

## **Role of Father in Child Personality Development: Evidence from Pakistan**

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### **Abstract**

A number of studies have established an association between poor role modeling of the parents and children's behavior. The existing study focuses on the father's role in the development of the personality of the children (n = 400) aged 10 to 19 years in 4 urban towns of Faisalabad. The integrated approach was employed for data collection. Results showed that it is not possible to develop quality if there is no time to do it, but no amount of quantity can compensate for poor quality. Chi-square value (20.218) showed a highly significant association (P = 0.000) between the positive role of the father and positive child personality development. Focus group discussions were conducted with numerous respondents. When fathers are included in the lives of their children, particularly their training, children take in more, perform better in school, and show more beneficial conduct.

### **Keywords**

Father-child friction, Family responsibilities, Personality development, Pakistan, Social learning theory

### **Introduction**

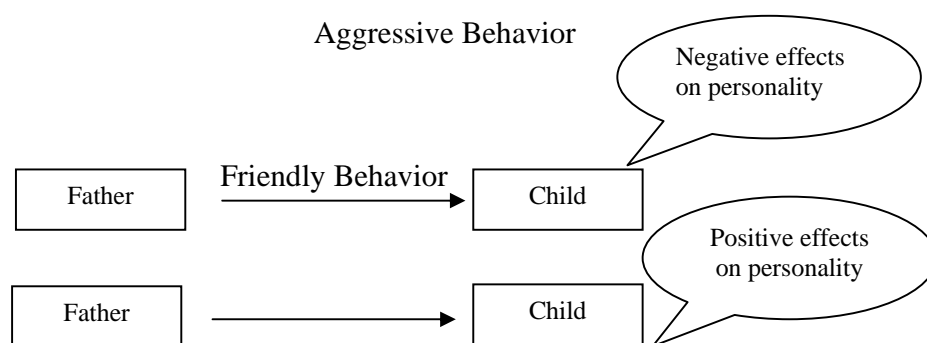
The two measurements of child rearing styles, that is, parental warmth and parental control yield a grouping of four sorts of child rearing styles. The authoritative parents direct the child in a reasonable manner, oriented to issues, more willingly than to the formal aspects of manners. This discipline gives offspring the chance to look at their surroundings furthermore increase interpersonal capability without anxiety. The authoritative style continues to predict a variety of dimensions of competence during middle childhood and adolescence, including high self-esteem (Aunola et al., 2000). Guardians who are authoritarian have high expectations of their children, however, provide almost no in the feedback and socialization. The authoritarian parent endeavor to shape, control and assess the child's conduct, as per some settled and total standard of conduct. Furthermore, authoritarian, power-assertive discipline is negatively related to internalization of moral prohibitions and it is also associated with low level of confidence (Vinden, 2001). Parents in permissive child rearing style consult with children on family decisions, give explanation for family rules and make few demands for responsibilities. Children have difficulty in controlling their impulses (Webley & Nyhus, 2006).

Children of neglecting parents are expected to demonstrate antisocial behavior during adolescence and to be much less achieved oriented in school (Thompson, 2008). Personality improvement happens in the progressing communication of disposition, character and condition. Nature in addition to nurture have an effect on the progression of a man's individualism mainly. When parents observe the changes in the behavior of the children, they can imagine problems that may be dangerous for them. There are five stages of identity advancement, happening throughout infancy and childhood as well as adolescence. Throughout the initial two years of life (infancy), a newborn child experiences the primary stage. All around sustained along with adored, the newborn baby creates faith and safety furthermore a fundamental positive thinking. The second stage of toddler-hood happens throughout babyhood, between eighteen months to 2 years and 3 to four years mature. Children

rises up out of this phase with self-assurance, elated with his or her recently discovered control. The earliest piece of this stage can likewise incorporate tenacity and negativism, contingent upon the child's personality.

The stage third (preschoolers) happens through the play age, or the afterward years of pre-school. Children figures out how to utilize creative ability; to expand aptitudes through dynamic participate and dream; to participate with others and to guide and additionally to go after. The child depends too much on grown-up and is confined both in the advancement of play aptitudes and in creative ability. The fourth phase (school age), learning the business or mediocrity (capability), occurs amid school age, equal to as well as probably together with middle school. On this step, the requirement intended for self-discipline increases each day. Confused child will question the future and will feel substandard. The fifth step (adolescence), knowledge individuality or else uniqueness dispersal (loyalty), happens throughout pre-adulthood as of period 13 or 14 years. The adolescent looks for guidance (somebody to encourage him or her), and slowly builds up an arrangement of goals to live by (Roberts et al., 2001; Shiner & Caspi, 2003). An adolescent's involvement in the family unit is essential intended for personality improvement. Another natural variable of significance is culture.

Researchers (Shaffer, 2008; Allen, 2015) compare groups of culture intended for definite character types have originated numerous dissimilarities. For instance, United Nations, Northern European Nations have unusual societies that place additional accent on person wants as well as achievements. Conversely, Africa, Asia, Central America and South America nations are portrayed further through group fixated societies that attention on having a place with a bigger gathering for instance, a family unit or nation/ in these societies, participation is viewed as a more imperative incentive than aggressiveness, which will essentially influence the development of the personality. The family remains an important entity during the adolescent period. Family is the most influential social system in adolescents' lives, particularly in the acquisition of values (Chaplin, 2005; Chong & Yeo, 2018). Adolescent need guidance and help in mastering the developmental tasks. The adolescent whose family relationship are not conducive may develop a poor relationship with people outside the home. A father who shares his life and time with his family and children, plays with them or walks with them, helps them to develop mentally and healthy approach.

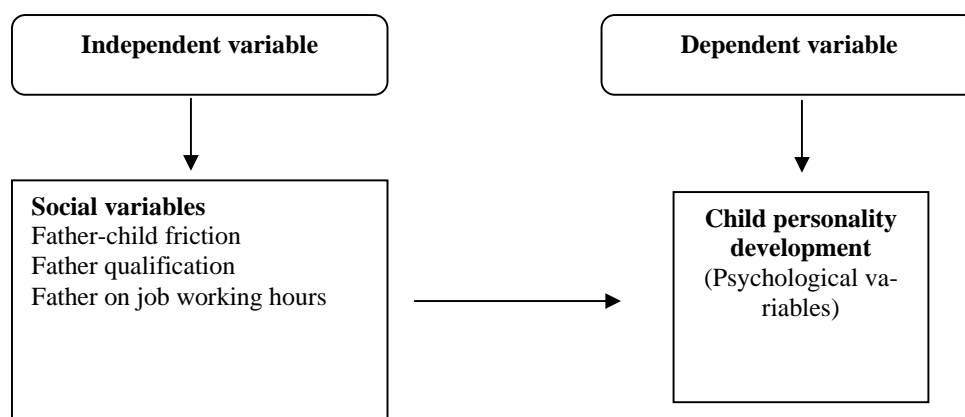


**Figure 1. Theoretical model between the behavior of the father and effects on the child's personality development**

Bandura's theory of social learning (1977) focuses on a mutual power linking people (behavior and cognition) as well as their situations of environment, decorated by their understandings of control. In the course of the observational learning, the behavior is learned. The thinking of the situation affects the behavior. Offspring's pay concentration to a number of the people (models) in addi-

tion to convert their behavior. Children imitate the behavior as they have watched. Furthermore, people do not obviously observe the behavior of a model and mimic it. There is a thought earlier copy. This occurs among behavior observing (stimulus/motivation) as well as imitating it or not (reaction).

Conceptual frame has a possible value to platform the determinants of the research and help a lot a researcher to construct a sense of succeeding findings too. The aim of the study is to recognize the social factors related to the role of the father in child personality development. The social factors comprise; father-child friction, father qualification and working hours. The psychological variables showed the bad effect on the child personality development.



**Figure 2. Conceptual model about the social and psychological variables related to the role of the father and child personality development**

Some previous researches reported a clear link between the role of the father and child personality development. There is a connection between the education of the parents and their children. The family environment is vital in leading children's educational achievement. Education works as an important mediator between rational thinking and future life outcomes in adulthood. Ermisch & Pronzato (2010) showed results after research that the education of the father is significant in influencing child's educational accomplishment. Parental education is a significant directory of socioeconomic status, furthermore as renowned it predicts children's educational and behavioral outcomes. The findings of the research of (Pol, 2011) indicated that the relationship between parent and child associations characterized as helpful, calming as well as engaging can be considered as a field of console for adolescence. Gratz et al., (2006) stated that parents are an optimistic authority in their children's day by day lives as well as mainly highly in their daily learning, the expectations of children looks brighter daily. The close association of parent-child relationship is a significant basis of sustaining plus support for mutually parents as well as offspring (Shaw et al., 2004; Silverstein et al., 2006; Birditt et al., 2009).

Bano & Deeba (2000) stated that parental illiteracy leads offspring to immoral manners. Children with temperate plus affectionate families are additional firmly close, advanced self-worth, supplementary empathic, selfless and responsive to others. Children attain higher success in every field because of good parenting together with the prerequisite of a safe, moreover established environment, parent-child discussion, good models of constructive educational as well as social morals furthermore high aspirations connecting to individual completion plus fine citizenship. Parental con-

tribution in adolescents' exercises powerfully affects their achievement and adjustment. Ambert (2014) showed that youth behavior problems undermine effective parenting and contribute to conflicts between parents and children, in turn, inhibit child adjustment and well-being. There is an important relationship amongst internalizing and externalizing conduct issues and parent's behavior (Connor-Smith et al. 2000).

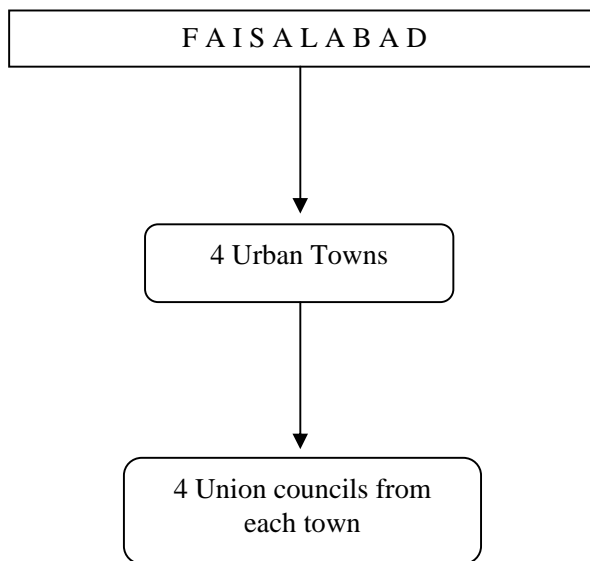
Hilburn-Cobb (2004) accepted the notion that the harmful effects of parenting difficulties (lack of sympathy, intrusiveness, low warmth) on children's emotional adjustment can be explained, in part, by children's difficulties by means of parents as sources of safety plus support surrounded by parent-child affection association. Arshad (2014) stated that the parental negative response to children has important optimistic relationship with personality maladjustment. The affected children have many social-psychological difficulties in addition to they don't have the standard personality for a better future. They are more dependent and have more behavioral problems. They have also lower level of self esteem. Parents pay less time with their youngsters and it's additionally a reason of degradation in an exceedingly parent kid relationship. Hassan & Riaz (2012) concluded that parent kid, relationship has nice importance within the development of the temperament. Parental behavior is the cause of the child's behavior outcome. Children need positive response: love, acceptance, warmth, affection.

### **Methodology**

The purpose of the research methodology is to explain various tools that employed in conducting the study. Qualitative research is a naturalistic and interpretive approach that seeks to discuss and explain how and why people act and make decisions. Quantitative research seeks to identify determinants or relationships in a sample that can be assumed and assessed to be true of the population from which the sample is drawn. The majority of times, a study that contains only qualitative data or solely quantitative data, misses the rich texture of interpretation that an integrated approach makes it promising.

The integrated approach: combination of quantitative and qualitative techniques, also known as triangulation is suggested by different researchers to explore human personality problem (Berg, 2004). In the current research the triangulation approach was used for data collection. Faisalabad is the third biggest city of Pakistan. It was randomly chosen through simple random sampling technique. Four urban towns were selected conveniently from Faisalabad. A number of union councils were chosen randomly from four urban towns of Faisalabad. A sample of 400 respondents was selected through multistage sampling technique. 25 respondents were chosen randomly from every union council. A questionnaire was used to obtain all the pertinent information from the respondents. Responses were collected from children who were in the age of 10 to 19 years and also asked questions from their mothers about the role of the father in child personality development.

Focus group discussion was conducted by a sociologist who had ability and skills for creating a conducive environment required for conducting in-depth interviews. Through SPSS (statistical package for social sciences) the quantitative analysis was done to see the association between the variables. The chi-square test was accustomed to see the ascertained frequencies with expected frequencies. Gamma test was also applied because it is the extent of the relationship/association of the cross tabulated data while two variables are being measured at the ordinal level of measurement (Sheskin, 2007).



**Figure 3. Sampling plan of the research**

**Results**

*Bivariate Statistics for all Study Variables. (N = 400)*

**Table 1. Association Between Father's Qualification and Bad Effect on Child's Personality**

Bad effect on child's personality % (Number)				
Qualification	Low	Medium	High	Total
Illiterate	2.9 (1)	47.1 (16)	50.0 (17)	8.5 (34)
Up to 5	14.3 (6)	47.6 (20)	38.1 (16)	10.5 (42)
6 - 10	31.3 (40)	37.5 (48)	31.2 (40)	32.0 (128)
11 - 14	32.6 (42)	34.1 (44)	33.3 (43)	32.25 (129)
15 or above	37.3 (25)	59.7 (40)	3.0 (2)	16.75 (67)
<b>Total</b>	28.5 (114)	42.0 (168)	29.5 (118)	100.0 (400)
<b>Chi-Square: 44.371 Sig. Level: 0.000*** Gamma: -0.288 Sig. Level: 0.000***</b>				

\* p < 0.05; \*\*\* p < 0.001

Fathers are recognized as essential impacts on children in each general public. Chi-square value (44.371) shows a highly significant association (P=0.000) between father's qualification and bad effect on a child's personality. The gamma value shows a moderate negative relationship between the variables. Pleck (2010) stated that *educated* people earn more over a lifetime, which means a higher quality of life. The father has the foremost direct and long-lasting impact on a child's learning and progress of social ability. Educated father is forever creating connections of shared trust with children, recognize and expand upon the qualities and skills in their undertaking of supporting children. Educated father has different economic power, social status and mentality than uneducated father and it puts a great impact on their children's personality.

**Table 2. Association Between Father's on Job Working Hours and Bad Effect on Child's Personality**

Bad effect on child's personality % (Number)				
Working hours	Low	Medium	High	Total
Up to 5	17.2 (5)	17.3 (5)	65.5 (19)	7.25 (29)
6 - 10	12.9 (20)	51.0 (79)	36.1 (56)	38.75 (155)
Above 10	43.0 (86)	38.5 (77)	18.5 (37)	50.0 (200)
<b>Total</b>	28.9 (111)	41.9 (161)	29.2 (112)	96.0 (384)
<b>Chi-Square: 60.154 Sig. Level: 0.000*** Gamma: 0.512 Sig. Level: 0.000***</b>				

\* p < 0.05; \*\*\* p < 0.001

Chi-square value (60.154) shows a highly significant (P=0.000) association between father's on job working hours and effects on adolescent's personality development. The gamma value (0.512) indicates a fervent association among the variables. The father's association being taken care of by their adolescents amid the early years is not constrained to the well being and prosperity of the adolescents, yet considers back the entire family (Al Jaberi, 2015). Roberts and Moseley (2016) indicated that there are critical and captivating fathering contrasts between men whose occupations include an extraordinary level of freedom and the individuals who are vigorously overseen. Men in exceptionally administered employments with less self-governance will probably esteem and expect similarity from their children. They are additional probably to thinking about the results of their children's wrongful conduct once allotting punishment and control them physically. Fathers who live with their adolescents tend to assume a more dynamic part in their lives, which looks good for their child's wellbeing and advancement. Father's role really sets the stage for how children will turn out as youth and adults.

**Table 3. Association Between Father-Child Friction and Bad Effect on Child's Personality**

Bad effect on child's personality % (Number)				
Father-child friction	Low	Medium	High	Total
Low	08.9 (4)	53.3 (24)	37.8 (17)	11.25 (45)
Medium	27.0 (62)	39.1 (90)	33.9 (78)	57.5 (230)
High	38.4 (48)	43.2 (54)	18.4 (23)	31.25 (125)
<b>Total</b>	28.5 (114)	42.0 (168)	29.5 (118)	100.0 (400)
<b>Chi-Square: 20.218 Sig. Level: 0.000*** Gamma: -0.305 Sig. Level: 0.000***</b>				

\* p < 0.05; \*\*\* p < 0.001

Chi-square value (20.218) shows a highly significant association (P=0.000) between the variables. The gamma value shows a negative moderate relationship between father-child friction and bad effect on a child's personality. At the point when guardians give care that is warm, responsive, and fulfilling their child's needs, children build up a feeling of trust in the parental figure that is shown in the investigation, closeness chasing, and secure base conduct normal for connection security. There is a link between sensitive and responsive fathering and higher levels of cognition, social-emotional competencies in later childhood and adolescence. Positive fatherly engagement is related to positive child results (Pleck and Masciadrelli, 2004). Fathers who are more involved in care-taking has the children who give more enthusiastic greetings. The measure of time fathers goes

through with their adolescents decide father-youngster contact (Pleck, 2010). Father-child connection security has all the earmarks of being essential for child's non-clinical results, and may well lower their hazard for disguising and externalizing types of psycho-pathology (Phares et al., 2010).

### ***Qualitative Analysis***

The reason of qualitative study is to explain and realize social phenomena in terms of the sense people bring to them. The methods produce rich, descriptive data that need to be interpreted through the identification and coding of themes and categories leading to findings that can add to theoretical information and sensible apply (Boeije, 2009). The focus group exhibits a more indigenous habitat than that of an individual interview since members are impacting and affected by others, similarly as they are in life. The focus group discussion is normally agreeable and charming for the members. They share their ideas; make additional comments beyond their own original responses as they hear what other participants have to say (Mertens, 2014). Focus group discussion, when conducted properly and used carefully, promise to provide a rich and new way of gathering qualitative information.

### ***Analysis of Focus Group Discussion***

Four participants reported that "There is a close connection between education and the effect on the child's personality. Low education is the cause of low family income, it generates marital conflict and badly affects adolescent's personality development. Low family incomes also push people to live in a joint family system that is also a reason of marital conflict." A couple of mothers in discourse gave their opinion "there is a connection between positive parent-adolescent connections and large amounts of confidence, life fulfillment, and general joy, and, in addition, low levels of physical distress side effects and emotional suffering." Positive inter-parental relationship, parents' personality characteristics, and sustaining parental care in the home condition are fundamental for sound mental, physical and scholastic child development. Family and parent education is especially vital in light of the proof identified with the child's personality. Qualitative data also show that parent-child friction plays a great role in the personality of the children. Most of the fathers don't know the importance of father-child attachment.

### **Conclusion**

Social variables are directly related to the child's personality. Parental education is one of the main determinants of child personality development. Parents contribute by both material possessions and their time in bringing up their children. Highly educated parents spend extra time with their kids and they have dissimilar parental principles and behaviors. More educated fathers have more positive fathers attitude in general and plays a more significant role in their children's lives. Father involvement strengthens the emotional bond between them and their children. In bivariate analysis, results indicate that those respondents whose fathers were illiterate, had 50.0 percent bad effects on their personality. These results show the same trend and same pattern as explained by (Baxter, 2002; Sayer et al., 2004; Guryan et al., 2008; Micklewright, 2011; Brown et al., 2011). The social learning theory within the theoretical model of the study shows that kids are enclosed by several authoritative models, like parents in the family. They learn the academic behavior from their setting through the method of observational learning.

Children whose fathers worked to extend periods of time had fundamentally more elevated amounts of externalizing conduct issues. It is observed that, for fathers, certain working conditions (relating to decision-making power and work-family conflict) indirectly affect the behavior of their children (academic ability and behavioral problems) because these conditions affect the father's emotional state (negative mood), which affects his parental behavior (imposing punishments). Re-

sults demonstrate that there is a connection between the anxiety guardian involvement with work, their feeling of being overburdened and the nature of their associations with their children and in addition the conduct and prosperity of these children. In bivariate analysis, the value of chi-square and gamma statistics shows a very strong relationship between the variables. These results are similar to the results found by (St-Amour et al., 2005; Johnson et al., 2013; Cooklin et al., 2016).

Father-child friction is very important for child's personality development. Results show that children need fathers to validate their self-worth. Child of involved fathers is probably has larger amounts of economic and instructive accomplishment, career achievement, word related competency, better educational results, higher educational desires, higher educational fulfillment and mental prosperity (Dubowitz et al., 2001). Father inclusion is likewise emphatically related to child's general life fulfillment and their experience of less wretchedness, less enthusiastic trouble, less articulation of negative emotion, for example, dread and guilt, less conduct issues (Formoso et al., 2007), less mental pain (Flouri, 2005), more prominent feeling of social fitness, larger amounts of self-reported cheerfulness and less tension side effects (Jorm et al., 2003).

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