Parenting Styles and College Students’ Personal Agency

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Abstract
Parenting styles exercise great influence on the development of personal identity formation (Luyckx, Soenens, Goossens, & Vansteenkiste, 2007). This non random pilot study aimed to examine the relationship between parenting styles and a student’s sense of personal agency. Participants included 43 students from a Midwestern university. It was hypothesized that students of the Authoritative parenting style would endorse a higher sense of independence, self-esteem, and confidence, all reflective of personal agency. A small sample size in the Authoritarian and Permissive parenting styles resulted in analyzing responses in the Authoritative style only. Statistical analyses included frequencies, mean comparisons, correlations, and a reliability analysis. Students who identified their caregiver’s parenting style as Authoritative endorsed a high sense of independence, self-esteem, and confidence. These findings were supported in the literature. Implications for practitioners include the promotion of Authoritative parenting in parent education classes. It is recommended that a larger and random sample be used in future research to be able to compare the three parenting styles in the development of personal agency.

Introduction
Current research supported that different parenting
styles could affect a child’s development and encourage or discourage rich experiences in life (Uji, Kitamura, & Nagata, 2009; Baldwin, McIntyre, & Hardaway, 2007; Luyckx, Soenens, Goossens, & Vansteenkiste, 2007; Milevsky, Schlechter, Netter, & Keehn, 2006). Research suggested that parents who exercised the Authoritative parenting style provided their child with appropriate discipline and uniformity along with affection and warmth. Parents who practiced the Authoritarian parenting style tended to be more discipline-oriented rather than showing affection. Parents who practiced the Permissive parenting style provided warmth and affection but little discipline and uniformity. It was found that parents that provided warmth and affection along with discipline and uniformity, Authoritative parents were associated with having children who overall had less depression, higher self-esteem, and higher life satisfaction (Milevsky et al., 2006; Luyckx et al., 2007). The research addressed the interaction between parenting styles and how each affects a child’s emotions, however, the research did not answer key questions on how these parenting styles could affect their child’s sense of personal agency. For the purpose of this study, personal agency is defined as a person’s ability to originate and direct actions for given purposes (Zimmerman, 2006) which are reflected in high self-esteem, confidence and independence. A survey was conducted at a small university in the Midwestern United States. Male and female college students 18 years of age and older were surveyed to investigate this question.

**Literature Review**

The studies reviewed explored the recent literature that focused on elements of adolescents’ personal agency in relation to parental influences. Two of the studies used for the review were completed outside of the United States. These studies were important to the research because they
contained some of the most recent data available in this field. All four studies focused on parenting method and how they affected an adolescent or young adult’s identity development. However, no study went into detail on how different parenting styles effect children and their development of personal agency as they enter early adulthood. Two of these studies used a longitudinal design to collect data. These studies examined different parenting styles including Authoritarian, Authoritative, and Permissive and the importance of each one and how they can affect individuals differently (Uji et al., 2009; Baldwin et al., 2007; Luyckx et al., 2007; Milevsky et al., 2006).

Uji et al., (2009) was a longitudinal study that looked at how maternal parenting affects conflictive interpersonal relationships in children. One of the most impactful relationships for a child is with his or her mother. With this knowledge, researchers hypothesized that a child who was provided appropriate care and autonomy would have higher moral concern. This was not true in all cases. This study refers to four effects: care, indifferent/rejections, allowance of autonomy/independence, and overprotection. This study found that while a mother provided care and allowance this had no impact on the child; if a mother provided indifference/rejection and overprotection this had negative results for the child such as shame-proneness and externalization and detachment. It was found that when a mother provided indifference/rejection there were significant negative results regarding shame-proneness, externalization and detachment. This was not true if a mother provided care and allowance; this did not affect the child in a negative or positive way. It is important to keep in mind that a major limitation of this study is that it only looked at maternal parenting styles and did not focus on paternal parenting.

Baldwin et al. (2007) conducted a study to explore the correlation of undergraduate college students’ levels of
optimism based on perceived parenting styles, specifically the Authoritative and Authoritarian styles. Baldwin found that students who have Authoritative parents were more likely to have better psychosocial skills, focusing primarily on dispositional optimism, than students who grow up in families who chose to implement different parenting styles. These students also seemed to illustrate more prosocial behaviors and fewer behavioral problems throughout their adolescence and demonstrated more academic success than other students. Although the primary focal point of this study was optimism and not parenting style, optimism has been found to be a key factor in a person’s overall well-being. Increased levels of optimism have been found to positively influence a person’s physical health as well as mental health.

Luyckx et al. (2007) conducted a longitudinal study which investigated the relationship between parenting dimensions and identity formation, more specifically on college adjustment in the realm of education. Luyckx noted that because in most industrialized nations many students continue into post secondary education, they then defer the process of their own identity formation. As a result, parents often tend to continue to have significant influence on their children throughout their young adulthood. The study looked at two basic parenting dimensions: autonomy reinforcement and psychological control. Luyckx pointed out that parenting styles (such as Authoritative, Permissive and Authoritarian) developed from a composition of parenting dimensions. The autonomy support model was found to be more consistent with volitional functioning in adolescence while the psychological control model did not. This study found that parenting can aid in identity development for many college students. However, many parents carry such great influence on their college student, causing them to defer the process of the students own identity formation. As a result, college students’ sense of identity can be formed based on parental
influence.

Milevsky et al. (2006) focused on the adjustment of an adolescent and how a mother or father participates in a child’s development. The parenting styles were divided into: Authoritative, Authoritarian and Permissive. The sample included 272 total students between ninth and eleventh grades, 145 males and 127 females. The survey was divided into two parts, one addressing acceptance and involvement of a parent, the second regarding strictness/supervision. In the results, Authoritative parenting scored above average on both set of questions and was linked to higher self-esteem and life-satisfaction and lower depression. This study supported the claim that adolescent satisfaction is linked to parenting methods.

There has been much research done on different parenting styles and the repercussions that students may experience while developing personal agency as a result of these styles. However, the majority of this research has been done on adolescence; data regarding late adolescence and early adulthood is lacking. This study is a contemporary look at how parenting styles affect the college age adolescent and what effect it may have on their sense of personal agency.

Theoretical Framework

This study applied the theory of Symbolic Interaction (Ingoldsby, Miller, & Smith, 2004). The Symbolic Interaction Theory has three basic assumptions. The first assumption pertains to meaning, a person’s symbolic interpretation of a stimulus. The second assumption relates to one’s self concept. The third assumption is in regards to how people are influenced by society, as everyone is born into the world asocial, with no biases, and then develop values and social norms based on interactions within their new environment.

This study applied the second assumption of the theory of Symbolic Interaction. It depicts one’s self
concept and their development of personal agency. This assumption also focuses on how a person’s development will have an effect on their future behavior. As humans we mirror situations that have happened to us in the past. We use these situations as a foundation for future behavior. The Symbolic Interaction Theory would anticipate that a college student would develop a sense of personal agency based on whichever parenting style that their parents chose to practice. Depending on the parenting style chosen, some styles would encourage the development of traits such as independence, confidence, and self-esteem; while other styles may hinder the development of these traits. It is also possible that some styles may encourage the development of dependency, doubt and low self-esteem. This would reflect their behaviors later on in life.

**Purpose statement**

The purpose of this pilot study was threefold: (1) to examine the relationship between parenting styles and college students’ personal agency, (2) to develop a reliable survey instrument informed by literature and theory to measure the influences of parenting styles on a college students’ sense of personal agency, (3) to increase an awareness of the effects of different parenting styles and the positives or negatives effects experience with each style. Previous researchers found that Authoritative parenting was associated with advanced academic success, higher optimism, elevated self-esteem and life satisfaction (Milevsky et al., 2006). These effects are all contributing factors of personal agency. It is predicted as a result of this study that a student with Authoritative parents would have a higher self-esteem, confidence and independence which will reflect in a better sense of personal agency. In contrast, it is predicted that a student who came from an Authoritarian household will have lower self-esteem, less independence and less confidence in making independent decisions resulting in a poorer sense of personal agency.
Method

Participants

This study was conducted at a Midwestern university. The participants were 62 undergraduate students in science and psychology classes. There were 25 male participants and 37 female participants involved in this study. Of the 62 participants, there were 21 between the ages of 18-21, 31 between the ages of 20-21, six were between the ages of 22-23, three between the ages of 24-25, and one participant was 26 years of age or older. There were three participants that grew up in a single parent household with their mother, one participant grew up in a single parent household with their father. 47 participants grew up in a household that had both parents present, one participant grew up in a blended family living with their step-mother, nine participants grew up in a blended family living with their step-father, and one participant lived with both blended families, step-mother and step-father. Of the 62 participants, five self identified their caregiver’s parenting style as Authoritarian, 43 participants identified as Authoritative, and 14 participants as Permissive.

Research Design

The purpose of this survey research was to use a smaller population to generalize to a similar, larger population, in which some inferences can be made about characteristics, attitudes, or behaviors of this population of college students (Babbie, 1990). This study focused on male and female students and the relationship between their self identified parenting styles and development of personal agency. The survey design type is categorized as cross-sectional survey research to gain information on attitudes from male and female students at one point in time. This study used self-administered questionnaires. The rationale for using this type of method was due to the rapid nature of the research course, convenience, and low cost. The population
was the university student population; the sample included male and female students in general psychology and science courses. This study used a nonrandom purposive sampling design. The nonrandom purposive sample allowed for the surveying of individuals from the selected courses where equitable numbers of male and female college students could be located. Randomization was not used in order to be inclusive in the classrooms. Human subjects training was completed and this study was approved by the University of Wisconsin-Stout Institutional Review Board.

Data Collection Instrument

A survey was designed in an effort to better understand the relationship between parenting styles and the development of personal agency in college students. The survey provided a description of the study including an implied consent, definitions of terms, information on the risks and benefits, time commitment, confidentiality, and provided the contact information of the researchers and supervisor.

The survey included four demographic variables: age, gender, family structure, and self-identified parenting style. There were ten close-ended statements, using a Likert scale on a continuum of 1 to 5, ranging from strongly disagree to strongly agree. The statements were informed from reviewed literature regarding parenting styles and the effects on a college student’s sense of personal agency.

This survey has both face and content validity. Face validity refers to the logical connection between the statements and the concepts in the research question. Because the statements were generated by literature, the relationship between parenting styles and personal agency were apparent. Content validity as applied to this study refers to the extent to which the survey instrument incorporates the domain of the phenomenon under study. Content validity was demonstrated
in this study by incorporating a breadth of concepts on the survey instrument regarding evidence of association between the development and personal agency of a student and the perceived parenting style the student grew up with. Survey statements incorporated a wide range of issues regarding parenting styles and development of personal agency. The survey was piloted on five college students; this was to increase validity. The surveys were carefully examined and after piloting, were ready for distribution.

Procedure

After the researchers received permission to enter selected classrooms, data collection began in a science class and a psychology class in November, 2009. The researchers used a purposive design which led them to classes of students where the ratio of male to female students was approximately equitable. One researcher did brief introductions while the other researcher passed out the surveys to the classes. Randomization was not used in order to be inclusive of all the students in the class. The implied consent was read out loud as the students followed along. The students where then told that they could begin the survey after the researchers and the professor left the room to reduce any potential pressure. After the assigned survey completion time of approximately 10 minutes, the researchers and the professor returned to the room. The researchers sealed the envelopes and took them to their professor’s locked office to save until data analysis.

Data Analysis Plan

The data was cleaned looking for missing data and then coded by assigning acronyms to each variable. The first four questions on the survey were demographic variables: gender, age, family structure, and self-identified parenting style: the independent variable.

Each of the following 10 dependent variables were
given an acronym name: I feel I have control over my life (SLC); I consider myself independent in spite of any financial support my parents may provide (SPI); I usually feel confident in the decisions I make (CDM); I feel optimistic about the choices that I have made on my own thus far (SCO); I consider myself to have high self-esteem (HSE); I adjust to new situations well without anxiety or fear (SFA); My parents/guardians encourage me to be independent (PIE); My parents trust my ability to make good decisions (PTD); While at college I regularly call and ask for my parents’/guardians’ advice about decisions regarding my life (PAD); When making decisions involving my education, my parents/guardians require me to consult them first (PSC).

For data analysis, the computer program named Statistical Package of the Social Sciences (SPSS) was used. The individual was used as the level of analysis. The statistical analyses that were conducted include: frequencies, means comparisons, analysis of variance, and a reliability analysis: Cronbach’s Alpha.

**Results**

All variables were subjected to frequency distribution analysis; the results revealed that there was no missing data. However, due to a low sample size in the Authoritarian and Permissive parenting style groups, only the Authoritative style was analyzed and correlations were added to the analysis replacing the analysis of variance.

For the variables (SCO) and (SPI) many of the participants agreed that they felt independent and confident in the decisions that they have made. For the variables (PIE) and (PTD) a number of participants agreed that they felt their parents trust their ability to make good decisions and encouraged them to be independent; however, there were some who were undecided. Many of the participants agreed with variables (SLC) and (CDM) stating that they felt they
had control over their live and felt confident in the decisions that they made. For variable (PAD) participants were divided between strongly agree and strongly disagree involving the idea of calling their parents for advice; this is one of the only questions where participants answered strongly disagree. For variable (PSC) many of the participants stated they strongly disagreed with the idea that their parents required them to consult about educational choices. The participants also agreed with variable (HSE) stating that they considered themselves to have high self-esteem. The variable (SFA) had over a quarter of the participants undecided with a large number agreeing that they adjusted to new situations well without anxiety or fear (Refer to Table 1 for Frequency Distribution and Table 2 for Mean Comparisons).

Table 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLC</td>
<td>0.0%</td>
<td>4.7%</td>
<td>7.0%</td>
<td>58.1%</td>
<td>30.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>SPI</td>
<td>0.0%</td>
<td>9.3%</td>
<td>9.3%</td>
<td>39.5%</td>
<td>41.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>CDM</td>
<td>0.0%</td>
<td>11.6%</td>
<td>2.3%</td>
<td>67.4%</td>
<td>18.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>SCO</td>
<td>0.0%</td>
<td>4.7%</td>
<td>16.3%</td>
<td>46.5%</td>
<td>32.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>HSE</td>
<td>0.0%</td>
<td>14.0%</td>
<td>18.6%</td>
<td>46.5%</td>
<td>20.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>SFA</td>
<td>7.0%</td>
<td>11.6%</td>
<td>27.9%</td>
<td>41.9%</td>
<td>11.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>PIE</td>
<td>0.0%</td>
<td>4.7%</td>
<td>11.6%</td>
<td>25.6%</td>
<td>58.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>PTD</td>
<td>0.0%</td>
<td>2.3%</td>
<td>14.0%</td>
<td>27.9%</td>
<td>55.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>PAD</td>
<td>16.3%</td>
<td>4.7%</td>
<td>14.0%</td>
<td>46.9%</td>
<td>18.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>PSC</td>
<td>20.0%</td>
<td>32.6%</td>
<td>25.6%</td>
<td>11.6%</td>
<td>9.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: (SLC) = I feel I have control over my life; (SPI) = I consider myself independent in spite of any financial support my parents may provide; (CDM) = I usually feel confident in the decisions I make; (SCO) = I feel optimistic about the choices that I have made on my own thus far; (HSE) = I consider myself to have high self-esteem; (SFA) = I adjust to new situations well without anxiety or fear; (PIE) = My parents/guardians encourage me to be independent; (PTD) = My parents trust my ability to make good decisions; (PAD) = While at college I regularly call and ask for my parents/guardians’ advice about decisions regarding my life; (PSC) = When making decisions involving my education, my parents/guardians require me to consult them first.
Table 2

**Compare Means Table**

<table>
<thead>
<tr>
<th></th>
<th>SLC</th>
<th>SPI</th>
<th>CDM</th>
<th>SCO</th>
<th>HSE</th>
<th>SFA</th>
<th>PIE</th>
<th>PTD</th>
<th>PAD</th>
<th>PSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>0.74</td>
<td>0.94</td>
<td>0.83</td>
<td>0.83</td>
<td>0.95</td>
<td>1.07</td>
<td>0.87</td>
<td>0.82</td>
<td>1.32</td>
<td>1.22</td>
</tr>
<tr>
<td>Range</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>4.00</td>
<td>3.00</td>
<td>3.00</td>
<td>4.00</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Note: (SLC) = I feel I have control over my life; (SPI) = I consider myself independent in spite of any financial support my parents may provide; (CDM) = I usually feel confident in the decisions I make; (SCO) = I feel optimistic about the choices that I have made on my own thus far; (HSE) = I consider myself to have high self-esteem; (SFA) = I adjust to new situations well without anxiety or fear; (PIE) = My parents/guardians encourage me to be independent; (PTD) = My parents trust my ability to make good decisions; (PAD) = While at college I regularly call and ask for my parents/guardians’ advice about decisions regarding my life; (PSC) = When making decisions involving my education, my parents/guardians require me to consult them first.

Correlations were run on SLC, SPI, CDM, SCO, HSE, SFA, PIE, PTD, PAD and PSC. It appears as if there are quite a few significant relationships between the variables. The strongest is between SCO and CDM (Refer to Table 3).

Table 3

**Pearson Correlation Matrix**

<table>
<thead>
<tr>
<th></th>
<th>SLC</th>
<th>CDM</th>
<th>SCO</th>
<th>HSE</th>
<th>SFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLC</td>
<td>.558**</td>
<td></td>
<td>.522**</td>
<td>.527**</td>
<td></td>
</tr>
<tr>
<td>CDM</td>
<td></td>
<td>.563**</td>
<td>.610**</td>
<td>.541**</td>
<td></td>
</tr>
<tr>
<td>HSE</td>
<td></td>
<td></td>
<td>.544**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: (SLC) = I feel I have control over my life; (CDM) = I usually feel confident in the decisions I make; (SCO) = I feel optimistic about the choices that I have made on my own thus far; (HSE) = I consider myself to have high self-esteem; (SFA) = I adjust to new situations well without anxiety or fear. ~N=62; **significant at p<0.01 (two-tailed).

A reliability analysis was run to see if the ten variables: SLC, SPI, CDM, SCO, HSE, SFA, PIE, PTD, PAD and PSC were a reliable measure of the main concept: Does parenting style affect a child’s sense of personal agency. Cronbach’s Alpha is a calculation of reliability and in this analysis it was 0.715. This indicates that the survey questions were a reliable measure of the main concept. At the end of a number of the surveys there were qualitative comments. These comments will be analyzed in the Discussion section.
Discussion
The results partially supported the hypothesis that students raised with Authoritative parenting would report characteristics of personal agency, including: self-esteem, confidence, and a sense of independence. Parenting style groups were not able to be compared given the small sample number in the Authoritarian and Permissive groups. Significant positive correlations were found and supported in the literature (Baldwin et al., 2007; Luyckx et al., 2007; & Milevsky et al., 2006). Each of the dependent variables will be discussed in relation to the literature followed by limitations of the study, implications for practitioners, implications for future research, as well as final comments.

All of the studies focused on parenting methods and how they affected an adolescent or young adult’s identity development. The majority of respondents agreed that they considered themselves to be independent despite any financial support. This was supported in the literature that students who were raised with authoritative parenting had conscious independent decision-making skills (Luyckx et al. 2007). The survey statement regarding regularly calling parents and asking advice about life was inspired by the literature which stated that parents who had a great deal of influence on their children often cause the delay of their identity development (Luyckx et al. 2007). A majority of respondents reported that they regularly call and ask their parents for advice about their lives. These findings contradicted previous research findings. While students reported regularly calling and asking for their parents’ advice, they also reported the development of personal agency. Findings showed that even with continued parental influence, students still proceeded in their own identity development. For the survey statement about confidence in decisions that the student makes, the great majority of respondents agreed that they felt confident in making their own decisions. Luyckx et al. (2007) stated
that Authoritative parenting resulted in conscious decision-making. Milevsky et al. (2006) pointed out that high self-esteem was a characteristic of Authoritative parenting. This suggests that the use of the Authoritative parenting style fosters students who have high self-esteem along with conscious decision-making skills. This finding was reflected in the results that a majority of respondents identified with having high self-esteem. In addition, a significant correlation was found between students who felt confident in the decisions that they made and students who had high self-esteem. The next survey statement was that students felt optimistic about the choices that they have made on their own thus far, in which a great majority of respondents agreed. According to Baldwin et al., students who have Authoritative parents are likely to have better dispositional optimism (2007).

A few survey statements were not taken from the literature verbatim, however were inspired by inferences made by combining separate research findings. A majority of respondents agreed with the statement that they felt a sense of control over their life. This statement was supported by inferences made from Milevsky et al. (2006) concerning higher self-esteem and life satisfaction and Luyckx et al. (2007) regarding conscious decision-making. It was hypothesized that the combination of these traits in an individual would contribute to the overall feeling of a sense of control over their life. Significant correlations were found between students who felt optimistic about decisions that they have made thus far and who felt confident in the decisions they make. This was supported by the literature from Baldwin et al. (2007) reinforcing that higher optimism is associated with the Authoritative parenting style and Milevsky et al. (2006) reinforcing that higher self-esteem is also associated the Authoritative parenting style. It was also hypothesized that higher self-esteem would be highly associated with higher confidence. There were significant correlations
found between those students who felt confident about their decisions and students who adjusted to new situations well without anxiety or fear. Regarding adjusting to situations without anxiety, Milevsky et al. found a connection between Authoritative parenting and the survey statement inquiring about mood fluctuation. The emotional states of anxiety and fear can be associated to levels of depression (2006). Although Milevsky focused on depression, these ideas were closely related by the connection of anxiety and fear with depression. Another statement that was added was regarding parents’ trust in the students making good decisions. This statement was included to reflect not only how students felt about their own decision-making, but also what they interpreted being communicated from their parents and whether they felt supported or discouraged. The majority of participants agreed with the statement that they felt their parents’ trust in making their own decisions. In regards to the statement that parents require me to consult them about educational decisions, results were mixed. This statement was inspired by Luyckx et al. who found that parents’ caring had a great influence on the student, and that if they provided too much stability the student would rely too much on the parents (2007). Researchers speculated the mixed results may have been due to language of the question and the use of the term ‘require’ as well as lack of specification of what the term ‘educational decisions’ includes. Also some consultation about educational decisions is a result of financial assistance a student receives from their parents or guardians which was also not accounted for in the measurement of the statement. As a result, the ambiguous nature of the statement could have lead to variations in interpretation of the statement.

Limitations
This study used a nonrandom sample and therefore was unable to generalize and compare to the larger population
of college students.

**Implication for Practitioners**

The results from this study show that there are many positive outcomes for young adults of the Authoritative parenting style as it relates to personal agency. Family practitioners can use this research to help increase parent education about the positive outcomes that result from Authoritative parenting.

**Implication for Future Research**

The next step of research may be to explore the Authoritarian and Permissive parenting styles in greater depth and compare groups as this research originally intended. This would involve having a larger sample size as well as use a more random sampling method to try and encompass as much diversity as possible to be able to generalize to a larger population of college students. The Cronbach’s Alpha would rise from .715 to .761 if the following question was removed from the study: *PSC: when making decisions involving my education, my parents/guardians require me to consult them first.* This question also had a high number of undecided answers. This may be because of the word ‘require’ can carry different connotations. If someone was to replicate this question it is advised to change the question to “*when making decisions involving my education, my parents/guardians would like me to consult them first.*” The other question that had a lot of undecided responses was “*I adjust to new situations well without anxiety or fear.*” This question may have not been stated clearly enough. It is recommended to rephrase this question if used in future research. In addition, using a more varied scale might accommodate the undecided responses.
Conclusion

The intention of this study was to investigate the connection between different parenting styles and the college student’s sense of personal agency. Findings revealed that promoting authoritative parenting can lead to early development of personal agency. An authoritative parenting style has been proven to be an effective means of parenting. It is also positively correlated with high self-esteem, confidence, and independence, which can facilitate personal agency.

References