

Relationship Between Perceived Parenting Styles and Personal Growth Initiative Among Adolescents

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Abstract

The current study investigates the relationship between perceived parenting styles and adolescents' personal growth initiative. Data was collected from Rawalpindi and Islamabad, with participants aged 12 to 18, comprising 116 males and 184 females. The Short Form of Egna Minnen Beträffande Uppfostron (EMBU) Urdu version (Mazhar, 2020) and the Personal Growth Initiative Scale-II (PGI-II) Urdu version (Zaman, 2018) were used for assessment. The EMBU demonstrated an alpha reliability of .65 and is a four-point Likert scale with 23 items across three subscales: Rejection, Emotional Warmth, and Over-Protection. The PGI-II, with an alpha reliability of .91, is a six-point Likert scale measuring Readiness for Change, Planfulness, Using Resources, and Intentional Behaviors. Findings revealed a significant positive correlation between perceived parental warmth and personal growth initiative, while perceived parental rejection correlated negatively. No gender differences were observed in personal growth initiative. Joint family systems and last-born status facilitated resource utilization. Participants from public institutes and middle-born perceive more parental rejection. Education positively correlated with parental warmth and negatively with over-protection. Age negatively correlated with perceived parental rejection and over-protection.

Keywords: *Perceived parenting styles, Personal growth initiative, Adolescents.*

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Introduction

The purpose of this study is to explore the relationship between perceived parenting styles and an adolescent's personal growth initiative. There is a vast amount of research on the subject of parenting styles. But it is important to explore this topic with personal growth initiative. Previous research highlights the importance of parenting to explore its relationship with mental health, self-esteem, self-efficacy, psychological well-being (Hirata & Kamakura, 2017). Parents play a significant role in paving the way for growth and development for their adolescents. Personal growth initiative is basically a variable of positive psychology that links with enhancing skills and knowledge. This is a procedure of changing one's behavior and cognition to start the journey of personal growth. Parents play an essential role in enhancing the aspirations, knowledge and skills of adolescents (Delvecchio et al., 2020). In the current study, the main focus is to find out the relationship between perceived parenting styles and personal growth initiative among adolescents.

Perceived Parenting Styles

According to Situmorang & Salim (2021), perceived parenting styles is a term that defines what adolescents think about the behaviors of their parents and how parents bring them up. Steinberg (2001) defines that parents play a crucial role in an adolescent's life. Parents who are affectionate and caring are beneficial for adolescents (Morris et al., 2021). Parents who are caring and loving help their adolescents to decrease depression, anxiety, antisocial behaviors. Affectionate parents cause an increase in self-esteem of adolescents. Research highlights that the parent-child relationship plays a crucial role in the psycho-social functioning of adolescents. Parental warmth plays a crucial role in promoting mental health and healthy social functioning in adolescents (Vasiou et al., 2023). Previous research highlights that parental emotional warmth is positively correlated to psychological adjustment and parental rejection is negatively correlated with psychological adjustment. Parental emotional warmth is also helpful for adolescents to cope in any critical situation. The positive relationship of mother and father with adolescents is essential to coping with anxiety, stress and depression (Peng et al., 2021).

Parental emotional warmth, rejection and over-protection are components of a parenting style. Parental warmth is defined as the amount of love and affection that parents show towards their adolescents. Parental warmth is really important to grow adolescents as a successful adult. In this parenting style, parents show support and warmth. They boost the energy of their children. They admire their children (Mazhar, 2020).

Parental rejection is a parenting style in which parents show a lack of love and affection towards their adolescents. These parents generally strictly behave towards their children. They reject them. Parents show hostility and hate towards their children. Parental over-protection is a type of parenting in which parents are stressed about the protection and security of their children. They always struggled to protect them from harm, troubles, and dis-satisfaction. This type of parenting style is considered as an expression of love and affection in different cultures (Mazhar, 2020).

Psychoanalytic theorists highlight that adolescence is a stage where individuals often become rebellious (Tarzian et al., 2023). They seek to detach from their parents, striving for autonomy. These changes contribute to the development of self-identity in adolescents. Erikson (1968) emphasizes a period focused on an individual's sense of self-identity. During this time, adolescents try to find the purpose of their lives. They come to know who they are and what the purpose of their life is (Branje et al., 2021). A number of changes occur in the biology, psychology, and physiology of adolescents. Their emotions and mental state changed. Therefore, studying perceived parental emotional warmth, rejection and over-protection is crucial to find out the relationship between these parenting styles and an adolescent's self-growth (Parker et al., 2022).

Literature Review

The concept of perceived parenting styles considers how children and adolescents perceive their parents' behaviors and attitudes. It is important to understand the impact of parenting on child development. Recent research has continued to explore how different aspects of parenting, such as emotional warmth, rejection, and over-protection affect various aspects of adolescent development, including mental health, academic achievement, and social behavior (Arslan et al., 2023). Parental emotional warmth, characterized by affection, support. It is consistently associated with positive outcomes in children and adolescents. A recent study by Peng et al. (2021) found that parental emotional warmth was linked to higher self-esteem and lower psychological inflexibility in adolescents. Findings revealed that emotional warmth promotes independence, self-regulation, and academic success (Morris et al., 2017). Emotional warmth from parents helps build a secure attachment. It is crucial for healthy emotional and social development.

Parental rejection is considered a lack of affection and support. It has been associated with less favorable outcomes. Research by Wu et al. (2023) indicates that adolescents who perceive their parents as rejecting them are more likely to exhibit lower self-esteem and higher levels of anxiety. These adolescents may also struggle with social interactions and

have a heightened risk of developing depressive symptoms (Li, 2023). Parental rejection can lead to feelings of worthlessness and insecurity.

Parental over-protection, characterized by excessive control and shielding from potential harm. It has mixed associations with adolescent development. Some studies suggest that over-protection can lead to higher levels of safety and security, others point to potential issues with self-discipline and academic performance. A research by González-Brignardello et al. (2023) showed that adolescents perceiving their parents as overprotective reported higher levels of academic procrastination and lower academic achievement. Overprotection can hinder the development of autonomy and problem-solving skills. It leads to dependency and lower self-efficacy. Recent research also explores the cultural context of perceived parenting behaviors. A study by Chen et al. (2021) emphasizes that the effects of parental emotional warmth, rejection, and over-protection can vary significantly across different cultural settings. In collectivist cultures, parental control might not have the same negative connotations as in individualist cultures, where independence and self-expression are more highly valued. Different factors such as age, gender, birth order, number of siblings and education may play a crucial role to develop perception of parenting styles (Yadav et al. 2021).

Personal Growth Initiative (PGI)

Personal growth initiative is described as modifying one's own behavior for many causes and purposes in any area of life (Weigold et al., 2018). Personal growth is just not based on self-improvement and growth. It is motivation to achieve goals. It consists of four components: these are readiness for change, using resources, planfulness and intentional behaviors. All these components help an individual perform any task (Robitschek et al., 2012). Research highlights that these four components are important for a self-growth journey. Cross-cultural study highlights the difference regarding these four components in Chinese and American college students. In the context of research, American college students score high on planning. But Chinese students are more outgoing and take an interest in the external world (Chang et al., 2018). Therefore, they are more willing to utilize resources for their growth and development. For both cultures, individual social support improves their journey of personal growth initiative (Cai & Lian, 2021).

Interpersonal Acceptance- Rejection Theory

The theory developed by Rohner and his colleagues. It examines how interpersonal relationships and socialization experiences impact psychological well-being and behaviors. It suggests that individual

emotions and behaviors are influenced by their perceived acceptance or rejection. It is largely shaped by early childhood experiences. This theory identifies two fundamental aspects of socialization: acceptance and rejection. Acceptance involves warmth, support, and affection, while rejection is characterized by coldness, anger, and hostility, and can manifest as neglect, physical, and verbal assaults (Rohner, 2021; Le & Ashdown, 2020; Rohner et al., 2012). Perceived parental acceptance promotes a supportive environment that enhances self-esteem, security, and emotional stability. It is essential for developing self-efficacy and readiness for personal growth. Children who feel accepted are more likely to develop confidence and resilience. They can pursue personal goals and engage in self-improvement (Rohner et al., 2012). Perceived parental rejection can discourage personal growth (Rohner, 2021). Recent research supports the link between perceived parental behaviors and personal growth initiative (PGI). studies indicate that perceived parental acceptance positively influences adolescents' self-efficacy and engagement in personal growth activities (Wu et al., 2023; Salgado et al., 2021).

Rationale of the Study

The purpose of this study is to explore the relationship between perceived parenting styles and personal growth initiatives among adolescents. It is important to understand how parenting styles affect an adolescent's self-growth and developmental journey. It is important to highlight other factors that contribute to an adolescent's self-growth in a healthy way. The significance of this study is to highlight the importance of social support, especially for parents to provide insight for encouraging personal growth initiatives in adolescents. Parents play an important role in the mental, physical and psychological development of adolescents (Feng et al., 2021). Children who have higher levels of personal growth positively influence their psychological and physical wellbeing (Hongell-Ekholm et al., 2024). There is a relationship between perceived parenting styles and personal growth initiatives for the healthy development of adolescents (Hirata & Kamakura, 2017).

Previous research highlights the importance of parenting in detail. There is a research pool that defines parenting, and its long-lasting impact on a child's mental, physical, emotional, psychological health (Lanjekar et al., 2022). In light of research, parenting is essential for an individual's self-esteem, self-confidence, emotional regulation, coping, decision-making, critical thinking, resilience, self-efficacy, self-reliance, autonomy and overall well-being of adolescents. This highlights the relationship between these parenting styles; authoritative, authoritarian, permissive and neglectful with

variables (Hirata & Kamakura, 2017; Khalid et al., 2021). Therefore, there is a gap in studies. This study highlights the relationship between parenting styles, including emotional warmth, rejection and over-protection with personal growth initiative in adolescents.

Exploring the relationship between perceived parenting styles and personal growth initiatives may provide a valuable insight into the parent-child relationship. It also defines which parenting style is useful for the journey of self-growth for adolescents. It is essential to understand it to promote parent-child bonding, communication and interaction (Khalid et al., 2021). Different cultures also play an important role in parenting. Unique parental values, practices, beliefs in a specific culture that promote personal growth initiative in adolescents are essential to study (He et al., 2021). Previous research also explores cultural variations and parenting styles. Therefore, it is important to understand parenting styles in a specific culture that is helpful for adolescents on the path of self-growth (Saleem et al. 2017).

Method

The current study's objectives and hypotheses are outlined. The operational definition of the variables, research design, sample, instruments used for study, and procedure of the study are then discussed in depth.

Objectives

1. To explore the relationship between perceived parenting styles and personal growth initiative among adolescents.
2. To compare respondents' scores on perceived parenting styles and personal growth initiative across various demographic variables, including age, gender, educational institute, family status, education level, number of siblings and birth order.

Hypotheses

1. There will be a negative relationship between perceived parental rejection and personal growth initiative among adolescents.
2. There will be a positive relationship between perceived parental emotional warmth and personal growth initiative among adolescents.
3. There will be no relationship between perceived parental overprotection and personal growth initiative among adolescents.

Operational Definitions

In the current study, the operational definitions of the variables were formulated as follows:

Perceived Parenting Styles

Perceived parenting style refers to an individual's subjective perception and interpretation of their parents' overall approach to parenting. It encompassing parental behaviors, attitudes, and practices. It involves the individual's own assessment and understanding of the warmth, responsiveness, control and demands displayed by his parents in the parent-child relationship.

Arrindell et al. (1999) divided perceived parenting styles into three categories: parental rejection, emotional warmth and parental over-protection. Parental emotional warmth is a positive parenting style (Yadav et al., 2021). It develops a secure attachment. Whereas parental rejection is a negative parenting style. It disrupts the psycho-social well-being of children. Parental over-protection may hinder the personal growth of children. It also depends on cultural expectations, societal norms and values (Yadav et al., 2021).

Personal Growth Initiative (PGI)

Personal growth initiative is the tendency of an individual to make an active and conscious change in the person's behavior for his development. A person consciously and actively changes his behavior and uses all possible resources for his development and growth. It is an intentional behavior towards growth and development (Robitschek et al., 2012). A high level of PGI indicates having skills and motivation to grow and change. Whereas, a low level of PGI indicates a less urge to actively participate, It operates and deal with inevitable changes and stressors. Personal growth initiative is divided into four components: readiness for change, planfulness, using resources and intentional behavior.

Research Design

The current research was a correlational and cross-sectional project using a quantitative approach, It focuses on a specific population of school and college students aged 12 to 18 from Rawalpindi and Islamabad. Data was collected from these students to analyze relationships between perceived parenting styles and personal growth initiative among adolescents.

Sample

Employing the technique of non-probability snowball and convenient sampling techniques, data was collected from 300 adolescents from Islamabad and Rawalpindi. Both girls and boys respondents were involved in the study. Their age was from 12 to 18 years ($M= 15.97$, $SD= 1.72$).

Table 1*Demographic Characteristics of Sample in the Study (N = 300)*

Variables	Categories	F	%
Age	12- 14	59	19.7%
	15- 18	241	80.3%
Gender	Male	116	38.7%
	Female	184	61.3%
Education	6- 8	55	18.3%
	9- 12	245	81.7%
Institute	Private	159	53%
	Government	141	47%
Family System	Nuclear	189	63%
	Joint	111	37%
No. Of Siblings	0-5	253	84.3%
	6- 10	47	15.7%
Birth Order	First Born	56	18.7%
	Middle Born	158	52.7%
	Last Born	86	28.7%

Note. F = frequency, % = percentage

Table 1 shows the age, gender, education, institution, family system, number of siblings and birth order of the sample. The sample age ranges from 12 to 18 years old. As seen in Table 1, there are 116 males and 184 females. The majority of participants are from private schools and colleges. Their education ranges from grade 6 to grade 12. Most participants are from nuclear family systems. The number of siblings ranges from 0 to 10, and their birth order is divided into three categories: first-born, middle-born, and last-born. The percentages and frequencies of these demographics are shown in the table.

Instruments

Short Form of Egna Minnen Beträffande Uppfostron (EMBU)

This scale was developed by Arrindell et al. (1999). To use the EMBU-Short Form for Pakistani adolescents, an adapted and Urdu translated version is used, translated by Chand Bano (Mazhar, 2020). The alpha reliability of EMBU- Short Form is .65. It is a four point Likert scale. Its range is from 1 (never) to 4 (most of the time). This scale consists of 23 items. It has three subscales. Rejection (R = 7 items; 1, 4, 7,13,15,16, and

21). Emotional Warmth (EW = 6 items; 2, 6, 12, 14, 19 and 23) and the third one is Over-Protection (OP = 9 items; 3,5,8,10,11, 17, 18, 20 and 22). Item number 17 is a reverse coded item. The response range for perceived parental rejection is 7-28. The response range for perceived parental emotional warmth is 6-24. The response range for perceived parental over-protection is 9-36. High scores in each subscale indicate high perceived parenting by participants.

Personal Growth Initiative Scale – II

This instrument was developed by Robitschek et al., (2012). The Urdu version of this instrument was used in this current study. This was translated by Zaman & Naqvi (2021). A high score on PGIS- II indicates a higher level of personal growth initiative and a lower score indicates a low level of personal growth initiative in participants. This is a 6 point Likert type rating instrument. The response range is from 0 (strongly disagree) to 5 (Strongly agree). The alpha reliability of this scale is .91. This scale consists of 4 subscales. These are Readiness for Change (RC = 4 items; 2, 8, 11, and 16). Its score range is (0 to 20). The second subscale is Planfulness (PF = 5 items; 1, 3, 5, 10 and 13). Its score range is (0–25). The third subscale is Using Resources (UR = 3 items; 6, 12 and 13). The score range is (0 to 15). The fourth subscale is Intentional Behaviors (IBs = 4 items; 4, 7, 9, 15). The range of this subscale is (0 to 20). For this study, the total score for the personal growth initiative-II measure is computed. The scores of subscales are also computed.

Data Collection

Data was collected from students aged 12 to 18 from Rawalpindi and Islamabad to analyze relationships between perceived parenting styles and personal growth initiative among adolescents. A letter from the Head of the Psychology Department at Quaid-i-Azam University Islamabad permitted data collection for a BS degree research project. Challenges occurred during data collection due to summer vacations, which made schools unavailable. It was difficult to approach matric and intermediate students after exams. Therefore, samples were obtained from academies. When convenient sampling did not provide enough data, snowball sampling was used by asking individuals who could reach the target age group. Participants were informed about the research's purpose and the importance of honest responses, with a guarantee of confidentiality. Those who were easily reachable received both verbal and written instructions, with an estimate that the form would take 15 to 20 minutes to complete. Participants were also informed that they could withdraw from the study at any time and were thanked for their time and cooperation.

Data Analysis

For quantitative analysis, the Statistical Package for Social Sciences SPSS- 23 was used to analyze the data using appropriate statistical procedures. This study was based on empirical data, so the results have been presented in the form of the tables. The statistical analysis consists of descriptive and inferential statistics. In descriptive statistics, mean, standard deviation, skewness, kurtosis, range and Cronbach alpha reliability of respective scales and subscales, whereas for the purpose of inferential analysis, Pearson Moment Correlations found out the relationship between study variables and the difference between study variables such as gender, educational institution and family system, birth order and no. of siblings were all investigated using correlation, independent sample t-test and one-way ANOVA were performed.

Table 2

Alpha Coefficient Reliability and Descriptive Statistics of Study Variables (N = 300)

Scales	k	Cronbach's <i>a</i>	M	SD	Range		Skew	Kur
					Actual	Potential		
R	7	.71	11.19	3.26	7-23	7-28	1.16	1.04
EW	6	.78	17.57	4.05	7-24	6-24	-.70	-.37
OP	9	.68	20.62	4.71	11-33	9-36	.59	.17
PGI - II	16	.91	51.41	14.95	15-79	0-80	-.62	-.33
RC	4	.70	13.61	4.20	4-20	0-20	-.55	-.47
PF	5	.84	15.91	5.56	1-25	0-25	-.58	-.25
UR	3	.60	7.97	3.45	1-15	0-15	.26	-.69
IBs	4	.81	13.90	4.07	4-20	0-20	-.64	-.17

Note. R = Rejection; EW = Emotional Warmth; OP = Over-Protection; PGI = Personal Growth Initiative; RC = Readiness for Change; PF = Planfulness; UR = Using Resources and IBs = Intentional Behaviors.

Table 2 presents the descriptive statistics and reliability coefficients for the EMBU sub-scales (Rejection, Emotional Warmth, and Over-Protection) and the Personal Growth Initiative-II (PGI-II) with its four subscales (Readiness for Change, Planfulness, Using Resources, Intentional Behaviors). Cronbach's alpha values range from .60 to .91. It indicates acceptable internal reliability. The mean scores reflect central tendencies, with "EW" averaging 17.57 and "PGI-II" 51.41, while standard deviations reveal variability, such as 14.95 for "PGI-II." The actual ranges of scores are within the potential ranges, demonstrating observed score distribution. Skewness values indicate the symmetry of distributions, with positive values (e.g., 1.16 for "R") suggesting lower

scores, and negative values (e.g., -.70 for "EW") indicating higher scores. Kurtosis values reveal the "tailedness" of distributions, with positive values (e.g., 1.04 for "R") showing heavier tails. This table illustrates the scales' reliability, central tendency, variability, and distribution.

Table 3

Pearson Correlation Between Rejection, Emotional Warmth, Over-Protection and Study Variables (N = 300).

Variables	1	2	3	4	5	6	7	8
R	-	-.45**	.53**	-.20**	-.08	-.23**	-.04	-.28**
EW		-		.61**	.53**	.57**	.36**	.61**
			.19**					
OP			-	.01	.05	-.01	-.07	.04
PGI				-	.92**	.95**	.58**	.92**
RC					-	.89**	.36**	.81**
PF						-	.38**	.87**
UR							-	.41**
IBs								-

Note. R= Rejection; EW = Emotional Warmth; OP = Over- Protection; PGI = Personal Growth Initiative; RC = Readiness for Change; PF = Planfulness; UR = Using Resources; IBs = Intentional Behaviors ** $p < .01$.

Table 3 illustrates correlations among the variables. Rejection is negatively associated with Emotional Warmth, Personal Growth Initiative (PGI), Planfulness and Intentional Behaviors but positively linked with Over-Protection. Emotional Warmth is negatively correlated with Over-Protection but positively associated with PGI and its subscales. Over-Protection shows weak correlations between PGI and its subscales. PGI is highly positively correlated with Readiness for Change, Planfulness, and Intentional Behaviors, with moderate positive correlations with Using Resources. Additionally, Readiness for Change and Planfulness both has strong positive correlations with Intentional Behaviors and moderate correlations with Using Resources.

Table 4

Mean Difference Based on Gender for Each Scale and Its Subscales (N = 300)

Scales	Males (n=116)		Females (n=184)		<i>t</i> <i>P</i> <i>d</i>		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
R	11.31	3.61	10.98	3.00	1.38	.16	-
EW	17.31	4.04	17.72	4.06	-.85	.39	-
OP	20.39	4.73	20.76	4.70	-.65	.51	-
PGI-II	51.40	15.46	51.39	14.74	.01	.99	-
RC	13.67	4.29	13.58	4.15	.18	.85	-
PF	15.94	5.77	15.90	5.44	.07	.94	-

UR	7.98	3.38	7.96	3.51	.04	.96	-
IBs	13.81	3.98	13.96	4.13	-.31	.75	-

Note. R = Rejection; EW = Emotional Warmth; OP = Over-Protection; PGI = Personal Growth Initiative; RC = Readiness for Change; PF = Planfulness; UR = Using Resources and IBs = Intentional Behaviors.

Table 4 shows that there are no significant gender differences across various scales and subscales, including Rejection, Emotional Warmth, Over-Protection, and Personal Growth Initiative (PGI) along with its subscales (Readiness for Change, Planfulness, Using Resources, and Intentional Behaviors). Males and females have similar mean scores in all these areas, *t*-test values indicating non-significant differences and *p*-values all above .05. Consequently, Cohen's *d* is not applicable due to the lack of significant gender differences.

Table 5

Mean Difference Based on Educational Institution for Each Scale and Its Subscales (N = 300)

Scales	Private (<i>n</i> = 159)		Public (<i>n</i> = 141)		<i>t</i> <i>p</i> Cohen's <i>d</i>		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
R	10.72	2.72	11.70	3.71	-2.62	.00	.30
EW	18.52	3.35	16.49	4.49	4.45	.00	.51
OP	20.03	3.59	21.28	5.66	-3.31	.02	.26
PGI-II	52.10	12.75	50.59	17.19	.86	.38	-
RC	13.61	3.64	13.62	4.76	-.01	.98	-
PF	16.13	4.90	15.67	6.24	.71	.47	-
UR	8.18	3.51	7.72	3.39	1.14	.25	-
IBs	14.16	3.53	13.61	4.59	1.16	.24	-

Note. R = Rejection; EW = Emotional Warmth; OP = Over-Protection; PGI = Personal Growth Initiative; RC = Readiness for Change; PF = Planfulness; UR = Using Resources and IBs = Intentional Behaviors. ***p* < .01, **p* < .05

Table 5 illustrates significant mean differences between private and public educational institutions across scales and subscale. For Rejection (R), private institutions have a mean of 10.72 with (*SD* = 2.72) and public institutions have a mean of 11.70 with *SD* 3.71. The *t*-value is -2.62, which defines the mean difference between two variables. *P* value is < .01. Therefore, Cohen's *d* is calculated. It defines small effect size for the observed mean differences. For Emotional warmth (EW), the mean difference in private institutes is 18.52 with a standard deviation of 3.35. In public institutions, 16.49 with a standard deviation of 4.49. The *t*-value is 4.45 and *p* < .01, which indicates significant mean differences. Therefore, Cohen *d* is calculated and defines medium effect size for observed mean

differences. Again, for Over-Protection (OP), the mean value for private institutes is 20.03 with 3.59 standard deviation and for public institutes it is 21.28 with a standard deviation of 5.66. The t -value is -3.31 and the p -value is $< .05$. Therefore, Cohen d is calculated that defines small effect size for observed mean differences. PGI and its subscales Readiness for Change (RC), Planfulness (PF), Using Resources (UR) and Intentional Behaviors (IBs) mean, standard deviation, t -value and p -value can be seen in the table. Their p -value is not significant. Therefore, Cohen's d is not calculated here.

Table 6
Mean Difference Based on Family System for Each Scale and Its Subscales (N = 300)

Scales	Nuclear (n = 189)		Joint (n= 111)		t	p	Cohen's d
	M	SD	M	SD			
R	11.26	3.35	11.00	3.09	.73	.46	-
EW	17.25	4.16	18.10	3.82	-1.76	.37	-
OP	20.43	5.00	20.93	4.17	-.89	.07	-
PGI-II	50.50	15.17	52.90	14.65	-1.34	.18	-
RC	13.54	4.26	13.73	4.10	-.36	.71	-
PF	15.72	5.64	16.25	5.43	-.78	.43	-
UR	7.51	3.15	8.75	3.80	-3.03	.00	.35
IBs	13.43	4.30	14.20	3.64	-.96	.33	-

Note. R = Rejection; EW = Emotional Warmth; OP = Over-Protection; PGI = Personal Growth Initiative; RC = Readiness for Change; PF = Planfulness; UR = Using Resources and IBs = Intentional Behaviors. $**p < .01$.

Table 6 shows the mean differences between nuclear and joint family systems along scales and subscales Rejection (R), Emotional Warmth (EW), Over-Protection (OP), Personal Growth Initiative (PGI), and its subscales Readiness for Change (RC), Planfulness (PF), Using Resources (UR) and Intentional Behaviors (IBs). For Rejection (R), Emotional Warmth (EW), Over-Protection (OP) and Personal Growth Initiative (PGI) with its three subscales Readiness for Change (RC), Planfulness (PF) and Intentional Behaviors (IBs) means, standard deviation, t -value and p -value can be seen in table. Their p -value is not less than .01 or .05. That's the reason Cohen's d is not calculated here. But for Using Resources (UR), the mean for a nuclear family system is 7.51 with a standard deviation of 3.15 and for a joint family system, it is 8.75 with a standard deviation of 3.8. The calculated t -value is -3.03 and the calculated p -value is less than

.01. That's the reason Cohen's d is calculated and defines small effect size for observed mean differences.

Table 7

One-Way Analysis of Variance for Perceived Parenting Styles and Personal Growth Initiative Across Birth-Order (N = 300).

	Birth		Order		Group		Last			
	First		Middle							Post
	(n = 56)		(n = 158)		(n = 86)					
Scales	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Hoc
R	10.60	3.11	12.16	3.48	9.77	2.17	17.80	.00	.10	2>1
EW	17.21	4.72	16.99	4.27	18.86	2.70	6.38	.00	.04	3>1
OP	19.92	3.89	21.03	5.33	20.30	3.87	1.42	.24	-	-
PGI	53.22	16.03	50.00	16.97	52.76	9.25	1.45	.23	-	-
RC	14.05	4.27	13.73	4.77	13.11	2.80	.99	.37	-	-
PF	16.61	5.89	15.34	6.47	16.53	2.79	1.81	.16	-	-
UR	8.26	3.34	7.40	3.00	8.82	4.09	5.13	.00	.03	3>1
IBs	14.30	4.17	13.56	4.81	14.28	1.95	1.21	.29	-	-

Note. R = Rejection; EW = Emotional Warmth; OP = Over-Protection; PGI = Personal Growth Initiative; RC = Readiness for Change; PF = Planfulness; UR = Using Resources and IBs = Intentional Behaviors. ** $p < .01$

Table 9 illustrates the mean, standard deviation, F -value for parental Rejection, Emotional Warmth, Over-Protection and Personal Growth Initiative along its sub-scales (Readiness for Change, Planfulness, Using Resources and Intentional Behaviors). Results demonstrate significant mean differences across the birth order group on rejection $F = (2, 297)$, 17.80, $p < .01$. The Eta square defines a very small size effect on the observed mean differences in rejection. Findings revealed that middle born perceived parental rejection more than first and last born.

Results demonstrate significant mean differences across birth order groups in emotional warmth $F = (2, 297)$, 6.38, $p < .01$. The Eta square defines a very small size effect on the observed mean differences in emotional warmth. Findings revealed that the last born perceived more emotional warmth as compared to the first and middle born.

Results illustrate significant mean differences across the birth order group of a subscale of personal growth initiative, using resources $F = (2, 297)$, 5.13, $p < .01$. The Eta square defines again a very small size effect on the observed mean differences in use of resources. Findings revealed that the last born get more chances of using resources as compared to the first and middle born.

Table 8

Correlation between No. of Siblings, Age, Education and Study Variables (N = 300).

Variables	No. of Siblings	Age	Education
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R	-.03	-.11*	-.07
EW	.02	.10	.16**
OP	-.08	-.15**	-.13*
PGI	.11	.07	.09
RC	.08	.07	.08
PF	.14*	.04	.05
UR	-.09	.12*	.16**
IBs	.19**	.04	.03

Note. R = Rejection; EW = Emotional Warmth; OP = Over-Protection; PGI = Personal Growth Initiative; RC = Readiness for Change; PF = Planfulness; UR = Using Resources and IBs = Intentional Behaviors. ** $p < .01$, * $p < .05$

Table 10 highlights the relationships between the number of siblings, age, education, and perceived parenting styles (Parental Rejection, Emotional Warmth, and Over-Protection) along with Personal Growth Initiative (PGI) and its sub-scales. Rejection is slightly negatively correlated with age, suggesting older individuals report lower levels of rejection, while Emotional Warmth positively correlates with education, indicating higher education levels are associated with increased emotional warmth. Over-Protection shows negative correlations with both age and education, implying older and more educated individuals experience less over-protection. PGI has a small, non-significant positive correlation with the number of siblings. Among the PGI sub-scales, Planfulness is positively correlated with the number of siblings, Using Resources is positively correlated with both age and education, and Intentional Behaviors is positively correlated with the number of siblings. No significant correlations are found between Readiness for Change and any demographic factors.

Discussion

This study explored the relationship between perceived parenting styles and personal growth initiative (PGI) among adolescents, and how demographic variables (age, gender, and education, family system, educational institutes, number of siblings, and birth order) influence PGI and its subscales (Readiness for Change, Planfulness, Using Resources, and Intentional Behaviors). The study was conducted on a large sample of adolescents from Rawalpindi and Islamabad using the EMBU-Short Form and Personal Growth Initiative-II scales. Data analysis was performed using SPSS.

Hypothesis 1: There will be a negative relationship between perceived parental rejection and personal growth initiative among adolescents. The

findings confirmed the hypothesis that perceived parental rejection is negatively related to PGI, including its subscales: planfulness, readiness for change, using resources, and intentional behaviors. This result is consistent with previous research indicating that parental rejection has adverse impacts on adolescent development and personal growth (Lan & Wang, 2023; Saleem et al., 2017). Adolescents experiencing high levels of rejection may develop lower self-esteem and reduced motivation. It can hinder their personal growth and initiative. Recent studies further support these findings, showing that negative parental interactions can hinder emotional and psychological development (Pastorelli et al., 2021; Wang et al., 2024).

Hypothesis 2: There will be a positive relationship between perceived parental emotional warmth and personal growth initiative among adolescents. The hypothesis that perceived parental emotional warmth is positively related to PGI was also supported. This supports the existing literature that highlights the benefits of parental warmth in adolescent development (Butterfield et al., 2021; Kong et al., 2022). Parental emotional warmth fosters a supportive environment. It can enhance adolescents' readiness for change, planfulness, and intentional behaviors. Recent studies have confirmed that warm and supportive parenting contributes to better emotional regulation, altruistic behavior and personal growth among adolescents (Boullion et al., 2023; Zhou et al., 2024).

Hypothesis 3: There will be no relationship between perceived parental overprotection and personal growth initiative among adolescents. The relationship between perceived parental overprotection and personal growth initiative (PGI) is complex. Overprotection was found to help with readiness for change and intentional behaviors. It made planning and using resources harder (Flamant et al., 2022). This means that, while overprotective, parenting can sometimes encourage initiative. It might also make adolescents more dependent and less able to explore on their own. Recent studies show that overprotective parenting has mixed effects on development, both helping and hindering growth in different ways (Arslan et al., 2023; Bruysters & Pilkington, 2023; Mathijs et al., 2024).

The study found no significant gender differences in perceptions of parental warmth, rejection, or over-protection, nor in personal growth initiative (PGI) and its subscales, indicating that PGI is influenced by factors such as personality, social support, parenting styles, and culture. Previous research also confirms these findings that there is not any gender difference in perception of parenting styles and not any significant differences in PGI (Batool et al., 2017; Ho & Jafaar, 2022). Significant differences were observed in resource utilization between joint and nuclear families. Previous research also

highlights the importance of a joint family system. Joint families offer more social support, financial support, protection, helps in decision-making through their experiences (Lodhi et al., 2021). Middle-born perceive more parental rejection as compared to first and last. Last-born children experienced more emotional warmth and opportunities to utilize resources. It reflects the impact of birth order on the perception of parenting styles. Previous research also confirms that the last born perceive parental emotional warmth as compared to the first and middle ones (Giordano, 2023). The study found that having more siblings is linked to better planning and intentional behaviors because older siblings are often called role models. Previous research highlights that older siblings affect the psychological, social, financial and cognitive development of younger siblings (Cox, 2023). As adolescents get older, they feel less rejected and overprotected and make better utilization of resources. This shows that getting older helps with personal growth. There are many factors. Education is also a factor that helps to change the perception of parental warmth and rejection of utilizing resources in a better way. This may help in adolescents' personal growth initiatives (Jiao, 2024).

Conclusion

This study aimed to understand how different parenting styles influence personal growth initiatives (PGI) among adolescents and found several key insights. Parental emotional warmth was identified as a crucial factor that significantly supports adolescents in starting their growth journey. Parental warmth creates an environment that promotes effective planning, resource utilization, intentional behavior and readiness for changes, which are essential for self-growth. Parental rejection was found to hinder this journey, as it negatively impacts adolescents' personal growth initiative. Over-protection, while sometimes beneficial, was less effective in promoting PGI compared to emotional warmth. The study also highlighted that PGI is not significantly influenced by gender, suggesting that both boys and girls benefit equally from positive parenting practices. Furthermore, the supportive role of a joint family system in resource utilization was emphasized. Such families often provide additional social and financial support. Birth order impacts personal growth, with last-born children often receiving more opportunities and middle children experiencing more rejection due to parental affection being more focused on the first and last-born. Elder siblings positively influence younger ones by serving as role models and aiding in planning and intentional behaviors. Additionally, as adolescents grow older, they experience reduced parental over-protection and rejection. It enhances their ability to utilize resources and further their growth. Education also plays a supportive role by providing adolescents with additional skills and knowledge. Overall, the

study underscores the importance of effective parenting and the role of family dynamics in shaping adolescents' personal growth initiative.

Implications of the Study

1. The present study is a contribution to explore the relationship between perceived parenting styles and personal growth initiative among adolescents. This may pave the way for future research to explore this topic in detail.
2. This study contributes to understanding the importance of parental emotional warmth for the growth journey of adolescents.
3. This study added its contribution to the validity of EMBU short form in Pakistani adolescents.
4. This study highlights the importance of parents in their self- growth journey and defines the importance of adolescents' stage for self-development.

Limitations and Suggestions

The current study had a number of limitations. These are as listed below:

1. Data was collected from twin cities (Rawalpindi and Islamabad). Therefore, its findings cannot be generalized to the overall population. Data can be collected from broader regions to increase the generalizability of findings.
2. It was challenging to gather data from school and college students because of the summer break. Therefore, the data was collected using the snowball sampling technique. Biases in sampling are a result of this method. For future research data can be collected by using random sampling to get accurate responses.
3. There were students who found some difficulties to read and understand the Urdu language. They can understand English language. Therefore, language barriers can lead to inaccurate responses. Instruments should be used that are more understandable by adolescents. They can be used in Urdu and English to get more accurate responses from participants.
4. Instruments consisted of close ended questions. Data can be collected by using open ended questions and adding more demographics to get detailed information on this topic.

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