and performance of an individual. Self-efficacy also dictates the character of how a person behaves and advocates the role of the person in surroundings. If self-efficacy is high, it means a person has higher perseverance and if self-efficacy is low a person has low perseverance. It also measures the ability of a person to achieve success in life. It is the human's perception to perceive their talents and achieve something.
- Bandura's Model of Self-Efficacy (1977) was the one who first introduced self-efficacy theory in his seminar paper "Self-efficacy: towards a unifying theory of behavioral change." According to self-efficacy theory people's views about their behavior and coping challenges are the influence of starting and resolution of a certain type of behavior. The key factor of the accomplishment is the person's views of his abilities. One who is

different from others or chooses to be different from others' actions' how they view

themselves as what they have been thinking, what they are and what they believe they can do. All these views point to the past achievement of an individual.

- Several research have been conducted on parenting style over the years. Based on the scores their area is decided. Gopakumar and Johns (2017) conducted a study to check out the depression among adolescent girl students (13-15 years of age) in some schools using Kutcher Adolescent Depression Assessment Scale (KADS). The scales used were Measure of Parenting Style (MOPS) and DASS and Parker to study mental health of adolescents. The results also revealed there is significantly positive relationship between parenting style and anxiety and of abuse parenting of mother and stress.
- The results also indicate the significant positive relationship between authoritative parenting style and self-efficacy. Parents background form and cognitive home environment scale was presented to the parents. Sinha & Singh (1998) conducted a study on the impact of parent's tenderness and accomplishment on the adjustment at home among school students. A study was conducted among 347 students from 2 different schools. The scales used were Parent- Child Relationship Questionnaire (PCRQ) by Govind Tiwari (1980) and Bell's Adjustment Inventory by Jehan (1987). The results also indicate the significant positive relationship between authoritative parenting style and self-efficacy.
- A vast number of research were conducted on locus of control. The sample of 400 students was taken for the study. The participants were selected through lottery system. The scales used were Rotter's locus of control scale and personal data sheet. It is observed

non-athletes blame other for their failure and one with external locus of control have less

control over their life and often feel lonely. The results showed the link between depression and hardships in adolescents through external locus of control.

- Kaur (1990) conducted research to study the loneliness with coping and ascription among adolescents. The sample was collected from Rowan University and total of 32 undergraduates were included. The scales used were Rotter's Locus of Control Scale (1966). The data analysis was done using t-test and correlation methods. The result shows no significant correlation between insight and locus of control with anger.
- Brown and Lent (1991) conducted a study related to self-efficacy which shows efficacy ideals are related to the requirements of education. The findings seen were the linear regression between all the laboratory practices with self-efficacy and for the written tests it was seen that the score is less than or equal to .05. The total sample of 60 students was collected. Some of the students were seen unbalanced with college and some were seen unbalanced with teachers. Kumar and Lal (2006) conducted a study on the role of self-efficacy and gender difference among teenagers. The result shows that the efficacy of the teacher is correlated to family involvement.

Research Gap

The review of literature highlights research gaps in the field. A few studies have been conducted on all the three variables i.e., perceived parenting style and its relationship to self-efficacy and locus of control in both the Indian and western context. Very few studies have been done among the group of young adults (18-25 years) in respect to the relationship between the stated variables. Previous studies are focused on adolescents, but this study emphasized on young

adults. An attempt to address the gap will be made through the investigation. Keeping the above

in mind the primary goal of the investigation is to study the perceived parenting style and its relationship to self-efficacy among young adults.

Aim

The present study aims to study the correlates of perceived parenting style, self-efficacy and locus of control among young adults.

Need of study

According to the researchers, authoritative parenting style results best rather than authoritarian and permissive parenting style. The other 2 types of parenting have the worst effect. There is a great impact of the parenting style on the perception of the individual. Young adults can decide for themselves and have the essence of freedom so they can easily perceive under which kind of parenting style they live in. A parent and child's relationship can easily be assessed by studying parenting style in research. It also studies a child's virtuous, development, behavior that parents use to interact with their children and helps follow social norms. Locus of control greatly affects one's life, from coping with stress to some kind of motivation. One's activity of his own has a great effect. Self-efficacy is the result of one's own abilities, how they plan and execute it. Individuals who have an authoritative parenting style have more internal locus of control. There is a positive relationship between locus of control and self-efficacy. Parents who are more comfortable with their children have a positive effect on achievement and confidence. Locus of control affects the programs where we are desired to give responses and our ability to take the suitable actions. The believe that one have that they can do it greatly affects the situation in a

better way than the one who doesn't believe that he/she can do it. Change is the one of the major

parts of locus of control. Accomplishment is the one of the major part of self-efficacy. It creates experience as well as completes the task in a suitable time and the performance is enhancing. The self-efficacy is increased with accomplishment.

Research Objectives

- This research aims to assess the Parenting Style among young adults.
- This research aims to compare the relationship between Parenting Style & Locus of Control among emerging adults.
- This research aims to explain the relationship between Parenting style & Self-efficacy.
- This research aims to study the impact of self-efficacy on parenting style.

Research Question

- Is there a relationship between parenting style and locus of control?
- Is there a relationship between parenting style and self-efficacy?
- Is there an impact of self-efficacy on parenting style?

Hypothesis

Based on the review of literature following hypothesis were formulated.

- Parenting Styles is expected to be significantly correlated with Self Efficacy
- Parenting Styles is expected to be significantly correlated with Locus of Control
- Parenting Styles are expected to have an impact on Self-Efficacy

CHAPTER 4

METHODOLOGY

This chapter clarifies the research methodology to answer the hypothesis to acquire systematic information. The aim of the present study was to identify the correlates of perceived parenting style, locus of control and self-efficacy. The study also explored the impact of self-efficacy on all the dimensions of parenting style. For this purpose, a sample of 102 young adults in the age of 18-25 years was selected for the study.

Research Design

For the present investigation, a quantitative approach was used. Researchers use the quantitative research method when the purpose of the research is to obtain primary data, that is, data gathered

and assembled particularly for the study, in contrast to secondary data. The present study follows

the quantitative research design intended to examine the correlation among the variable used in the study.

Sample

The sample consisted of 102 young adults in the age range of 18-25 years. The sample was collected from both genders i.e., 38 males and 64 females. The sample was collected from Tricity (Chandigarh, Panchkula and Mohali).

Inclusion Criteria

- The age of the respondents was from 18-25 years.
- Young adults who lived at home with their parents were chosen.
- Young adults of both genders were included.
- Only respondents who gave consent were included.
- Those residing in urban areas were selected.

Exclusion Criteria

- Those suffering from any psychopathology or undergoing treatment for psychological problems were excluded from the sample.
- Those suffering from any chronic illness were excluded.
- Those exhibiting any physical deformity were excluded.
- Those residing in rural areas were not selected.

- Illiterate or those having studied less than 10th standard was not included in the sample.
- The respondents who refused to give informed consent were excluded.
- Respondents with single parents were excluded.

Ethical Considerations

The following ethical guidelines were put into place for the research period.

- Confidentiality of the response and identity was assured.
- Participants were brief about the purpose of the study.
- Informed consent was obtained.
- The dignity and well-being of the respondent was protected all the time.

Tests and Tools

The following standardized tests and tools were used:

- Perceived Parenting Style Scale (PPSS) (Manikandan, 2013)
- Rotter's Locus of Control Scale (LCS) (Rotter, 1985)
- Generalized Self-Efficacy Scale (GSE) (Jerusalem & Schwarzer 1981)

All the scales used were standardized. The scales administered were available in English. A semi structured interview schedule was also administered to the participants to seek detailed information about their critical social and demographic aspects such as age and gender.

Brief Description of the Tests and Tools Used

The following standardized tests and tools were used,

- Perceived Parenting Style Scale (PPSS):** The questionnaire was developed by Manikandan (2013). The scale consists of 30 questions based on (1 - 5 Likert Scale) to assess the perception of the children regarding their parent's behavior. Perceived Parenting Style distinguishes the parent's parenting styles according to their children's point of view that are in the age range of 18-25 years. It measures the 3 dimensions of parenting: Authoritative, Authoritarian & Permissive with response category for 5 possible answers i.e., 1) Never, 2) Rarely, 3) Sometimes, 4) Often and 5) Always. Questions such as "capable of making me to understand about "right" and "wrong" are asked. It reflects how their parents treat them at their home or with their friends, relatives, and surroundings. The reliability of the authoritative style came out to be (0.79), for authoritarian came out to be (0.81) and for permissive it came out to be (0.86). Some of the researchers claim the face validity for the scale.

Following instructions were given for Perceived Parenting Style Scale:

"Please read the following statements carefully and mark your agreement. Respond to each statement which is true in your life. There are the five (5) possible answers provided for each question viz: 1) Never, 2) Rarely, 3) Sometimes, 4) Often, 5) Always.

- Rotter's Locus of Control Scale (LCS):** The questionnaire was developed by Rotter (1985). The scale has 29 items. The response choices are based on a 2-point Likert scale based on the internal vs. external locus of control. It involves questions that fit the best to the individual's beliefs. It is a forced choice questionnaire in which an individual selects

the response of his choice which will provide a specific answer to the items. Respondents select the statement they agree with the option 'a' or 'b'. The questionnaire involves questions such as (a) 'What happens to me in my doing.' or (b) sometimes I feel that I don't have control on what I am doing' and so on. This questionnaire of 29 item versions contains six filler items to opaque the purpose of the test. Its scoring ranges from 0 to 13, lower scales show internal locus of control while higher scores show external locus of control. This questionnaire of locus of control is translated and used in over 40 languages. The reliability of the test is split half method correlated by Spearman Brown formula which is equal to (.73) and (.67) and the test has discriminant validity which is good.

Following instructions were given for Rotter's Locus of Control Scale:

"Please read the following statements clearly and select the statement that you agree with the most. There are two (2) possible answers for each question. It's either (a) or (b)."

- **Generalized Self-Efficacy Scale (GSE):** The questionnaire was developed by Jerusalem & Schwarzer (1981). The scale consists of 10 questions based on (1 - 4 Likert Scale) to assess the Self-Efficacy of Individual. Self-Efficacy indicates the individuals' beliefs to excite behavior which is necessary to attain specific ability. Questions are asked on the coping strategies of the individual. For example, "I can always manage to solve difficult problems if I try hard enough." Scoring is done by finding the sum of all items. The total score ranges between 10 and 40. Higher score indicates more self-efficacy. The internal reliability of the scale is Cronbach's alpha was (.84) & for social-efficacy scale was (.65).

Following instructions were given for Generalized Self-Efficacy Scale:

“Please read the following statements carefully and mark your agreement. Respond to each statement which is true in your life. There are four (4) possible answers provided for each statement viz: 1) Not at all, 2) Hardly true, 3) Moderately true, 4) Exactly true.”

Procedure

Keeping in view the objectives and ethical considerations, following procedures were executed by the researcher.

Informed consent was obtained from the subjects before they were enrolled in the study. All the interested subjects were administered self-reports measures were administered in all the interested subjects. The participants were asked to respond honestly to given instructions. They were assured that the information they will provide, and the results will be kept strictly confidential and used for research purpose only. Proper standardization instructions were given to the subjects as specified in the manuals. Scoring for all the given tests was done as per the scoring instructions given in the manual. The raw scores were tabulated and subjected to various statistical analyses by using the Statistical Product and Service Solution (SPSS) package.

To investigate the impact of perceived parenting style and its relationship to self-efficacy and locus of control among young adults the research was initiated. Literature review was collected, and the various researchers were studied. The tools for data collection for all the variables were gathered. Next, the hypothesis was formulated, and the expected outcomes were identified. The sample of 102 young adults were identified and approached for data collection. The purpose of the present study was explained in brief to all the participants and their doubts related to the questionnaire were cleared. The participants were both males and females. Upon giving the

instructions to the participants, data was collected. The elements that were included for data collection are a) demographic information b) informed consent c) Perceived Parenting Style Scale, Rotter's Locus of Control Scale, Generalized Self-Efficacy Scale. Participants were required to read and give their consent before they moved forward to answer the questionnaire. The informed consent describes the purpose of the study's voluntary nature of participation, confidentiality and anonymity and the right of participants to opt-out of the study at any time. The demographic information contains their name, age, city, gender, and email address. The survey questionnaires make up the remaining elements of the data. Once the desired responses were gathered participants were thanked for their responses and valuable time. The scores were compiled in excel sheets for each variable and each participant. For the scoring and calculation data were checked for entry errors using frequency analysis and ensured all discrepancies were removed. The Mean, Standard deviation, Pearson R along with Linear Regression Analysis was also employed using SPSS to understand the relationship among predictor and criterion variables. Once the results were tabulated, the interpretation and analysis of results was done. Further, the limitations of the study, implications of the study and recommendations for the future research in this field were written.

Scoring and Statistical Analysis

Scoring for all the given tests were done as per the scoring instructions given in the manuals. The raw scores were tabulated and subjected to various statistical analyses by using Statistical Product and Service Solutions (SPSS) Package. Keeping in view the objectives of the study, statistical analysis was conducted. Perceived parenting style and its relationship to self-efficacy and locus of control among young adults was calculated by finding the mean, standard deviation,

correlation analysis and multiple regressions. The responses that emerged through the semi-structured interview schedule were analyzed qualitatively and the results were presented in the form of tables, bar graphs and pie-charts. Correlation analysis was carried out to test the relationship between two variables. Linear regression analysis was carried out to delineate the significant predictors for the criterion variables. Before carrying out statistical tests, the assumptions of normality and homogeneity of variance were checked.

CHAPTER 5

RESULT

Table 1

Descriptive

	Authoritative parenting style	Authoritarian parenting style	Permissive parenting style	Internal locus of control	External locus of control	Self- efficacy
N	102	102	102	102	102	102
Mean	38.2	24.8	25.3	5.75	6.13	29.7
Standard deviation	6.21	7.29	7.50	5.37	7.13	5.28

Table 2*Correlation matrix*

	Authoritative parenting style	Authoritarian parenting style	Permissive parenting style	Internal locus of control	External locus of control	Self- efficacy
Authoritative parenting style	—					
Authoritarian parenting style	-0.336 ***	—				
Permissive parenting style	-0.281 **	0.685 ***	—			
Internal locus of control	0.021	-0.021	-0.010	—		
External locus of control	-0.064	0.074	0.102	-0.929 ***	—	
Self-efficacy	0.383 ****	-0.238 *	-0.225 *	0.033	-0.144	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 3

Predictor	β	T	p	R ²	F	P
Authoritative parenting style	0.383	4.15	< .001	0.147	17.2	< .001

Dependent variable - Self-efficacy

Regression Table 4

Predictor	β	T	p	R ²	F	P
Authoritarian parenting style	-0.238	-2.45	< .05	0.0567	6.01	< .05

Dependent variable - Self-efficacy

Table 5

Predictor	β	T	p	R ²	F	P
Permissive parenting style	-0.225	-2.31	< .05	0.0505	5.32	< .05

Dependent variable- Permissive parenting style

CHAPTER 6

DISCUSSION AND SUMMARY

The results in the Table 1 found out that Authoritative Parenting Style has the highest mean score i.e., 38.2 which indicated that our first hypothesis stands true. The research was conducted by Liem et al. (2010) and Feldman (2012) on the European-American children in united states from the middle-class families. The results interpreted shows that authoritative parenting style always improves the success ability of the children. The study conducted by Berger (1983) states authoritative parenting as the most suggested parenting style as the children who are autonomous will be responsible and reliable.

The results in the Table 2 found out that Authoritative parenting styles found out to be positively significantly correlated with Self-Efficacy ($r = 0.383$, $p < .05$). Thus, the hypothesis two also stands true. In the study conducted by Hetherington & Stanley-Hagan it is found that

the authoritative parenting style is related to the academics the aspects of socio-emotional and to the positive views of the children. It is also found that the authoritative style is most prominent to measure self-perception and accomplishment. Authoritarian parenting style found to be negatively significantly correlated to self-efficacy ($r = -0.238$, $p < .05$). Buri et al. (1998) Lamborn (1991) & Klein (1996) conducted different studies and found out the authoritative parents to be positively correlated to self-perceptions while authoritarian parenting s negatively correlated to self-perception.

The results in Table 2 showed that hypothesis three is being rejected as there is no significant relationship between authoritative and internal as well as external locus of control. Authoritarian parenting style found to be negatively significantly correlated to self-efficacy ($r = -0.238$, $p < .05$). There is no significant relationship between authoritarian parenting style and internal and external locus of control ($r = -0.021$, $r = 0.074$). Permissive parenting style is found out to be negatively significantly correlated to self-efficacy ($r = -0.225$, $p < .05$). There is no significant correlation between permissive parenting style and internal locus of control. ($r = -0.010$, $r = 0.102$). The study conducted by Keshavarza and Baharudina (2012) on the relationship between parenting style, locus of control and self-efficacy which found that the authoritative parenting is closely related to internal locus of control and self-efficacy is high among teenagers. Diethelm (1991) studied the impact of behavior of parents on locus of control. The results showed parents are responsive for the children to have more internal locus of control. A study conducted by McClun (1993) explored the relationship between self-concept, parenting style and locus of control. The results showed parents who are authoritative have more internal locus of control than the parents who are permissive. Merrill (1998) concluded authoritarian and permissive parents to have children with external locus of control. A study conducted by Khazer

(2012) showed that authoritarian parents tend to have more external locus of control than internal locus of control.

The results in Table 2 showed that there is no significant relationship between internal locus of control and self-efficacy ($r = 0.033$). There is no significant relationship between external locus of control and self-efficacy ($r = -0.144$). The study conducted by Skinner and Greene (2008) showed the two main functions of control beliefs i.e. while preparing an activity, control plays a major function in shaping the task and action-outcome that translate the experience of the control for the future. Greenwood et al. (1990) & Ashton et al. (1998) conducted a study which shows external locus of control is due to the external factors such as environment and beyond one's control such as fate and luck.

The results in Regression table 3 shows that Regression analysis indicates that Authoritative parenting style is a significant predictor ($\beta = 0.383$, $p < .001$) of Self-efficacy. Coefficient of determinants ($R^2 = 0.147$) Authoritative parenting style showed that variation of can explain 1.4% of self-efficacy. This model is adequately fit ($F = 17.2$, $p < .001$). The results in Regression table 4 indicates that Authoritarian parenting style is a significant predictor ($\beta = -0.238$, $p < .05$) of Self-efficacy. Coefficient of determinants ($R^2 = 0.0567$) showed that variation of authoritarian parenting style can explain 5.6% variation of self-efficacy. This model is adequately fit ($F = 6.01$, $p < .05$). The results in Regression table 5 indicates that Permissive parenting style is a significant predictor ($\beta = -0.225$, $p < .05$) of Self-efficacy. Coefficient of determinants ($R^2 = 0.0505$) showed that variation of permissive parenting style can explain 5.05% variation of self-efficacy. This model is adequately fit ($F = 5.32$, $p < .05$). Lopez (2002) conducted a study and interpreted authoritative parenting to be the self-efficacy's significant predictor. Anjum & Kasaur (2009) reported the same prediction. They concluded authoritative parenting as the

positive predictor.

SUMMARY

The aim of the research was to study perceived parenting styles and its relationship to self-efficacy and locus of control among young adults (18-25 years) using the perceived parenting style scale, general self-efficacy scale and Rotter's locus of control scale. Standardized tools were used to measure parenting style among young adults. A total sample of 102 young adults was collected. The results found out the authoritative parenting to be the best and most preferable type of parenting. There was positively significant relationship between Authoritative parenting style and self-efficacy ($r = 0.383$, $p < .05$). There was no significant relationship between all the dimensions of parenting style and locus of control as well as between locus of control and self-efficacy.

The best methods to improve parenting style and the parent-child relationship are that parents must foster the child's self-esteem and confidence. They must improve their communications. Parents should treat their children with respect and attempt to comprehend their requirements. There should be restrictions, but only to a certain extent, Parents must devote time to their children. They should serve as a positive example for their offspring. They must develop adaptability and be willing to modify their parenting approach. Children must adhere to the discipline and regulations established by their parents. They need to communicate their love for one another. One must increase his or her locus of control by defining his or her values and beliefs; and establishing a sense of purpose. They should always be aware of their options and choices and be willing to embrace them. One must inquire for assistance without hesitation

Accepting one's failures and attempting again and again until success is achieved is a constant

requirement. It is essential to search within and recognize your own value. One can increase his/her self-efficacy by stepping out of his/her comfort zone and trying new things; one should set goals and work towards them daily; one should look outside the box to learn more and always be prepared to face life's obstacles; and one should remind himself/herself daily that he/she can achieve success.

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