

**BIRTH ORDER, PARENTING STYLE, IMPULSIVITY AND NARCISSISM AS  
DETERMINANTS OF RISK PERCEPTION AND RISK TAKING BEHAVIOUR**

**A**

*Thesis submitted*

*In the partial fulfillment of the requirements for the degree of*

**MASTER OF ARTS  
IN PSYCHOLOGY  
(Clinical)**

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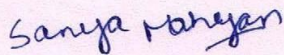
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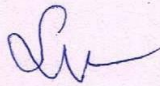
## CERTIFICATE

This is certify that the thesis entitled "Birth order , parenting style, impulsivity and narcissism as determinants of risk perception and risk taking behaviour" being submitted in partial fulfillment of requirements for the award of degree of Master of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala is a bonafide work carried out under the supervision of Dr. Santha Kumari, Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this project has been submitted for the award of any other degree.



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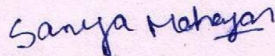
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## CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, "Birth order , parenting style, impulsivity and narcissism as determinants of risk perception and risk taking behaviour" in partial fulfillment of the requirement for the award of Degree of Master of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala, is an authentic record of my own work carried out under the supervision and guidance of Dr. Santha Kumari, Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researcher's work which are duly listed in the reference section.

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## ABSTRACT

The personality processes at the time of adolescence are integrated and attributes that contribute developing personality disorders can be recognized. During this phase the reaction to emotions are increased and the maturity is not enough to engage in self-regulatory behaviors. So, this is a time of considerably high vulnerability and negative outcomes of the risk-taking .The present study investigates the effect of birth order, parenting style, and impulsivity and narcissism on risk perception and risk taking behaviour in adolescents. For this purpose we collected a sample of 100 students, 50 boys and 50 girls from different schools of Jammu and Patiala city of the age range of 13 to 16 years. Children were given questionnaires on risk perception, risk taking behavior, impulsivity and narcissism. Also the parents were asked to fill self-assessment questionnaires on parenting styles. For result analysis, descriptive statistics, regression and correlation were used. The results obtained in the study showed significant relationship between the variables.

**Keywords-** birth order, parenting styles, impulsivity, narcissism, risk perception, risk taking behavior.

## CONTENTS

	Certificate	ii
	Candidate's Declaration	iii
	Acknowledgement	iv
	Abstract	v
	List of Tables	Vii
<b>CHAPTER 1</b>	<b>INTRODUCTION</b>	
1.1	Background of the study	1
1.2	Narcissism in adolescents	1-7
1.3	Impulsivity	7-9
1.4	Parenting style	9-12
<b>CHAPTER 2</b>	<b>LITERATURE REVIEW</b>	
2.1	Adolescent's gender in relation to risk perception and risk taking behavior	12
2.2	Adolescent's birth order in relation to risk perception and risk taking behavior	13
2.3	Adolescent's impulsivity in relation to risk perception and risk taking behavior	13-14
2.4	Adolescent's narcissism in relation to risk perception and risk taking behavior	14
2.5	Parenting styles in relation to risk perception and risk taking behavior	15
<b>CHAPTER 3</b>	<b>RESEARCH GAP, MOTIVATION OF THE STUDY, OBJECTIVES AND HYPOTHESES</b>	
3.1	Research Gap	15
3.2	Motivation for the study	16
3.3	Objectives	16
3.4	Hypotheses	16-17

<b>CHAPTER 4</b>	<b>METHOD</b>	
4.1	Sample	17
4.2	Design	17
4.3	Tools used	18
<b>CHAPTER 5</b>	<b>RESULTS</b>	18-22
<b>CHAPTER 6</b>	<b>DISCUSSION</b>	
6.1	Birth order	23-24
6.2	Parenting style	24-25
6.3	Impulsivity	25
6.4	Narcissim	25-26
6.5	Gender difference	26
<b>CHAPTER 7</b>	<b>CONCLUSION, IMPLICATIONS, LIMITATIONS AND FUTURE RESEARCH</b>	
7.1	Conclusion	27
7.2	Implications	27
7.3	Limitations and future research	27
<b>REFERENCES</b>		28-31
<b>APPENDICES</b>		
<b>APPENDIX A</b>	Consent Form	32
<b>APPENDIX B</b>	Parenting style questionnaire	33-34
<b>APPENDIX C</b>	Risk perception questionnaire	35
<b>APPENDIX D</b>	Risk taking questionnaire	36
<b>APPENDIX E</b>	Barratt impulsivity scale	37-38
<b>APPENDIX F</b>	Childhood narcissism scale	39

## LIST OF TABLES

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
1	Descriptive statistics of parenting style, risk perception, risk-taking behavior, narcissism and impulsivity.	18
2	Correlations analysis between birth order, parenting styles, risk perception, risk taking behavior, narcissism and impulsivity.	19
3	the regression coefficient computed for birth order, parenting style of mothers, parenting style of fathers, impulsivity, narcissism (independent variable) and risk perception (dependent variable).	20
4	the regression coefficient computed for birth order, parenting style of mothers, parenting style of fathers, impulsivity , narcissism (independent variable) and risk taking behavior (dependent variable)	21
5	t statistics computed for impulsivity, narcissism, risk perception and risk taking behavior	22

# **CHAPTER 1: INTRODUCTION**

## **1.1 Background of the Study**

Birth order refers to the order of child in a family setup for example first born, second born etc. Many studies have been conducted to study the impact of birth order on personality of an individual. It has been observed that elder siblings are seen as more responsible, reserved and obedient to rules. On the other hand younger siblings are observed as naughty, risk takers, extroverts and rebels. Parenting style is a psychological construct which refers to the way a child is reared by his parents or care givers. Strategies of child rearing are different from person to person. The quality of time spent with the child is very important in the initial years of upbringing of the child. It is therefore important to spend quality time with the child even if the quantity of time is less. Parents are the first influencers in a child's life and probably the most important one. Our ideas about how to rear a child, how to be a parent comes from how we were treated when we were children. Our childhood has a long lasting effect on us and also influences vital decision making as parents. Our ideas about what a child eats, what he wears originates from our childhood. We might have had good experiences as a child which we want to replicate as parents or we have can have negative experiences so we do things differently as parents .The factors which majorly influence parenting are Laxness, over reactivity and verbosity. Laxness refers to permissive parenting style, over-reactivity is an unpleasantly rough, cruel or punishing parenting style and verbosity refers to extent to which a parent curses or physically hits his child.

## **1.2 Narcissism in Adolescents**

The extreme desire for the attention of surrounding people is the foundation of narcissism among adolescents. Due to the presence of a narcissistic feature, the youth with extreme attention demanding character broadens their demand of getting the admiration, focus, and attention.

It is believed that this compulsion develops in the early stages of life such as in childhood and it develops out fear and loneliness. As such, narcissism in adolescent is a natural growth in individuals due to the certain existing social environment and family relationships. It, in the long run, takes the form of narcissism. It takes the shape of subjective influence, an extreme sense of individuality, and indestructibility that accepts as adolescent invulnerability. As in the language

of Blows “narcissistic restitution strategy” or in the language of Sarnoff “reactive narcissism” is highly influential and many aspects of it have not understood sufficiently by current evaluations of narcissism.

For the youth with extreme narcissism, manipulative contact with an admirer further adds to that compulsion and creates masks on the low self-esteem and deflated grandiosity. An adolescent possessing severe narcissistic behavior when feels that there is no one to admire them, a feeling of worthlessness pushes forward their inner discontents. For these youths, the feelings of certain recognition and admiration compensate at least some part of their self-esteem. In most of the cases, it is found that their self-esteem is damaged by the nearest family members.

The parents of a narcissistic individual often mistreat their son’s or daughter’s individuation and insult a lot. This insult when continues in different disdainful ways for a prolonged time, the narcissistic adolescent develops more reliance on entitlement and grandiosity. Over time, their family rejections and lost self-esteem, the need for attention and recognition transform into the all-consuming concern of self-admiration. As these young people face the terrifying environment at home, they become more and more dependent on the close friends and also feel the romantic partners as the right people who recognize their psychological needs and who at least admire their presence.

The parents of a narcissistic adolescent fail to regulate the growing self-esteem in their child, they often use their child to maintain their own psychological needs, and most of the time expects an extreme level of perfection from the child. The parents of a narcissist adolescent demand constant attention without paying any attention to their young son or daughter. Actually, these parents are less bothered about their son or daughter that unintentionally slants the scale of the adolescent’s psychological balance towards wrongly inflated self-esteem. Nobody remains to show the adolescent that they are on the wrong path. Thus, character consolidation occurs against an unbalanced and weak type of family pathology. These kinds of parents do not offer empathy to their sons or daughters either perfectly for a long period of time. This failure of the parents develop a hollowness deep in the mind of the child; consequently, the child themselves take responsibility for nurturing their psychological demands. In the long-run, an idealized parental image diminishes that make the children even more self-dependent. During the developmental

phase, when this process continues, the failure of parents to show empathy modifies the grandiose self in the way of high ambition. It is a condition that Kohut termed as “transmuting Internalization”, i.e. the idealized images of parenting changes to a high level of admiration of realistic qualities of self and others.

Narcissistic vulnerability generates from chronic empathic failure. This is a condition when the parents fail to set an expected idealization before their children or fail to mirror the children’s grandiose self. This diminishes the process of self-development in the right path. What is needed to rejuvenate the “self” is the unrelenting experience of dignity and idealization that can be realized by developing relationships of a certain kind – relationships other people whom the inner-self assumes as supportive functions as a self-object for getting inner support and scopes for idealization.

### **Narcissistic personality disorder (NPD)**

When a personality disorder is related to a person’s immense love for oneself, self-admiration and importance and one’s own requirements, desires and well-being, it is called narcissistic personality disorder (NPD). Narcissistic personality disorder (NPD) in the DSM–IV (and now in Section II of DSM5) describes “a pervasive pattern of grandiosity (in fantasy or behavior), need for admiration, and lack of empathy,”

#### Signs/ traits of NPD in adolescents

The following traits, if occurring together, can be the signs of a typical narcissist

- High levels of self-importance
- Unpractical ideas of limitless achievements and power
- Feel that they are entitled to everything they ask for
- Gaze aversion, wherein they do not look into the eyes of the speaker
- Separation anxiety
- Pathologic play

- Believe that they are better than all the other kids around
- Want respect from others
- Opportunistic individual
- Don't consider needs of others.
- Arrogant
- Brag about their success and achievements.
- Exploit others
- Jealous of other people's achievements.
- Formalities even in close relationships
- Can't tolerate criticism
- Gets insulted very easily
- Blame others for their failures

### **Biological factors**

There is a precise neurobiological approach to narcissism. The neurobiological approach finds that certain parts of the body's neurological construct work in some other way. The amygdala, the limbic circuits, and the hypothalamus develop a number of networks that control human motivation and emotion. With the help of this model, the experts of this field describe narcissists as having certain behavioral characteristics that cannot be generalized such as higher risk-taking ability, more impulsiveness, and more aggression. All these are related to their approach temperament. A research conducted by Foster and Trimm with several adult participants showing some signs of narcissism made it clear that these individuals possessed approach temperament that they themselves understood. Other research works in this same genre make it clear that these kinds of biological structures cannot stand on their own, so approach temperament cannot automatically develop into NPD. Research works suggest that there must be

a variable in between that acts as a bridge instigate NPD. That bridge catches out focus on some normal factors like parenting style during the years of physical and psychological development and social learning process of a child or adolescent.

### **Parenting styles and social learning**

Psychologists working on development of brains of children and adolescents often correlate the behavioral and personal traits of children adolescents with the way they are treated at their homes. Authoritative parenting has been found to attribute more positive features in the children and in later stages of mental development children with authoritative parents show higher and positive psychological balance. Other two parenting traits, i.e. authoritarian (highly controlling) and its polar opposite parenting trait called permissive parenting have been found to produce narcissistic forms of personalities in children. Diana Baumrind, a well-known researcher in this field of parenting, opines that authoritativeness is the ideal form of parenting as this fosters responsibility, assertiveness, and maturity. This style of parenting forms a parental control that gives enough space to the children to expand their world but in a limited and permissive way. Overindulgence, permissiveness, and clear-cut limitations lead to “immature” children. These children have poor self-reliance and self-control. Authoritarian parents are far away from the permissive pattern. These kinds of parents show little warmth and control every activity of the child strongly. The obvious outcome is “dissatisfied” adolescent. Following are some explanations show how these parenting styles and related traits trigger narcissism.

### **Developmental factors**

Self-esteem starts growing in children from about age eight. This is the time when self-reflection and conceptual reasoning start developing in children. This is also the time when a child understands they have individuality. Individual differences now emerge rapidly with the majority of children develop a positive concept about themselves and few children start thinking negatively about themselves. At the same time, from age eight till adolescence, children mostly develop and maintain a favorable self-views and avoid unfavorable ones. This motivation of developing and expressing self-esteem is manifested in a number of ways. First, children and young people become self-conscious about their social image. Second, they are quickly shamed or feel humiliated and a strong relationship could be found between these factors with self-image

and self-esteem. Third, they explore different ways to keep their social impression high. The normative development of self-reliance and self-esteem and the related motivations that surround it provide some relevant clues of narcissism. It occupies a core space and over-investment of self-esteem then first observable expression is likely to come out before the age of eight, although the premature developmental processes leading to narcissism may well operate before this age.

### **Impact of Birth Order on Narcissism**

According to Adlerian theory, a child's behavior is impacted by the birth order and the number of siblings. This study compares the prevailing narcissistic traits as observed in first-born and second born children to do the assessment of the claim mentioned above. The first born children and narcissistic individuals lack empathy, feel entitled, and perceive themselves as "special." The birth order can be categorized as (firstborns, only children, middle children, and later or last borns). It was observed that firstborn individuals displayed high tendencies Narcissistic Personality as per the high score in Narcissistic Personality Inventory as compared to the last-born individuals. The first comprehensive theory of personality, psychological disorders, and psychotherapy was developed by Alfred Adler. The theory was more like an alternate to Freud's theory. An important work by Adler is the complicated work in which he studies vitality of birth orders for the outcomes of youth. According to Adler, a child's behavior is affected by the birth order and the number of siblings. After this notion, the researchers focused more on personality and human behavior. The study included mental ability, intelligence, achievements, sexual orientation, and more. There have been studies that laid focus on the impact of birth order and young adult mental health. The results of these studies are however quite contradicting. Therefore, some critics hold the view that: "although researchers have examined the effects of birth order on intelligence, achievement, and personality, many of these studies have insuperable flaws, and they have produced weak or inconsistent results".

The disciplines of psychology as well as sociology identify the impact of siblings on the process of socialization. The sibling order with regard to psychiatric disease outbreak is still debated. For example, during the mental analysis, it was observed by Polit and Falbo that first borns, only children, and children with one more sibling have a fairly high score on verbal ability tests as

compared to the later born and children who have many siblings. The result however could not be regenerated because as per the recent findings past studies way too much emphasized on previous life and a distinguished higher success rate in second borns in terms of their later life, career, and money. On the other hand, some notable differences were observed in the first born and last born respondents concerning weekly drinks and binge frequencies. In addition, a significantly high risk of alcoholic behaviors was seen in last-borns as compared to the first borns. Likewise, a study in Chile stated that the first born was an important attribute that protected against substance use. The same goes for first born females. As far as education was concerned, birth order has nothing to do with that. In fact, a survey was done to understand the link between the order of birth and psychopathology development. The results indicated that depression and alcohol is commonly seen in adults with no regard to birth order. There are studies that point out the association between birth order and narcissism.

### **1.3 Impulsivity**

In psychology, “impulsivity is the ability to act quickly without much thinking, displaying behavior that has little or no consideration of the results”. Impulsive actions are mostly poorly conceived, risky, or are inappropriate for the situation that often results in undesirable consequences of these actions. Impulsivity is a multifactor construct.

Impulsivity is a major component of personality and of the various disorders, like ADHD, bipolar disorder, anti-social personality disorder, and substance abuse disorder. Impulsiveness may also be a cause of procrastination. Abnormal patterns of impulsivity have also been reported in instances of brain injury and in neurodegenerative disease. Neurobiological studies conclude that there are specific brain regions that are involved in impulsive behavior, the different brain networks contribute to different manifestations of impulsivity, and also heredity plays a very important role in determining impulsive behavior.

Many actions contain both impulsive and compulsive attributes, but impulsivity and compulsivity are different. Impulsivity and compulsivity are interrelated in that each exhibits a tendency to act prematurely or without considered thought and often include negative outcomes.

Compulsivity may be on a continuum with compulsivity on one end and impulsivity on the other, but research has been contradictory on this point. Compulsivity occurs in response to a perceived risky activity or situation or threat, impulsivity occurs in response to a perceived immediate gains or benefits, and, whereas compulsivity involves repetitions of actions, impulsivity involves unplanned reactions. Impulsivity is closely related to suicidal attitude. Impulsivity has been considered an important predictor of suicidal risk. It is specifically focused on its role in developing suicidal actions among those possessing suicidal attitude. Mann and his research team developed a clinical model of suicidal behavior that makes it clear that impulsivity intensifies suicidal attitude.

According to Bryan and Rudd, impulsivity is the most significant indicator of a suicidal attitude than anything else. According to a report of WHO, suicide is the second leading cause of death in the world. This report shows that people aged between 15-29 years are most suicidal in nature. Another systematic study on suicidal attitude in people shows that a strong association exists between the tendencies of “self-harm” suicidal attitude. The study argues that the risk of suicide is high among patients with DSH (deliberate self-harm). The concept of DSH is rather complex. In this study, we define DSH as behavior that leads to self-harm in some way or the other irrespective of that fact that such self-harm leads to suicide or not. Impulsivity is accepted as a risk factor for both DSH and SA. However, the researchers have depicted different results. In one of these studies, its effect on SA was found to be insignificant when some other factors like external locus of control, hopelessness, extroversion, neuroticism, and self-esteem were controlled.

Several studies have been done on impulsivity, especially its relationships with personality dimensions, behavior engagement, psychopathology, and suicide. In some recent studies, it is suggested that impulsivity that related to emotion, especially negative urgency such as an immediate need to avoid unwanted emotions and physical sensations are different from other types of impulsivity and may be linked in some way with the suicidal attempts. Emotion-relevant impulsivity that depicts poor control over the reactions following emotions is a strong problem predictor especially the chance of growing suicidal attitude. Emotion-relevant impulsivity possesses several domains but negative urgency is the most obvious one among them. In some recent studies, negative urgency has been found to be strongly related to self-

injury that is not linked to suicidal tendency. It is also found to be strongly related to a composite of suicidal attitudes or suicidality. As a whole, the studies show that the effective size of negative urgency impulsivity is larger than other categories of impulsivity. Some studies also reveal that suicidality among patients with substance abuse is quite high that only reveals the relationship between impulsivity with the risk of suicide.

## **1.4 Parenting Styles**

The adolescence is always stressful for adolescents as well as for their parents. This time period makes teenagers more aware of the social environment and develops their personality. They realize the changes within themselves including their emotional and cognitive changes. Parenting during this period, as in the developmental period, need an in-depth understanding of normative developmental transformations. Parents with good information about different changes that their sons and daughters undergo during adolescence and different parenting styles can make the time period more smooth sailing for their sons and daughters. Most developmental psychologists strongly promote authoritative parenting as the most ideal parenting style (Steinberg, 2001).

### **Parent's types**

Authoritative parents know where to give space to their children and where to maintain restrictions. They know how to control different actions of their children and what to teach. These parents do not say every now and then “I said” or “Because I said”. Authoritative parents listen to their children’s views and welcome their suggestions. They debate with their sons and daughters but ultimately keep the power of decisions. Research makes it clear that adolescents of authoritative parents know how to negotiate with their parents and participate in different discussions. As a result, these adolescents become more socially responsible, competent, and autonomous in later periods of their lives.

Permissive parents are very warm and open to their children but they are very undemanding. They prefer passive parenting and indulge their sons and daughters in all possible activities even those where children or adolescents are not allowed or should not be. Passive parents say, “Sure! You can attend that late night party” or “You haven’t to perform any house chores.” These parents don't disappoint their children and rarely say “no”. As a result, teens of these parents take

many decisions without letting their parents know about them. Permissive parents are more like a resource to their adolescents and less active participants. Research shows that adolescents of these children are less aware of social boundaries or unethical practices. In later life, teens of these parents face difficulties in self-control and often demonstrate ego-centric behavior that may result in improper social relationships.

Authoritarian parents rarely display warmth and they are highly controlling. They follow the punitive and restrictive style and always want their sons and daughters to follow everything they say without any argument or debate. These types of parents often say, “You will do this because I said” or “I am your parent, so I so what I say.” Authoritarian parents do not engage in discussion with their teens and they don’t want any family rules or standards are to be debated. They believe that children or teens should accept whatever they say without any question. As a result, adolescents may be rebellious or want to be dependent. If becomes rebellious they may show aggressiveness in every activity and if submissive they become more and more dependent on the parents.

Uninvolved parents are not at all warm and interact less with their teens. They do not place any demand to their teens either. Sometimes, their indifference goes to such an extent that their teens feel neglected. These kinds of parents are less bothered about their teens’ requirements. They often say, “I don’t care what do you think” or “Why should I care about you?” These parents remain engaged in their own world or career; they don’t have time to discuss anything with their adolescents. Sometimes, these type of parents remain tired or frustrated and simply “give up” parental authority. Research shows that adolescents of these parents quickly understand that their parents are least bothered about their preferences and decisions; so, they show behaviors like the teens of permissive parents. They may also show some impulsive behavior sometimes due to uncontrolled self-regulations.

Parenting pattern may also differ within a family, i.e. one parent is authoritarian and the other one is permissive. In this situation, it is utterly important that the parents discuss privately any important decision before relating the same to their teens. On the other hand, in many situations, adolescent behavior may also influence the parenting style. A cooperative, responsible, and the

motivated teen may be more likely to have authoritative parenting while an immature, irresponsible, and uncooperative teen may like induce their parents to be authoritarian.

### **Narcissism and parenting**

In spite of the increasing interest in recent times towards the basic construct of narcissism, information available in this matter is not sufficient to understand it from all aspects. Research from different angles is vital to understand the phenomenon in a better way. It will help in designing preventive interventions that will again help in promoting general psychological health of a society. Questions arise which environmental and psychological factors contribute to the development and maintenance of narcissism and what processes take place that pushes a child or adolescent away from the normal process of psychological development giving rise to narcissistic attitude? Too few empirical studies have been done to get proper answers to these questions. One study on the identical twins and their personality disorders reveal that the presence of a genetic component is the prime reason behind this development. However, several recent research works have focused on environmental factors including parental behavior and parenting style that lead to this issue.

Parental behavior is referred to as the parenting style that the parents generally adapt to communicate with their children. This style designs the basic framework of the relationship of a child or teen with their parents. It, in turn, influences the psychophysical development of children and young adults. There is no consensus among the psychologists, researchers, and scholars regarding which parental style are most closely associated with narcissism in adolescents. The literature available in this realm provides contradictory clinical theories that do not converge to any specific solution. One possible reason behind this messy and unsolved situation may be that the researchers mostly operationalized the very basic concept of parenting in their own ways and they used different approaches and tools to measure the construct but they never tried to investigate whether their approaches or tools are different from the others or basically same? Though the literature demonstrates a wide array of theoretical perspectives that are conflicting in narrating the etiology of narcissism, most of the approaches imply that parental behavior does not have any strong association with narcissism.

In this study we are going to explore three important variables which determine various parenting styles these are laxness, over-reactivity and verbosity. Laxness is a very relaxed parenting trait. It generally involves a parent's inconsistent or permissive parenting style. Over-reactivity on the other hand is quite hard and involves punishments. It is more of a hostile type of parenting. Verbosity refers to how much a parent curses his child.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Adolescent's gender in relation to risk perception and risk taking behavior**

In a study Prevalence of Risky Behaviors and Related Factors among Students of Dezful (2014) we found that the prevalence of risk taking behaviors in female students was far less than in male students.

The study of Pfeifer; et al; (2011) provides some insight into how the risk-taking behavior of adolescents partially controlled by different emotional and social factors such as the presence of close friends and acquaintances. As young adults normally spend substantial time with their peers, the influence of peers in their life is quite understandable. However, there are some other factors as well that control the risk-taking behavior of adolescents. These factors include psychological stress, hormonal balance, genetic orientation, and gender. Females show less risk taking behaviour as compared to boys.

In a study Sex Differences in Everyday Risk-Taking Behavior in Humans by Pawlowski and Atwal (2008).It was concluded that single females participated in less risk taking behavior as compared to single boys in daily life activities such as crossing roads.

## **2.2 Adolescent's birth order in relation to risk perception and risk taking behavior**

In terms of risky behavior, Nisbett (1968) concluded that first-born children were less likely to participate in dangerous sports and Longstreth (1970) found that first-borns self-reported more timid behavior at the age of 12 than later-borns.

In one of the most popular, although controversial, social science books regarding birth order, *Born to Rebel: Family Dynamics and Creative Lives*, Sulloway (1996) cites historical evidence that, “laterborn children are more likely to be risk-takers and innovative thinkers than are firstborns”.

The study of Steinberg (2018) investigates the impact of personality characteristics on the perception of risks of adolescents including the occurrence of risk-taking behavior. The author took into consideration the relative impacts of sensitivity to incentive and punishment, anxiety associated with risk perception in a social situation, impulsiveness, and risk-taking behavior along with age and gender. Older age is known to be associated with a higher level of sensitivity incentive and punishment associated with risk, a higher level of inhibitory power, and a higher level of anxiety in a given social situation. The author also conducted some additional studies to investigate the influence of personality traits on risk perception and risk-taking behavior of both males and females.

Spear (2010) conducted his research on the risk-taking behaviors of adolescents and adults. Several researchers argue that the difference in the risk-taking behaviors between adolescents and adults is mainly due to the difference in experience and knowledge. As mostly older siblings have more experience and knowledge as compared to their younger siblings, they show less risk taking behavior.

## **2.3 Adolescent's impulsivity in relation to risk perception and risk taking behavior**

According to Mitchell et al (2018), adolescents want to experience the immediate consequences of a decision, they are very much focused on the assumed beneficial outcomes out of a decision,

and they bother least about the costs and negative consequences linked with their decisions. Moreover, adolescents are extremely sensation seeking and they are often associated with increased impulsiveness. It is possible that this ever-increasing sensitivity to reward that is closely linked with the rapid development of the brain's reward system during adolescence along with uncontrollable behavior that is natural during this period and linked with the more steadily developing regulatory control system of the brain during this period contribute significantly to the increased risk-taking proneness that is often observed in adolescents.

Hernandez (2007) worked on Kids having Parents Observing them as further Energetic partake in Elevated thrill seeking in Behavior. Investigator discovered that in kids, there are several probable reasons of thrill-seeking actions. Amongst school-age kids, pressure by peers has a noteworthy part to play in aggravating thrill-seeking behavior. Dares amongst kids in 7<sup>th</sup> and 8<sup>th</sup> standard are observed as being intensely distinguished alongside lines of gender. Boys have further susceptibility to be defied in partaking in activities of corporeal viciousness, while grownup girls have further susceptibility towards being faced with undertaking sexual activity challenges.

Study conducted by University of Kansas (2014) clinical child psychology found that kids which are observed by their parents as extremely energetic are comparatively susceptible and were further more probable in participating in thrill seeking activities.

## **2.4 Adolescent's narcissism in relation to risk perception and risk taking behavior**

According to Narcissism and risky decisions: a neurophysiological approach by Yang, Sedikides and Cai (2017), it was found that Narcissists are more prone to risky decision-making.

Study by Ming Ji, Xuqun (2018) on Narcissistic personality and risk perception among Chinese aviators found out that there is direct link between narcissism and unrealistic optimism in personal risk perception. Highly narcissistic individuals show low risk perception. It was seen that pilots with more narcissistic traits or promotion focus motivation are more likely to have low personal risk perception.

## **2.5 Parenting style in relation to risk perception and risk taking behavior**

Karen and Hasida (2007) study on Risk Taking amongst Teenagers: Relation with Societal as well as Emotional Features Risk activities amongst male teenagers is mostly associated with alignment in the direction of friends group, even though for female teenagers, parental relations are the conspicuous feature in risk activities. The parent feature adds to the mood of depression of each sex furthermore.

The study of Wiebe (2016) Parent-Child Defense and Attachment Mechanisms: A Growth-related Viewpoint on Thrill-seeking Actions in a Scientific Trial of Teenagers Attachment concept offers a mockup of juvenile societal and expressive growth inside the household setting. Parental reactions when it comes to kids' emotional gestures offer the significant perspective wherein the kids shape and control their expressive encounters.

A study on parental monitoring by, Crosby, Sionean, Cobb, Harrington, Davies, Hook III, Kim (2001) suggested that a consistent pattern of risk behaviors and adverse biological outcomes is associated with relaxed perceived parental monitoring.

Tompsett and Toro (2010) concluded that the risk taking behaviour in adolescent is a result of particular parenting style. Authoritarian parenting style particularly plays a vital role in developing the delinquent behavior among adolescents that eventually results in negative outcomes.

## **CHAPTER 3**

### **3.1 RESEARCH GAP**

All the current literature is focused on risk taking behavior and not risk perception as a separate variable. There is very limited study on risk perception. The present study aims in studying risk perception and risk taking behavior together.

### **3.2 MOTIVATION FOR THE STUDY**

In today's world risky behaviors such as underage drinking, unprotected sex, use of drugs, rash driving, sniffing gum glue, stealing cars, cheating, overeating are prevalent among adolescents. we observe that children now a days are very impulsive and narcissist too and risk taking behavior has increased in general .This study will give an insight to how birth order, parenting styles, narcissism and impulsivity can have an effect on risk perception and risk taking behavior in adolescents.

### **3.3 OBJECTIVES OF THE STUDY**

**Following are the main Objectives of the Research Study:**

- 1 To study the effect of parenting style on risk perception and risk taking behavior
- 2 To study the effect of birth order on risk perception and risk taking behavior
- 3 To study the effect of impulsivity on risk perception and risk taking behavior
- 4 To study the effect of narcissism on risk perception and risk taking behavior

### **3.4 HYPOTHESES**

The proposed hypotheses are:-

H<sub>1</sub> First born children show high risk perception as compared to second born children.

H<sub>2</sub> First born children show low risk taking behavior as compared to second born children.

H<sub>3a</sub> Laxness of mother has a positive influence on risk perception.

H<sub>3b</sub> over reactivity of mother has a positive influence on risk perception

H<sub>3c</sub> Verbosity of mother has a positive influence on risk perception.

H<sub>4a</sub> laxness of father has a positive influence on risk perception.

- H<sub>4b</sub> over reactivity of father has a positive influence on risk perception.
- H<sub>4c</sub> verbosity of father has a positive influence on risk perception.
- H<sub>5a</sub> laxness of mother has a positive influence on risk taking behavior.
- H<sub>5b</sub> over reactivity of mother has a positive influence on risk taking behavior.
- H<sub>5c</sub> verbosity of mother has a positive influence on risk taking behavior.
- H<sub>6a</sub> laxness of father has a positive influence on risk taking behavior.
- H<sub>6b</sub> over reactivity of father has a positive influence on risk taking behavior.
- H<sub>6c</sub> verbosity of father has a positive influence on risk taking behavior.
- H<sub>7</sub> High impulsivity will have negative correlation with risk perception.
- H<sub>8</sub> Impulsivity will have positive correlation with risk taking behavior.
- H<sub>9</sub> High scores on narcissism will have negative correlation with risk perception.
- H<sub>10</sub> High scores on narcissism will have positive correlation with risk taking behavior.
- H<sub>11</sub> Adolescent boys show low risk perception as compared to girls.
- H<sub>12</sub> Adolescent boys show high risk taking behavior as compared to girls.

## **CHAPTER 4: METHODOLOGY**

### **4.1 SAMPLE**

A sample of 100 students participated in the study of the age range of 13 to 16 years.

There were 50 boys and 50 girls. Sample was conducted from different schools of Jammu and Patiala city.

### **4.2 DESIGN**

The independent variables are parenting style, birth order, impulsivity and narcissism and the dependent variables are risk perception and risk taking behavior in adolescents.

### 4.3 TOOLS USED

Parenting scale questionnaire - by Susan , David, Lisa ,Maureen (2001) The parenting scale is a 7 point likert scale. It is a 30 item questionnaire. The scale measures the parents on three scales that are over reactivity, laxness and verbosity.

Adolescent risk taking questionnaire (ARQ) - it is developed by Gullone, Moore , Moss & Boyd (2000).It is a 4 pointer scale .

Childhood narcissism scale- by Thomaes, Stegge, Bushman, Oltho &Denissen,(2008) . It is a 10 item self-report for childhood narcissism

Baratt impulsiveness scale- by Patton, Stanford, Baratt (1995). It is a 30 item scale.

## CHAPTER 5: RESULTS

Table 1 shows the descriptive statistics of parenting style, risk perception, risk - taking behavior, narcissism and impulsivity

Variables	Mean	Std. Deviation
birth order	1.51	.502
laxness m	41.09	11.490
overe m	42.76	11.175
verb m	31.72	7.584
laxness f	47.69	12.934
overe f	41.85	12.696
verb f	31.76	5.992
Impuls	61.36	15.672
Nar	18.83	8.040
risk perception	50.64	15.782
risk t behaviour	22.10	18.587

Table 2: correlations analysis between birth order, parenting styles, risk perception, risk taking behavior, narcissism and impulsivity.

	Birth Order	Laxness M	Over M	Verb M	Laxness f	Over F	Verb F	Imp	nar	Risk perception	Risk t behaviour
laxness m	.408**	1									
over m	.053	.108	1								
verb m	.094	-.089	.042	1							
laxness f	.328**	.121	-.092	.051	1						
over f	.066	-.056	-.074	.050	.134	1					
verb f	.091	.152	.018	-.138	-.047	-.111	1				
Impulsivity	.082	.133	.101	.048	-.011	.068	.057	1			
Narcissim	.157	.179	-.049	.165	.026	.066	.111	.255*	1		
risk perception	-.374**	-.086	-.015	-.102	-.024	-.012	-.081	-.352**	-.226*	1	
risk behavior	.324**	.201*	-.013	-.024	-.105	-.140	.234*	.450**	.515**	-.679**	1

\*\* Correlation is significant at 0.01 level

\*Correlation is significant at 0.05 level

From table 2, it was observed that there is a positive correlation between birth order and risk taking behavior and there is a negative correlation between birth order and risk perceptual positive correlation was obtained between laxness of mother and risk taking behavior .Verbosity of father was also found to have positive relationship with risk taking behavior. There was a negative correlation between impulsivity and risk perception and a positive correlation between impulsivity and risk taking behavior. It was also found that narcissism have a negative correlation with risk perception and a positive correlation with risk taking behavior.

Table 3 the regression coefficient computed for birth order, parenting style of mothers, parenting style of fathers, impulsivity, narcissism (independent variable) and risk perception (dependent variable).

Dependent Variable	Model	B	Std. Error	Beta	t	Sig.	Adjusted R square
Risk perception	birth order	-11.750	2.943	-.374	-3.993	.000	.131
	laxness m	-.118	.138	-.086	-.856	.394	-.033
	overe m	-.021	.143	-.015	-.146	.884	-.010
	verb m	-.212	.209	-.102	-1.015	.313	.000
	laxness f	-.029	.123	-.024	-.235	.814	-.010
	overe f	-.015	.126	-.012	-.118	.906	-.010
	verb f	-.212	.265	-.081	-.800	.426	-.004
	Impuls	-.335	.095	-.352	-3.728	.000	.115
	Nar	-.444	.193	-.226	-2.299	.024	.042

From table 3, adjusted R square for birth order is 0.131 that means 13.1% of change in risk perception can cause significant variation in risk perception. The Beta value for birth order is -11.750 which means that one unit increase in birth order will lead to 11.750 unit decrease in risk perception. Adjusted R square for impulsivity is .115 which means 11.5 % variations in level of risk perception can be attributed to impulsivity. The Beta value for impulsivity is-0.335,

therefore one unit increase in impulsivity will lead to 0.335 decreases in risk perception. Also we can see the Adjusted R square for narcissism is 0.042 that means that 4.2% of change in risk perception can be attributed to narcissism. The Beta value for narcissism is -.444 which indicates that one unit increase in narcissism will cause 0.444 unit decreases in risk perception.

Table 4 the regression coefficient computed for birth order, parenting style of mothers, parenting style of fathers, impulsivity , narcissism (independent variable) and risk taking behavior (dependent variable)

Dependent variable	Model	B	Std. Error	Beta	t	Sig.	Adjusted r square
Risk Taking Behavior	Birth ord	12.001	3.535	.324	3.359	.001	.096
	Lax m	.325	.160	.201	2.033	.045	.031
	overe m	-.021	.168	-.013	-.125	.901	-.010
	verb m	-.060	.248	-.024	-.241	0.004	-.010
	Lax f	-.151	.144	-.105	-1.046	.298	.001
	overe f	-.205	.146	-.140	-1.402	.164	.010
	verb f	.725	.305	.234	2.381	.019	0.45
	Impuls	.534	.107	.450	4.986	.000	0.194
	Nar	1.191	.200	.515	5.954	.000	0.258

From table 4, we can see that birth order is highly significant; therefore 9.6% variation in risk taking behavior can be attributed to birth order. The Beta value in the above table for birth order is 12.001 which indicate that one unit increase in birth order will increase risk taking behavior by 12.001 units. Also laxness of mother have significant relationship with risk taking behaviour.3.1% variation in risk taking behavior can be attributed to laxness of a mother. The Beta value for laxness of mother is 0.325 which means that one unit increase in laxness of mother will increase risk taking behavior by 0.325 units. The adjusted R square for verbosity of

father is 0.45 which means 4.5% variation in risk taking behavior can be attributed to verbosity of father. The Beta value for verbosity of father is 0.725 so we can say that one unit increase in verbosity of father increases risk taking behavior by 0.725 units.

Impulsivity is highly significant with risk taking behaviour. 1.94% variation in risk taking behavior can be attributed to impulsivity. The Beta value for impulsivity is .534 which indicates that one unit increase in impulsivity increases risky behavior by 0.534 units. Also, narcissism is highly significant with risk taking behavior .2.58% variation in risk taking behavior can be attributed to narcissism. One unit increase in Narcissism increases the risk taking behavior by 1.191 units.

Table 5 t statistics computed for impulsivity, narcissism, risk perception and risk taking behavior

Variables	Gender	Mean	Std. Deviation	T
Impuls	Male	59.82	18.492	-.982
	Female	62.90	12.226	
nar	Male	20.06	8.582	1.540
	female	17.60	7.340	
risk perception	Male	49.36	17.565	-.810
	female	51.92	13.833	
risk t behaviour	Male	30.56	21.455	5.093
	female	13.64	9.572	

From table 5 we can see that females are more impulsive than males. Also, narcissism is more prevalent in males. Males show low risk perception and high risk taking behavior as compared to girls.

## **CHAPTER 6: DISCUSSION**

The main aim of the study was to study the effect of birth order, impulsivity, narcissism and parenting style of an adolescent on its risk perception and risk taking behavior. For the study we used Parenting scale questionnaire ,Adolescent risk taking questionnaire (ARQ), Childhood narcissism scale and Baratt impulsiveness scale

### **6.1 BIRTH ORDER**

To study the effect of birth order on risk perception it was hypothesized that first born children show high risk perception as compared to second born children. It has been proved right as we can see, birth order and risk perception are negatively correlated that means elder siblings have more risk perception than younger siblings. Regression analysis between birth order and risk perception. was computed and significant relationship was found .On these grounds our hypothesis one is proven and accepted .Various studies have been done to determine the relationship between birth order and risk perception. In the study conducted by Steinberg (2018) which investigates the impact of personality characteristics on the perception of risks of adolescents including the occurrence of risk-taking behavior it was seen that Older age is known to be associated with a higher level of sensitivity incentive and punishment associated with risk, a higher level of inhibitory power, and a higher level of anxiety in a given social situation

The second hypothesis stated that first born children show low risk taking behavior as compared to second born children. Correlation was computed, Positive correlation was found between birth order and risk taking behavior .Which indicates an increase in risk taking behavior as the birth order changes from 1 to 2. Regression analysis between risk taking behavior and birth order was computed, and there was a significant relationship between the two. In one of the most popular, although controversial, social science books regarding birth order, Born to Rebel: Family Dynamics and Creative Lives, Slowly (1996) cites historical evidence that, “later born children

are more likely to be risk-takers and innovative thinkers than are firstborns". Thus our second hypothesis is accepted.

## **6.2 PARENTING STYLE**

To study the effect of parenting styles of mothers on risk perception, hypothesis 3 was made- H<sub>3a</sub> Laxness of mother has a positive influence on risk perception, H<sub>3b</sub> over reactivity of mother has a positive influence on risk perception and H<sub>3c</sub> Verbosity of mother has a positive influence on risk perception. No relationship was found between laxness, over reactivity, verbosity of mothers and risk perception. Thus our hypothesis 3 is rejected.

Similarly our fourth hypothesis was H<sub>4a</sub> laxness of father has a positive influence on risk perception, H<sub>4b</sub> over reactivity of father has a positive influence on risk perception and H<sub>4c</sub> verbosity of father has a positive influence on risk perception. We found no relationship between laxness, over reactivity, verbosity of fathers and risk perception. Thus our hypothesis 4 is rejected.

Parenting style has an effect on risk taking behavior. To study this, it was hypothesized that H<sub>5a</sub> laxness of mother has a positive influence on risk taking behavior, H<sub>5b</sub> over reactivity of mother has a positive influence on risk taking behavior and H<sub>5c</sub> verbosity of mother has a positive influence on risk taking behavior positive correlation was found between laxness of mothers and risk taking behavior. This means increase in laxness of mother increases risky behavior in children. Regression analysis was computed for risk taking behavior and laxness and we found a significant relationship between the two .so our hypothesis 5a has been proven and accepted. A study on parental monitoring by Ralph, DiClemente, Gina, Wingood, Crosby, Sionean, Cobb, Harrington, Davies, Hook, Kim suggested that a consistent pattern of risk behaviors and adverse biological outcomes is associated with relaxed perceived parental monitoring. Our hypothesis 5b and hypothesis 5c are rejected as we found no significant relationship between over reactivity and verbosity of mother; and risk taking behavior.

Similarly our sixth hypothesis was H<sub>6a</sub> laxness of father has a positive influence on risk taking behaviour, H<sub>6b</sub> over reactivity of father has a positive influence on risk taking behavior and H<sub>6c</sub> verbosity of father has a positive influence on risk taking behavior. Correlation was computed and it was found that verbosity of father had a positive relationship with risk taking behavior.

From the regression computed it can be seen that verbosity of father has a significant relationship with risk taking behavior. Also, Tompsett and Toro (2010) concluded that the risk taking behavior in adolescent is a result of particular parenting style. Authoritarian parenting style particularly plays a vital role in developing the delinquent behavior among adolescents that eventually results in negative outcomes. Verbosity is a key component of authoritative parenting. Thus, our hypothesis H6c is accepted. Our hypothesis 6a and 6b are rejected.

### **6.3 IMPULSIVITY**

Impulsivity is known to have an effect on risk perception. To study this, hypothesis seven was postulated it states that High impulsivity will have negative correlation with risk perception. As it was observed that there was negative correlation between impulsivity and risk perception. Also, it can be seen through the regression analysis computed that impulsivity has significant relationship with risk perception. Thus, the hypothesis seven was accepted. There is also literature in support of this in a study conducted by University of Kansas clinical child psychology it was found that kids which are observed by their parents as extremely energetic are comparatively susceptible and were further more probable in participating in thrill seeking activities.

To study the effect of impulsivity on risk taking behavior eight hypothesis was postulated. The eight hypothesis was High impulsivity will have positive correlation with risk taking behavior. It can be seen that impulsivity and risk taking behavior are positively correlated .Regression analysis was done between impulsivity and risk taking behavior; it can be observed that Impulsivity is highly significant with risk taking behavior. Thus our hypothesis 8 is accepted. There is also literature in support of this, Hernandez (2007) worked on Kids having Parents Observing them as further Energetic partake in Elevated thrill seeking in Behavior.

### **6.4 NARCISSIM**

Regarding the effect of narcissism on risk perception it was hypothesized that high narcissism will have negative correlation with risk perception. Correlation was computed and it was observed that narcissism and risk perception have a negative correlation. Which means increase

in scores of narcissism will decrease the risk perception of an individual. Also regression was computed and a significant relationship between narcissism and risk perception was found. Thus our hypothesis nine is accepted. It is also supported by other literature. Study by Ming Ji, Xuqun (2018) on Narcissistic personality and risk perception among Chinese aviators found out that there is direct link between narcissism and unrealistic optimism in personal risk perception. Highly narcissistic individuals show low risk perception. It was seen that pilots with more narcissistic traits or promotion focus motivation are more likely to have low personal risk perception.

Our hypothesis ten was high scores on narcissism will have positive correlation with risk taking behavior. Through the computed correlation we can see a positive relationship between risk taking behavior and narcissism that means as score on narcissism will increase so will the risk taking behavior. From regression analysis we can see that narcissism is highly significant with risk taking behavior. Thus our hypothesis ten is accepted. According to Narcissism and risky decisions: a neurophysiological approach by Yang, Sedikides and Cail, it was found that Narcissists are more prone to risky decision-making.

## **6.5 GENDER DIFFERENCE**

To study the gender difference in risk perception and risk taking behavior hypothesis eleven and twelve was made. The hypothesis eleven and twelve are  $H_{11}$  Adolescent boys show low risk perception as compared to girls,  $H_{12}$  Adolescent boys show high risk taking behavior as compared to girls. As can be seen in table 5 boys show less risk perception and more risk taking behavior as compared to girls thus our hypothesis ten and eleven is accepted. In a study Prevalence of Risky Behaviors and Related Factors among Students of Dezful we found that the prevalence of risk taking behaviors in female students was far less than in male students.

# **CHAPTER 7: CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND FUTURE DIRECTION**

## **7.1 CONCLUSION**

The main aim of the study was to study the effect of birth order, impulsivity, narcissism and parenting style of an adolescent on its risk perception and risk taking behavior

Parent-child relationship experiences serious changes when child goes into the youth age. These progressions are organic, intellectual, enthusiastic and social. However, such changes are general in nature yet change in parent-child relationship amid pre-adulthood may vary diversely as due to various formative pathways which might be attributed to the way of life explicit ideas of freedom or association.

The findings of this study indicate that first born children show high risk perception and low risk taking behavior than the second born. Also we found that boys engaged in more risky behaviors than girls. Narcissism and impulsivity is found to have a high impact on risk perception and risk taking behavior. Highly narcissist individuals show low risk perception and high risk taking behavior. Similarly, highly impulsive teenagers show low risk perception and high risk taking behaviour. Parenting styles of mother and father have found to have no impact on risk perception. While laxness in mothers and verbosity in fathers affected the risk taking behavior.

## **7.2 IMPLICATIONS**

The present study has an implication for parents, care givers and teachers. Awareness programmers can be held for parents to make them understand the relationship between parenting styles, impulsivity, narcissism, risk perception and risk taking behavior.

## **7.3 LIMITATIONS AND FUTURE RESEARCH**

The sample size taken was very small in the future we can increase the sample size. For future research, we can use experimental tasks to see the risk perception and risk taking behavior in children .The present study was only conducted on adolescents between 13 to 16 years of age, in future the study can be expanded to late adolescents as they have high chances of committing risk taking behavior.

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## Appendix A: CONSENT FORM

To study on the effect of birth order, parenting styles, impulsivity and narcissism on adolescents a study is being conducted. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions ,I understand that my participation is voluntary and that I am free to withdraw at any time without giving reason and I agree to take part in the study.

---

Name of Participant

Date

Signature

---

Name of Researcher

Date

Signature

# APPENDIX B PARENTING STYLE QUESTIONNAIRE

Scale Developed by Susan G. O'Leary, David S. Arnold, Lisa S. Wolff, & Maureen M. Acker.  
Psychology Department, Stony Brook University, Stony Brook, NY 11794-2500

Time	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mom	<input type="checkbox"/>	Dad/Other			

## Parenting Scale

At one time or another, all children misbehave or do things that could be harmful, are "wrong," or that parents don't like. Examples include: hitting someone, forgetting homework, having a tantrum, whining, throwing food, lying, arguing back, not picking up things, refusing to go to bed, coming home late. Parents have many different ways or styles of dealing with these types of problems. Below are items that describe some styles of parenting.

For each item, fill in the bubble that best describes your style of parenting during the **PAST TWO MONTHS** with the child with you here today.

At meal time... <i>I let my child decide how I decide how much to eat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I decide how much my child eats</i>
<b>IN THE PAST TWO MONTHS</b>								
1. When my child misbehaves... <i>I do something right away</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I do something later</i>
2. Before I do something about a problem... <i>I give my child several reminders and warnings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I use only one reminder or warning</i>
3. When I'm upset or under stress... <i>I am picky and on my child's back</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I am not more picky than usual</i>
4. When I tell my child NOT to do something... <i>I say very little</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I say a lot</i>
5. When my child pesters me... <i>I can ignore the pestering</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I can't ignore the pestering</i>
6. When my child misbehaves... <i>I usually get into a long argument with my child</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I don't get into an argument</i>
7. I threaten to do things that... <i>I'm sure I can carry out</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I know I won't actually do</i>
8. I am the kind of parent that... <i>Sets limits on what my child is allowed to do</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Lets my child do whatever he/she wants</i>
9. When my child misbehaves... <i>I give my child a long lecture</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I keep my talks short and to the point</i>
10. When my child misbehaves... <i>I raise my voice or yell</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I speak to my child calmly</i>
11. If saying no doesn't work right away... <i>I take some other kind of action</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I keep talking and try to get through to my child</i>
12. When I want my child to stop doing something... <i>I firmly tell my child to stop</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I coax or beg my child to stop</i>
13. When my child is out of sight... <i>I often don't know what my child is doing</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I always have a good idea of what my child is doing</i>

**IN THE PAST TWO MONTHS**

**Parenting Scale, page 2**

14. After there's been a problem with my child... <i>I often hold a grudge</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>Things get back to normal quickly</i>
15. When we're not at home... <i>I handle my child the way I do at home</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I let my child get away with a lot more</i>
16. When my child does something I don't like... <i>I do something about it every time it happens</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I often let it go</i>
17. When there is a problem with my child... <i>Things build up and I do things I don't mean to do</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>Things don't get out of hand</i>
18. When my child misbehaves I spank, slap, grab, or hit my child... <i>Never or rarely</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>Most of the time</i>
19. When my child doesn't do what I ask... <i>I often let it go or end up doing it myself</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I take some other action</i>
20. When I give a fair threat or warning... <i>I often don't carry it out</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I always do what I said</i>
21. If saying "no" doesn't work... <i>I take some other kind of action</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I offer my child something nice so he/she will behave</i>
22. When my child misbehaves... <i>I handle it without getting upset</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I get so frustrated or angry that my child can see I'm upset</i>
23. When my child misbehaves... <i>I make my child tell me why he/she did it</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I say "no" or take some other action</i>
24. If my child misbehaves and then acts sorry... <i>I handle the problem like I usually would</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I let it go that time</i>
25. When my child misbehaves... <i>I rarely use bad language or curse</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I almost always use bad language</i>
26. When I say my child can't do something... <i>I let my child do it anyway</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I stick to what I said</i>
27. When I have to handle a problem... <i>I tell my child I'm sorry about it</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I don't say I'm sorry</i>
28. When my child does something I don't like, I insult my child, say mean things, or call my child names <i>Never or rarely</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>Most of the time</i>
29. If my child talks back or complains when I handle a problem... <i>I ignore the complaining and stick to what I said</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I give my child a talk about not complaining</i>
30. If my child gets upset when I say "no"... <i>I back down and give in to my child</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<i>I stick to what I said</i>

## **APPENDIX C Risk perception questionnaire**

Following items are designed to measure various behaviours, thought processes, and mental characteristics. Read each statement carefully and chose which one of the five possible responses indicate whether you believe the particular behavior to be 0 – not at all risky, 1- not very risky, 2- risky, 3- very risky, 4- extremely risky.

- 1) Snow skiing
- 2) Tao kwon do fighting
- 3) Inline skating
- 4) Parachuting
- 5) Entering a completion
- 6) Flying a plane
- 7) Leaving school
- 8) Underage drinking
- 9) Smoking
- 10) Getting drunk
- 11) Taking drugs
- 12) Staying out late
- 13) Drinking and driving
- 14) Stealing cars and going for joy rides
- 15) Having unprotected sex
- 16) Speeding
- 17) Driving without license
- 18) Overeating
- 19) Teasing and picking people
- 20) Cheating
- 21) Talking to strangers
- 22) sniffing gas or glue

## **APPENDIX D Risk taking questionnaire**

Following items are designed to measure various behaviours , thought processes, and mental characteristics . Read each statement carefully and chose which one of the five possible responses indicate whether you have indulged in the particular behavior 0 – not at all , 1- rarely, 2-once in a while, 3- very often , 4- always.

- 1) Snow skiing
- 2) Tao kwon do fighting
- 3) Inline skating
- 4) Parachuting
- 5) Entering a completion
- 6) Flying a plane
- 7) Leaving school
- 8) Underage drinking
- 9) Smoking
- 10) Getting drunk
- 11) Taking drugs
- 12) Staying out late
- 13) Drinking and driving
- 14) Stealing cars and going for joy rides
- 15) Having unprotected sex
- 16) Speeding
- 17) Driving without license
- 18) Overeating
- 19) Teasing and picking people
- 20) Cheating
- 21) Talking to strangers
- 22) Sniffing gas or glue

## APPENDIX E Baratt impulsiveness scale

DIRECTIONS: People differ in the ways they act and think in different situations. This is a test to measure some of the ways in which you act and think. Read each statement and put a number on the right side of this page. Do not spend too much time on any statement. Answer quickly and honestly.

Mark each option as 1, 2, 3 or 4. 1, 2, 3 and 4 are Rarely/Never, Occasionally, Often, Almost Always/Always respectively

- 1 I plan tasks carefully.
- 2 I do things without thinking.
- 3 I make-up my mind quickly.
- 4 I am happy-go-lucky.
- 5 I don't "pay attention."
- 6 I have "racing" thoughts.
- 7 I plan trips well ahead of time.
- 8 I am self controlled.
- 9 I concentrate easily.
- 10 I save regularly.
- 11 I "squirm" at plays or lectures.
- 12 I am a careful thinker
- 13 I plan for job security
- 14 I say things without thinking.
- 15 I like to think about complex problems.
- 16 I change jobs.
- 17 I act "on impulse."
- 18 I get easily bored when solving thought problems.
- 19 I act on the spur of the moment.

- 20 I am a steady thinker.
- 21 I change residences.
- 22 I buy things on impulse
- 23 I can only think about one thing at a time.
- 24 I change hobbies.
- 25 I spend or charge more than I earn.
- 26 I often have extraneous thoughts when thinking.
- 27 I am more interested in the present than the future.
- 28 I am restless at the theater or lectures.
- 29 I like puzzles.
- 30 I am future oriented.

## **APPENDIX F CHILDHOOD NARCISSISM SCALE**

Please circle the answer that fits best your opinion

- I think it's important to stand out
- Kids like me deserve something extra.
- Without me, our class would be less fun.
- It often happens that other kids get that compliment I deserve.
- I love showing all things I can do.
- I am very good at making other people believe what I want them to believe.
- I am very special person.
- I am a great example for other kids to follow.
- I often succeed in getting admiration.
- I like to think about how incredibly nice I am.

NOTE: Responses are scored using 4 point scale ranging from 0 ( not at all true) to 4 (completely true).