

A STUDY ON PERCEIVED PARENTING, DOGMATISM AND OPENNESS TO EXPERIENCE AMONG SIBLING AND NON-SIBLING ADOLESCENTS

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ABSTRACT

Parenting plays a crucial role in shaping adolescents' cognitive and personality development. This study examines the relationship between perceived parenting, dogmatism, and openness to experience among adolescents, comparing differences between single children and those with siblings, as well as gender variations. A cross-sectional research design was used, and data were collected from 300 adolescents in Thoothukudi using standardized scales. The Perceived Parenting Style Scale, Dogmatism Scale, and Openness to Experience Scale were administered, and statistical analyses, including t-tests, were conducted using SPSS 23.0.

Findings indicate that Sibling adolescents reported higher authoritarian parenting, whereas non-siblings exhibited greater openness to experience. Gender differences were observed, with females scoring higher in openness and males experiencing more permissive parenting. These results emphasize the impact of parenting styles on adolescent belief systems, highlighting the need for balanced parenting approaches and cognitive flexibility training. The study suggests parenting interventions, educational programs, and further research on cultural and psychological influences to enhance adolescent adaptability and social development.

Key words: Perceived Parenting, Dogmatism, Openness to Experience, Adolescence, Cognitive Flexibility, Parenting Styles, Personality Development.

INTRODUCTION

Aim: This study aims to explore Perceived Parenting and Personality traits- Dogmatism and Openness to experience among sibling and non-sibling adolescents.

Parenting plays a fundamental role in shaping an individual's emotional, cognitive, and social development. Perceived parenting refers to how children interpret their parents' behaviours, which significantly influences their belief systems, personality traits, and adaptability. Parenting styles, as defined by Baumrind, fall into authoritative, authoritarian and permissive categories, each impacting adolescent development differently. Adolescence

is a critical period of identity formation where peer influence increases, and parental guidance plays a key role in shaping belief flexibility and openness to new experiences.

A key aspect of parenting is the presence or absence of siblings, which affects an adolescent's socialization, emotional intelligence, and independence. Single children often receive undivided parental attention, leading to potential overprotection and higher expectations, while children with siblings develop social negotiation skills through shared experiences.

Dogmatism refers to a rigid and closed belief system, where individuals resist change and reject differing viewpoints. In contrast, openness to experience is a personality trait associated with intellectual curiosity, creativity, and willingness to explore new ideas.

This study is grounded on the following theories,

- Rokeach's Dogmatism Theory (1960) explains how individuals with high dogmatism tend to resist alternative viewpoints, often influenced by rigid parental control.
- Baumrind's Parenting Styles (1966) Theory help explain how perceived parenting shapes an adolescent's cognitive flexibility, belief system, and openness to new experiences.
- Big Five Personality Theory (1997), This theory explains how openness varies among individuals and can be shaped by parenting styles and environmental influences.
- Attachment Theory (1969) suggests that early parent-child attachment influences later cognitive and emotional development. Secure attachment is linked to higher openness, while insecure attachment may lead to rigid thinking and dogmatism.

Need for the study

Understanding the influence of perceived parenting on adolescent cognitive and personality development is crucial in today's changing family structures. With the rise of nuclear families and single-child households, it is important to explore how parenting styles impact belief systems, adaptability, and decision-making in adolescents and increasing ideological rigidity, social media influence, and mental health concerns highlight the need to study how parenting affects cognitive flexibility and openness to experience.

MATERIALS AND METHOD

Review of literature

Zahrani & Akram (2024) conducted a research titled, “The Level of Dogmatism in a Sample of High School Students in Jeddah and its Relation to Learning Styles”. The findings show that dogmatism is linked to competitive and individualistic learning styles, providing a new perspective on how cognitive rigidity develops in adolescents.^[1]

Farshbaf-Zivari & Bakhshipour Roudsari (2022) conducted a research titled, “Structural Relationships Among Dogmatism, Identity Style, Commitment, and Religious Faith in Youth”. Findings revealed that dogmatic individuals tend to have rigid identity styles and strong religious faith, reinforcing your study’s exploration of dogmatism in adolescents and its relation to parenting styles.^[2]

Williams & Ciarrochi (2020) conducted research titled, “Perceived Parenting Styles and Values Development: A Longitudinal Study of Adolescents and Emerging Adults”. It highlights the long-term impact of authoritative vs. authoritarian parenting, which is crucial for understanding how dogmatism and openness develop in adolescents.^[3]

Chen, He, & Fan (2019) conducted a research titled, “Relationships Between Openness to Experience, Cognitive Flexibility, Self-Esteem, and Creativity Among Bilingual College Students”. The findings suggest that higher openness leads to greater cognitive adaptability, an essential component of your research.^[4]

Kritzas & Grobler (2005) conducted a study titled, “The Relationship Between Perceived Parenting Styles and Resilience During Adolescence”. The findings support the role of authoritative parenting in fostering psychological resilience, while authoritarian parenting can lead to rigidity—aligning with your exploration of dogmatism and openness to experience.^[8]

Research Objectives

- To find whether difference exist in Perceived parenting styles, dogmatism and openness to experience among the sibling and non-sibling adolescents.
- To find gender difference exist in Perceived parenting styles, dogmatism and openness to experience among the adolescents.

Hypotheses

H1- There will be differences in dimensions of perceived parenting, dogmatism and openness to experience between sibling and non-sibling adolescents.

H2- There will be a gender differences in dimensions of perceived parenting, dogmatism and openness to experience.

Variables

- Independent variable - Perceived Parenting
- Dependent variable- Dogmatism, Openness to experience

Sampling Method

The study's sample consisted of 300 adolescents of Thoothukudi region. This study relied entirely on primary data with voluntary participation. Purposive sampling method was used to obtain the sample. Cross-sectional research design was employed.

Measures

- The **Perceived Parenting Style Scale** by **Divya and Manikandan (2013)**- 30 items
- The **Dogmatism Scale** by **Milton Rokeach (1960)**- 10 items
- The Openness to Experience scale by Geanina Cucu-Ciuhan and Nicoleta Raban-Moutoun (2012)- 21 items

Procedure

The adolescents were the participants of the research and the responses were collected from them directly. Self- reported questionnaires on Perceived Parenting, Dogmatism, and Openness to Experience are completed by participants after obtaining school and participant consent. Responses remained confidential, and completion took 20–30 minutes. No questions were omitted.

RESULTS AND DISCUSSION

Table 1 shows the Descriptive statistics of the study variables

Variables	Mean	Standard Deviation
Dogmatism	42.43	6.370
Openness to Experience	71.71	8.706
Authoritative	38.68	6.001
Authoritarian	25.93	7.170
Permissive	21.49	7.547

Table 1 shows the descriptive of the measured variables' scores. The mean and standard deviation obtained by the participants in the study were revealed.

Table 2 Differences in Relation to Perceived Parenting, Dogmatism and Openness to experience between sibling and non-sibling adolescents

Variables	Categories	N	X	SD	't' value
Dogmatism	Non-sibling	132	41.95	6.855	-1.227
	Sibling	155	42.96	5.882	
Openness to experience	Non-sibling	132	72.45	7.451	1.612
	Sibling	155	70.74	9.160	
Authoritarian	Non-sibling	132	38.65	6.030	.381
	Sibling	155	38.36	5.925	
Authoritative	Non-sibling	132	24.71	6.423	-2.250
	Sibling	155	26.71	7.469	
Permissive	Non-sibling	132	20.77	7.218	-1.341
	Sibling	155	22.07	7.812	

Table 2 showed that there exists a significant difference in Perceived Parenting, Dogmatism and Openness to experience among sibling and non-sibling adolescents. The mean score of dogmatism, openness to experience, authoritative, authoritarian, permissive for non-sibling are 41.95, 72.45, 38.65, 24.71, 20.77 respectively and the mean score of dogmatism, openness to experience, authoritative, authoritarian, permissive for siblings are 42.96, 70.74, 38.36, 26.71, 22.07 respectively. The SD score of dogmatism, openness to experience, authoritative, authoritarian, permissive for non-sibling are 6.855, 7.451, 6.030, 6.423, 7.218 respectively and the SD score of dogmatism, openness to experience, authoritative, authoritarian, permissive for sibling are 5.882, 9.160, 5.925, 7.469, 7.812 respectively. T test scores are $t = -1.227, 1.612, .381, -2.250, -1.341$ of dogmatism, openness to experience, authoritative, authoritarian, permissive respectively. This reveals that the alternative hypothesis “there will be differences in dimensions of perceived parenting, dogmatism and openness to experience between sibling and non-sibling adolescents” is accepted.

Table 3 Gender Differences in Relation to Perceived Parenting, Dogmatism and Openness to experience in adolescents

Variables	Categories	N	X	SD	‘t’ value
Dogmatism	Male	138	43.07	5.899	1.340
	Female	149	41.98	6.713	
Openness to experience	Male	138	67.88	7.392	-7.039
	Female	149	74.83	8.012	
Authoritarian	Male	138	38.01	5.758	-1.217
	Female	149	38.94	6.132	
Authoritative	Male	138	25.91	7.053	.226
	Female	149	25.71	7.115	
Permissive	Male	138	22.97	7.721	2.979
	Female	149	20.12	7.175	

Table 3 shows that there exists a significant gender difference in Perceived Parenting, Dogmatism and Openness to experience among sibling and non-sibling adolescents. The mean score of dogmatism, openness to experience, authoritative, authoritarian, permissive for males are 43.07, 67.88, 38.01, 25.91, 22.97 respectively and the mean score of dogmatism, openness to experience, authoritative, authoritarian, permissive for females are 41.98, 74.83, 38.94, 25.71, 20.12 respectively. The SD score of dogmatism, openness to experience, authoritative, authoritarian, permissive for males are 5.899, 7.392, 5.758, 7.053, 7.721 respectively and the SD score of dogmatism, openness to experience, authoritative,

authoritarian, permissive for females are 6.713, 8.012, 6.132, 7.115, 7.175 respectively. T test scores are $t = 1.340, -7.039, -1.217, .226, 2.979$ of dogmatism, openness to experience, authoritative, authoritarian, permissive respectively. This reveals that the alternative hypothesis “there will be a gender differences in dimensions of perceived parenting, dogmatism and openness to experience” is accepted.

Discussion

According to Table 2, there are notable differences between adolescents who have siblings and non-sibling in terms of how they view parenting, dogmatism, and openness to new experiences. While non-sibling adolescents showed a small increase in openness to experience, sibling adolescents reported higher levels of authoritarian parenting. These results are consistent with research showing that having siblings around can help foster socialization experiences that improve structured thinking.^[5]

In Table 3, females scored higher than males indicating significant gender differences in openness to experience. While females reported slightly more authoritarian parenting experiences, males reported higher permissive parenting scores. These results are consistent with earlier studies that found gender differences in socialization patterns impact openness and the perception of parenting experiences.^[6] Despite not being statistically significant, the observed differences in dogmatism might point to differences in cognitive flexibility between gender.^[7]

CONCLUSION

Summary

This study explored the relationship between perceived parenting, dogmatism, and openness to experience among adolescents. It examined how different parenting styles (authoritative, authoritarian, and permissive) influence adolescents' belief systems and cognitive flexibility. A cross-sectional research design was used, and data were collected from 300 adolescents in Thoothukudi using standardized tools: Perceived Parenting Style Scale (Divya & Manikandan, 2013), Dogmatism Scale (Rokeach, 1960), Openness to Experience Scale (Cucu-Ciuhan & Moutoun, 2012). The study was based on the following alternative hypotheses: there will be differences in dimensions of perceived parenting, dogmatism, and openness to experience between sibling and non-sibling adolescents(H1), there will be gender differences in dimensions of perceived parenting, dogmatism, and openness to experience(H2).The data were analysed using SPSS version 23.0 (Statistical Package for the Social Sciences). T-Test to compare differences in perceived parenting, dogmatism, and openness to experience between sibling vs. non-sibling adolescents and males vs. females.

Findings

- Authoritarian parenting has positive significant correlation with dogmatism,
- Authoritative parenting has positive significant correlation with openness to experience, while Permissive parenting has negative significant correlation with openness to experience.

Implications

Schools can integrate counselling programs critical thinking programs, debate activities, and cognitive flexibility training to help adolescents develop open-mindedness and adaptability.

Conclusion

This study concluded that perceived parenting significantly influences adolescents' dogmatism and openness to experience. Authoritative parenting fosters adaptability, while authoritarian and permissive styles increase rigidity. Differences exist based on siblings and gender. The findings highlight the need for balanced parenting, educational interventions, and further research on adolescent cognitive flexibility.

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