PERSONALITY PSYCHOLOGY

Childhood Parental Bonding Deprivation and Adolescent Personality: Role of Socioeconomic Status

Disha Trinanjan Gupta, Sujatha

CHRIST University, India

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Abstract

This quantitative cross-sectional study aims to investigate the influence of childhood parental bonding deprivation on adolescent personality development, with socioeconomic status (SES) as a moderating factor. A total of 200 participants were surveyed through IBM SPSS analysis, applying Pearson's Correlation Analysis and hierarchical multiple regression. Primary findings included a positive correlation ($r = 0.374$, $p < .01$) between parental bonding deprivation and adolescent personality traits, suggesting that reduced parental bonding influences personality development. However, SES did not significantly moderate this relationship ($\beta = -0.041$, $p > 0.05$), indicating that economic conditions had minimal influence.

Keywords: parental bonding deprivation; adolescent personality; socioeconomic status; personality development

1 Introduction

1.1 Background

Formative childhood years play a pivotal role in shaping an individual's personality, with parental bonding being a key determinant in this developmental process. Large bodies of studies have been done on the impact of parental connection on emotional and psychological development. Emotional control, self-worth, and social interactions depend on having a solid, safe bond with primary carers. According to studies, positive qualities, like emotional stability, agreeableness, and conscientiousness, are more likely to emerge in children who get caring, responsive, and consistent care. However, parental bonding deprivation, whether through neglect, emotional absence, or uneven caregiving, has been linked to a number of negative outcomes, including increased anxiety, difficulty forming stable relationships, and negative personality traits like neuroticism and impulsivity.

1.2 Key concepts

"Parental Bonding" describes the emotional link between a child and their carer and is essential to their average psychological growth. Lack of stable connection can result from parental bonding deficiency caused by emotional and physical absence. *John Bowlby's Attachment Theory* holds that maladaptive personality traits can develop from disturbed or insecure attachments later in life, whereas strong attachments during early childhood promote resilience and emotional stability.

A lack of emotional contact and nurture from primary carers throughout early life is called deprivation. Neglect, erratic caring, or a lack of deep emotional connection can all contribute to this

deficiency (Parker, 1983). distinct types of parental bonding have distinct effects on children's emotional and social development. It is believed that the lack or deprivation of this bond has long-term psychological and emotional repercussions, which may hurt the personality of an adolescent (Bowlby, 1969).

"Adolescent Personality" is the distinct combination of characteristics, actions, and emotional tendencies that define a person in various contexts. Adolescence is a time when people go through significant physical, emotional, and social changes, which makes personality development incredibly dynamic. Adolescence is a crucial time when personality traits stabilize and consolidate, influencing how a person interacts with the outside world.

The *Big Five Personality Model*, comprising five primary dimensions—Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism—is one of the most well-known frameworks for studying personality. These characteristics give a thorough picture of how teenagers express their creativity and curiosity (Openness), their degree of responsibility and organization (Conscientiousness), their sociability and excitement (Extraversion), their cooperation and kindness (Agreeableness), and their emotional stability versus anxiety (Neuroticism).

Early childhood experiences play a significant role in establishing certain personality traits, primarily through connections with primary carers. A sense of trust, emotional control, and self-assurance are fostered by stable attachment during childhood, according to attachment theory, and these qualities are mirrored in positive personality traits, including high agreeableness and emotional stability. On the other hand, personality traits linked to insecure attachment—which is frequently the outcome of neglect, uneven caregiving, or emotional deprivation—can include increased anxiety, trouble establishing positive relationships, and impulsivity (greater neuroticism and lower agreeableness).

The moderating role of *"Socioeconomic Status"* in the association between the development of teenage personalities and the deprivation of parental connection has received much attention. The resources available to support parenting techniques and the general family environment in which bonding occurs are influenced by socioeconomic levels (SES). Higher SES families have better access to mental health care, educational materials, and encouraging social networks, all of which might lessen the damaging effects of bonding deficiency. Lower SES, on the other hand, might worsen these impacts because of pressures including unstable finances, a lack of suitable childcare options, and tense family relationships.

This study intends to close this gap by examining how various socioeconomic situations mitigate or intensify the detrimental consequences of bonding deprivation, given the significance of both early bonding and socioeconomic factors in personality formation. Through investigating this moderating function, the study will advance a more sophisticated comprehension of how early childhood experiences and socioeconomic status interact to mold teenage personality. This information can guide focused interventions that address the more extensive socioeconomic variables that affect adolescent development and parental bonding deficiencies.

1.3 Rationale

This research addresses essential undiscovered and contradicting features within the current subject to describe the literature gap effectively. Although the relationship between parental bonding and personality development has previously been the subject of much research, the role of socioeconomic factors in moderating this relationship has yet to receive enough attention in these studies. To promote healthy child development, parenting styles, family dynamics, and available resources are all

influenced by one's socioeconomic position (SES). Nevertheless, little is known about how parental bonding loss and SES interact and how this affects teenage personality traits. Understanding this moderating role in more detail may provide valuable insights into how various SES circumstances either exacerbate or lessen the negative impacts of bonding deprivation on personality development.

Furthermore, although studies have connected parental bonding to many facets of personality, there needs to be more cross-sectional research examining how parental bonding shapes people's personalities over time. This research can offer a more thorough, cohesive explanation of personality development by including SES as a crucial component and capturing how environmental and economic factors impact this relationship. When controlled for socioeconomic status, cross-sectional data can offer snapshots of several adolescent developmental phases, enhancing our understanding of the long-term effects of parental bonding loss.

There is a notable cultural gap in the literature because most studies on parental attachment and personality mainly focus on Western nations. There is a need for more research on this link in non-Western contexts, especially in India, where parenting practices, family structures, and social stratifications diverge significantly from those in the West. This study fills a geographic and cultural gap in the literature by concentrating on the Indian context and providing culturally relevant insights into how socioeconomic status (SES) affects the association between adolescent personality and parental bonding deficit. To contribute to a more comprehensive understanding of personality formation, the study intends to investigate whether cultural influences interact with SES to produce diverse personality results.

Furthermore, little study has been done on how gender variations influence parental bonding during childhood work. While gender may be a determinant in some of the research that has been done, few have looked at how bonding deficit affects boys and girls differently, mainly when SES is included. Examining gender disparities could yield important information about whether early bonding experiences in low-versus high-SES households have a different impact on boys and girls. These revelations may result in more focused treatments and a better comprehension of the relationship between gender, socioeconomic status, and personality development.

Last but not least, a lot of research in this area uses qualitative approaches, which provide detailed descriptions but cannot produce data that can be statistically significant and generalized. There is a need for more quantitative research on this subject, especially on studies that examine the quantifiable relationship between SES, personality traits, and parental bonding deficiency. This study uses a quantitative method to generate accurate, dependable results that can be evaluated and quantified. The goal is to provide empirical information to guide future investigations and real-world applications in social policy and developmental psychology.

1.4 Research question

How does the deprivation of parental bonding, moderated by socioeconomic status, affect an individual's adolescent personality?

1.5 Significance

Parent-child relationships have always played a significant role in shaping people's personalities, behaviours, and general development. Relationships, attachment, and bonding during early life lay the groundwork for a person's later emotional and psychological growth. However, little is known about the exact function of parental intimacy and bonding in influencing these results.

Parental bonding was not even thought to be a significant aspect in the knowledge of parental supportive behavior or how it affects the formation of personality for a long time (Barber, 2000). We now know that early experiences play a crucial role in determining how a person's personality manifests throughout adolescence and adulthood, especially in adolescence when personality traits are still flexible.

Adolescents who experience a lack of parental connection, whether as a result of emotional neglect, the absence of a carer, or insufficient emotional support, are more likely to experience intimacy problems and attachment problems. Because their early bonding experiences did not provide them with the emotional basis needed for healthy development, these teenagers may find it difficult to create stable connections, experience emotional instability, and struggle with identity issues. Examining how various socioeconomic classes further affect the association between parental bonding deficit and adolescent personality results, this research is essential for providing a deeper look into these concerns.

A particularly pertinent study by Zahn-Waxler et al. (2008) showed that in boys, a lack of parental connection was associated with conduct issues and early-onset diseases like autism, while in females, it was linked to adolescent-onset disorders, including anxiety and depression. This implies that the lack of parental attachment may appear at different developmental stages and genders, which is essential information for studying how adolescents construct their personalities.

Even though the importance of parental bonding is well established, socioeconomic status (SES) is still a characteristic rarely used and rarely examined in research on this subject. The level and consistency of parental bonding are just two aspects of a child's development that are significantly impacted by socioeconomic status (SES). Greater stress, unstable finances, and restricted access to mental health and support services are frequently associated with lower socioeconomic status (SES), and these factors may intensify the impacts of bonding deficit. However, families with more excellent socioeconomic status can have resources to protect their kids from the harmful effects of poor bonding. Nevertheless, only a few research studies have examined how SES mitigates the impact of parental connection on teenage personality development.

2 Theoretical backing

2.1 Deprivation of parental bonding: attachment theory

The first eighteen months of life are when attachments with the primary carer are most strongly formed, according to attachment theory (Bowlby and Ainsworth, 1958). During this time, newborns exhibit natural behaviors, including clutching, weeping, and pursuing their caregiver's closeness. These behaviors are survival strategies to keep the kid near the carer for emotional security and protection (Kennedy and Kennedy, 2004). These early relationships greatly influence the child's entire development—including their emotional, psychological, and social well-being.

Physical affection is one of the main ways that these relationships are strengthened because it's the child and caregiver's main nonverbal means of communication. Holding, hugging, and providing consolation are examples of physical affection that is essential to the development of emotional security. Bowlby maintained that a child's ability to regulate their emotions and engage in social situations can be negatively impacted by the lack of an attachment figure or by inadequate physical bonding. Kids who don't have strong attachment figures in their lives are more likely to struggle as

teenagers and adults, with higher chances of emotional and behavioral issues, less self-esteem, and trouble establishing close connections.

2.2 Adolescent personality: Big Five personality model

A person's personality can be broadly classified into five categories based on the Five-Factor Model (McCrae and Costa, 1987): neuroticism, extraversion, conscientiousness, agreeableness, and openness to new experiences. Each of these dimensions reflects the wide range of characteristics that make up an individual. By including these characteristics in the research, the impact of early experiences and socioeconomic variables on teenage personality may be more precisely examined. Through this study, one would gain a thorough understanding of how one's identity can be authorized in the absence of a significant personality feature, such as physical closeness.

2.3 Socioeconomic status: socioeconomic status (SES) theory

Socioeconomic variables, including family income, educational attainment, and employment status, are significant determinants of how people experience life from infancy through adolescence and adulthood. A wide range of developmental processes are influenced by these variables, including the availability of high-quality healthcare, education, and emotional support—all of which are essential for the formation of a healthy personality. Stress, instability, and a lack of resources are common experiences for kids growing up in lower socioeconomic contexts, and these things can have a significant impact on how their minds develop. Higher socioeconomic background children, on the other hand, usually have greater access to resources for emotional stability, security, and enrichment, which might promote more adaptive personality traits.

According to Parsons' theory, socioeconomic class actively shapes life experiences rather than only acting as a background component. It forges unique paths for people, influencing their outlooks on life, values, and socialization processes. Because early experiences in various socioeconomic situations have a lasting impact on personality development, this social stratification has long-term effects. Due to stress and a lack of support, children in underprivileged environments may grow up to be less conscientious or emotionally unstable. In contrast, children in wealthy environments may be more likely to develop qualities like self-discipline and openness to new experiences because of the stability and opportunities these children have.

3 Review of literature

Shiner and Caspi (2003) spoke about the personality differences in childhood and adolescence while measuring the development and consequences. The abstract focuses on assessing children's personalities for practical and theoretical reasons. It emphasizes the importance of identifying personality differences in children that can predict future outcomes and improve developmental theories, especially concerning gene-environment interactions. The article aims to advance these areas by outlining a taxonomy of measurable differences in childhood temperament and personality and reliable measurement tools. It then discusses how early temperament evolves into adult personality and lifelong adaptation, highlighting research gaps. Finally, it explores the links between personality traits and psychopathology, suggesting areas for future research.

de Haan et al. (2012) spoke about the longitudinal impact of parental and adolescent personality. This abstract explores how parents' and adolescents' Big Five personality traits influence parenting behaviors in long-term parent-adolescent relationships. The study, conducted with a large Belgian

sample, examined how parents' and adolescents' personalities affect two specific parenting behaviors: overreactive discipline and warmth. The findings suggest that parents' personalities are more influential in determining over-reactivity, while parents' and adolescents' personalities are similarly crucial in predicting warmth. The study also found that Agreeableness and Extraversion are key traits influencing these behaviors. These effects were consistent regardless of the adolescent's difficulty level and the gender of both the parent and the adolescent. The results highlight the importance of considering parent and adolescent characteristics in understanding parenting dynamics.

Rhee et al. (2005) discussed the patterns of physical symptoms and relationships with psychosocial factors in adolescents. The abstract summarizes a study on physical symptoms in healthy adolescents, aiming to identify patterns in these symptoms and their relationship with psychosocial factors. It found that high frequencies of multiple symptoms might indicate somatization, a condition where psychological distress manifests as physical symptoms. Adolescents with a tendency to somatize are more prone to psychological and interpersonal challenges, with girls and younger adolescents being particularly vulnerable. The study emphasizes the need for prevention programs targeting these at-risk groups by addressing their psychosocial functioning.

Stein et al. (1994) discussed the relationship between life events during adolescence and affect and personality functioning. This abstract discusses a study on the impact of family relationships and life events on adolescents' emotional and personality development. Using Bowlby's concept of the internal working model, the study found that secure attachments are crucial for healthy personality development. A sample of 59 youths was assessed at different stages of adolescence. The results showed that family changes significantly affected emotional and personality functioning, particularly in early and late adolescence. The study highlights that disruptions in family attachments can lead to emotional and personality disturbances during adolescence.

Veselska et al. (2010) spoke about the socio-economic differences in adolescents' self-esteem influenced by personality, mental health, and social support. The abstract suggests that the study explores the relationship between socioeconomic status (SES) and self-esteem in adolescents, focusing on how personality traits, mental health, and social support contribute to this relationship. Using a large sample of Slovak elementary school students, the research found that higher family affluence, certain personality traits (like extraversion and emotional stability), better mental health, and strong social support are linked to higher self-esteem. The findings imply that personality and mental health play significant roles in how SES affects self-esteem, which could be important for developing programs to improve self-esteem in adolescents.

Roberts et al. (2007) discussed the comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. This abstract discusses a study comparing the impact of personality traits against socioeconomic status (SES) and cognitive abilities in predicting significant life events such as mortality, divorce, and career success. It emphasizes that personality traits have a comparable effect on SES and cognitive abilities on these outcomes, challenging traditional doubts about the significance of personality traits. The study advocates for including personality assessments in quality-of-life research and encourages deeper exploration into how personality develops and influences various life outcomes.

Tuma and Livson (1960) discussed the family socioeconomic status and adolescent attitudes to authority. The abstract discusses a study examining how family socioeconomic status influences adolescents' attitudes towards authority across different settings like home, school, and among peers.

It focuses on whether teens accept or reject established rules rather than their behavior. The study hypothesizes that family socioeconomic status impacts the level of conformity in teenagers and suggests that different aspects of social status may vary in their influence on attitudes toward authority. Although the exact mechanisms are still under investigation, there's agreement that social class differences in the U.S. lead to varied socialization practices and corresponding differences in children's attitudes and behaviors.

Twenge and Campbell (2002) compared self-esteem and socioeconomic status through a meta-analytic review. The abstract discusses a meta-analysis examining the relationship between socioeconomic status (SES) and self-esteem across various demographics and life stages. It finds a small yet significant positive correlation, indicating that individuals with higher SES tend to have higher self-esteem. This relationship varies with age, peaking in young adulthood and middle age before declining slightly in older adults. Additionally, gender and ethnicity play roles in this correlation; the effect size increases over time for women but decreases for men, and Asians and Asian Americans exhibit a more significant effect size compared to other groups. Occupation and education are stronger predictors of self-esteem than income alone. The findings suggest that SES influences self-esteem through social indicators or salience models.

Barber and Thomas (1986) discussed the dimensions of fathers' and mothers' supportive behavior concerning physical intimacy. Past research has oversimplified parental support, overlooking physical affection. Using factor analysis on 527 college students, this study identifies four dimensions of parental support: general support, physical affection, companionship, and sustained contact. Fathers show more physical affection and sustained contact with daughters, while both parents offer more companionship to same-sex children. For daughters, self-esteem is most influenced by mothers' general support and fathers' physical affection, while mothers' companionship and sustained contact most influence sons' self-esteem. It indicates that the paper explores the multi-dimensional nature of parental support, highlighting how different forms of support from mothers and fathers uniquely affect sons' and daughters' self-esteem.

Kasoema (2018) related the concept of socioeconomic status and type with depression in adolescents. This study explored the relationship between socio-economic status (SES) and personality type with the occurrence of depression in 248 high school students in Bukittinggi, Indonesia. Using a mixed-method approach, the study found significant links between SES and depression ($p=0.002$; OR 2.241) and between personality type and depression ($p=0.000$; $OR=1.935$). The findings suggest that both SES and personality type are closely related to adolescent depression, highlighting the importance of self-awareness among adolescents to help prevent depression.

Prabhu and Shekhar (2017) talked about the role of socioeconomic status in adolescent resilience and self-esteem. This abstract explores differences in resilience and self-esteem among adolescents based on socioeconomic status (SES) and school type in Mangaluru Taluka, Karnataka, India. The study compared students from English medium schools and government schools, using the CD-RISC-2 and Rosenberg Self-Esteem Scale for measurement. The sample included 809 adolescents from grades 8 to 10, selected through cluster random sampling. Data analysis was performed with SPSS. The findings indicate that students from English medium schools generally exhibited moderate resilience and self-esteem. The research highlights the importance of understanding SES-related differences in promoting mental health among adolescents.

Kumari et al. (2018) analyzed adolescents' personalities in family and social class contexts. This abstract summarizes a study investigating adolescents' personality traits from four social classes at

G.B. Pant University, Uttarakhand. The study classified families into social classes based on parents' occupations, ranging from professors (Class I) to laborers (Class IV). One hundred sixty adolescents (40 from each class) were assessed using the Multi-Dimensional Assessment of Personality Scale. The results showed that adolescents from higher social classes (I and II) scored higher in academic achievement and other positive traits. In comparison, those from lower classes (III and IV) were more adaptable, bold, and showed leadership qualities. The paper highlights how social class impacts various aspects of adolescent personality.

Vyas and Choudhary (2017) related socioeconomic statuses to frustration, self-concept, study habits, and academic achievement of adolescents. This study explores the relationship between socioeconomic status (SES) and factors like frustration, self-concept, study habits, and academic achievement among Indian adolescents. The research, conducted in government and private schools in Delhi, used a descriptive survey method with 450 class XI students. Tools like the Socio-economic Status Scale (SESS) and others were employed. The results showed a negligible negative correlation between frustration and SES, a negligible positive correlation between self-concept and SES, and a low positive correlation between study habits, academic achievement, and SES. The abstract discusses a study on how socioeconomic status (SES) affects adolescents in India, focusing on frustration, self-concept, study habits, and academic achievement. The research found that while SES has a negligible correlation with frustration and self-concept, it shows a significant but low positive correlation with study habits and academic achievement.

Bradley and Corwyn (2002) discussed socioeconomic status and child development. Although there are several methods for calculating SES, most involve measuring parental education, family income, and employment status. According to research, socioeconomic status (SES) impacts children's health, cognitive abilities, and socioemotional development from birth to maturity. Numerous mechanisms have been hypothesized to relate socioeconomic status (SES) to the well-being of children, most of which include variations in the children's and parents' access to financial and social resources or their responses to stressful situations. SES affects children's well-being on several levels, including at home and in the community. The qualities of the children and their families moderate its impact.

Dale et al. (2010) looked at the role of parental bonding and early maladaptive schemas in the risk of suicidal behavior repetition. After exhibiting suicidal behavior in accidents and emergencies, participants filled out questionnaires measuring their perception of parental attachment, schemas, the likelihood of reoccurring suicidal behavior, anxiety, and sadness. On measures of early maladaptive schemas, anxiety, and depression, a suicidal behavior group (n = 60) was different from a comparative clinical (n = 46) and non-clinical (n = 48) group. On a measure of parental attachment, there was no discernible difference between the group that engaged in suicidal behavior and the comparative clinical group. Significant correlations were found between the likelihood of repeating suicide behavior and early maladaptive schemas, as well as between perceived parental attachment and the risk of repeating suicidal behavior within the suicidal behavior group. The association between perceived parental attachment and the likelihood of repeating suicide behavior was shown to be mediated by early maladaptive schemas, with the schemas of social alienation and defectiveness/shame playing mediating roles. The current study's findings highlight the complexity of suicidal behavior and the variables that are linked to it. The results emphasize the significance and connections between reported early experiences and underlying schemas in connection to suicidal behavior, even if causality cannot be presumed.

Stafford et al. (2016) used parent–child relationships and offspring's positive mental well-being from adolescence to early older age to look at the quality of parent-child relationships and good mental health. At the ages of 13–15 (teacher-rated happiness), 36 (life satisfaction), 43 (home and family life satisfaction), and 60–64 (Diener Satisfaction With Life scale and Warwick Edinburgh Mental Well-being scale), well-being was assessed. Perceived control and care from the mother and father up to age 16 were recorded using the Parental Bonding Instrument, which research participants recalled at age 43. Offspring with lower combined parental psychological control and more combined parental care had higher well-being ($p < 0.05$ across all ages). Higher well-being was consistently associated with father care, even after adjusting for maternal care, paternal behavioral and psychological control, childhood socioeconomic status, parental separation, mother's neuroticism, and research participant personality. This implies that connections between fathers and children, as well as between mothers and children, may have both immediate and long-term effects on mental health.

Gullone et al. (2006) looked into the role of attachment representation in the relationship between depressive symptomatology and social withdrawal in middle childhood. 326 kids between the ages of 8 and 10 participated in the study. Children filled out the Children's Depression Inventory, the Social Withdrawal subscale of the Personality Inventory for Youth, and a family drawing exercise to gauge attachment representation. It was shown that depressed symptomatology was positively connected with both social disengagement and attachment representations suggestive of attachment disorder. Additionally, the association between depression and withdrawal was shown to be considerably moderated by attachment representation; in other words, the positive association between depression and withdrawal was diminished when attachment representations suggestive of attachment disorder were absent.

Hoeve et al. (2012) conducted a multilevel meta-analysis of attachment to parents and delinquency. 74 published and unpublished publications were taken (N = 55,537 individuals) to examine the relationship between attachment to parents and criminality and the possible moderating influences of age and sex. The effect size was minimal to moderate on average ($r = 0.18$). Delinquency in both boys and girls was substantially correlated with a poor bond with one's parents. Compared to attachment to dads, attachment to mothers had larger impact sizes.

Furthermore, compared to cross-sex pairs of parents and children, larger impact sizes were seen when the parents and children were of the same sex. The association between delinquency and attachment was modified by participant age; younger people had more significant effect sizes than older ones. They concluded that juvenile delinquency is linked to attachment. Attachment may be the focus of intervention to lessen or stop juvenile delinquent behavior in the future.

Rueger et al. (2016) did a meta-analytic review of the association between perceived social support and depression in childhood and adolescence. He explained the relationship between juvenile depression and social support and the cumulative evidence for the general benefits (GB; sometimes called main effects) and stress-buffering (SB) models—two hypotheses that have been put out to explain this association—was examined. A search of PsycINFO, PsycARTICLES, ERIC, and ProQuest and a manual search of 11 pertinent journals yielded 341 articles (19% unpublished) for the research. Based on $k = 341$ studies and N = 273,149 individuals, the total effect size using a random effects model was $r = .26$ (95% CI [.24,.28]), demonstrating strong support for both the SB and GB models among young people with medical conditions.

Young et al. (2011) investigated children's perceptions of parental emotional neglect and psychopathology. They investigated children's views of parenting, as assessed by the Parental Bonding

Instrument (PBI) at age 11, and their correlations with subsequent psychiatric diagnoses at age 15, as assessed by a computerized psychiatric interview, in a school-based longitudinal study of almost 1,700 children ages 11 to 15. Instead of employing the conventional four-category method for the PBI, they used latent class analysis to find groups of children and categorize them based on how they felt about parenting. 3% of kids said their parents were nearly always emotionally domineering and inattentive. Despite no increase in psychiatric referral at age 11, this group had higher odds of psychiatric disorder (OR 2.14; 95% CI 1.29–4.50), higher overall (standardized) psychiatric symptom scores (B =.46; 95% CI.16–.75), and higher scores in all psychiatric subscales except substance-use at age 15. Key potential confounders, such as socioeconomic status, were adjusted for in the analyses. The lack of objective evidence linking children's judgments of emotional neglect to absolute neglect limits our findings. However, children's perceptions of control and neglect are linked to more than double the risks of mental disease at age 15. Children's impressions of emotionally dominating and negligent parents should be regarded seriously as a risk factor for future psychopathology since they are independently linked to subsequent mental disorders.

Collins et al. (2002) did contemporary research on parenting by distinguishing between nature and nurture in terms of their responses to various environmental conditions, (a) behavior-genetic designs enhanced with direct measures of potential environmental influences, (b) experimental and quasi-experimental studies of how children's behavior changes as a result of being exposed to their parent's behavior after adjusting for the children's initial characteristics, and (d) research on interactions between parenting and nonfamilial environmental influences and contexts demonstrate the current concern with influences beyond the parent-child dyad. These methods show that parental impacts on a child's development are neither as clear-cut as previous studies proposed nor negligible, as contemporary detractors assert.

Kenny (1987) studied the function of parental attachment among first-year college students at a selective, prestigious, northeastern university; the scope and purpose of the parent-child bond were examined using Ainsworth's (M.D.S. Ainsworth, M. C. Blehar, E. Walters, and S. Wally [1978], Student's descriptions of their parent-child connections were generally favorable and reflected the secure attachment type identified by Ainsworth. Most students saw their parents as a stable foundation that promoted independence while still being there to offer assistance when required. Additionally, kids reported asking their parents for assistance more than moderately while under stress. Self-reports of assertiveness were positively correlated with close parental ties for female students.

Brenning et al. (2017) investigated the roots of overprotective parenting in emerging adulthood by investigating the link with parental attachment representations using an Actor Partner Interdependence Model (APIM). In particular, this study examined relationships between parental separation anxiety, parental overprotection, and parental attachment representations (both maternal and paternal attachment anxiety and avoidance) using an Actor-Partner Interdependence Model. Furthermore, they looked at whether the emerging adult's actual living status (at home or away from home) one year later was predicted by maternal attachment, separation anxiety, and overprotection, as well as if the mother's negative feelings about emerging adults leaving home were predicted. 246 teenagers in their last year of secondary school (mean age Time 1 = 17.14) and their parents (242 mothers, 218 fathers) comprised Caucasian individuals. The findings indicated a positive correlation between mother and paternal attachment anxiety and higher levels of separation anxiety, respectively (p's <.001). According to the emerging adult, separation anxiety in mothers was associated with maternal (p <.001) and paternal (p <.05) overprotection, respectively. The relationship between paternal separation anxiety and mother attachment anxiety was substantial (p<.05). Furthermore,

higher perceived mother overprotection ratings were associated with both more significant negative maternal affect linked to the home-leaving process ($p < .05$) and a higher chance that the emerging adult would remain reside at home one year later ($p < .01$). All things considered, the current study demonstrated the significance of attachment and separation anxiety as parental characteristics associated with overprotection.

Kuppens et al. (2013) associated parental psychological control and relational aggression in children and adolescents through a multilevel and sequential meta-analysis. Parenting behaviors associated with relational violence are gaining scientific attention since subtler kinds of hostility are seen to be just as damaging as their verbal and physical equivalents. Although there is conflicting empirical data, a relationship between parental psychological control and relational aggressiveness in adolescents has been hypothesized, guided by social learning theory. The current meta-analysis provides a multilevel and sequential quantitative synthesis of 165 dependent effect sizes (23 studies) covering 8,958 teenagers. Relational aggressiveness and parental psychological control were positively if weakly, associated across studies. The sequential analysis showed that enough cumulative knowledge had been accumulated to prove this general relationship. According to moderator analyses, the developmental period and evaluation technique were linked to variations in research findings. Overall, though, the findings point to the need for more focused primary research to elucidate the exact role of psychological control in the emergence and maintenance of relational aggression. This would enable more intricate synthesis efforts with more nuanced findings.

Bosmans et al. (2011) examined parents' power of assertive discipline and internalizing problems in adolescents. To measure power forceful discipline, attachment, and internalizing difficulties, 514 families—mothers, dads, and teenagers between the ages of 10 and 18—completed questionnaires. Multiple informants were used to measure power and forceful discipline. Using bootstrapping methods, the mediating and moderating function of attachment was examined. Regardless of the parent's gender, complete mediation was seen throughout the sample. The moderating function of attachment was validated by analyses conducted for distinct age groups. Only when early adolescents reported high levels of attachment security did power forceful discipline likely to be associated with increased internalizing issues. In conclusion, internalizing is linked to power and forceful discipline. Internalizing issues and less secure attachment are linked to power and forceful discipline, and attachment explains the relationship between the two.

According to Szepsenwol et al. (2015), early environmental circumstances may have a role in the parenting styles of different people. Unpredictable and/or severe surroundings should encourage less involvement in parenting, particularly among males, whereas other circumstances should encourage more engagement. Three investigations were conducted to investigate this concept. Analysis of 112 parents participating in the Minnesota Longitudinal Study of Risk and Adaptation (MLSRA), who have all been continuously monitored since before birth, was done in Study 1a. At age 32, parenting orientations were evaluated by an interview. The results indicated that more negative parenting attitudes were prospectively predicted for males but not for women when they experienced greater unpredictability at ages 0–4 (i.e., frequent changes in parental work status, cohabitation status, and housing).

4 Methods

4.1 Aim

The study mainly focuses on the influence of parental bonding in childhood on adolescent personality moderated by socioeconomic status.

4.2 Objectives

1. To examine the relationship between parental bonding received in childhood and the development of personality traits during adolescence.
2. To investigate the moderating effect of socioeconomic status on the relationship between parental bonding in childhood and adolescent personality.

4.3 Hypotheses

H_a: There is a significant relationship between the parental bonding received in childhood and the development of adolescent personality traits.

H_a: Socioeconomic status does moderate the relationship between parental bonding in childhood and the development of adolescent personality traits.

4.4 Operational definition

4.4.1 Deprivation of parental bonding

Fondness, tenderness, and liking—especially when nonsexual—are referred to as bonding. The concept can be operationalised as exhibiting emotional attachment to another person, which is frequently shown by frequent or continuous association, when the word "physical" is added. Upon the addition of the term “parental”, this term claims to establish an emotional connection between a parent and their offspring. Gordon Parker, Hilary Tupling, and L.B. Brown's Parental Bonding Instrument (1979) was used to measure this.

4.4.2 Adolescent personality

This refers to the relatively stable characteristics and behavior of any person between the ages of 16-25. Under behavior, the concepts of interest, values, drives, and emotional patterns fall. This was assessed using the validated Big-Five Model of Personality by Robert McCrae and Paul Costa (1987), which includes broad dimensions and traits that perfectly describe personality.

4.4.3 Socioeconomic status

It measures the extent not only in terms of educational attainment but also perceptions of social class. It was measured through Revised Kuppuswamy's Socioeconomic Status Scale (2024). It includes three main components: Family Income Level (per month), Parental Education, and Occupational Status.

4.5 Research design

4.5.1 Variables

4.5.1.1 Independent variable

The independent variable for this research is the deprivation of parental bonding in childhood.

4.5.1.2 Dependent variable

The dependent variable for this research is adolescent personality.

4.5.1.3 Moderating variable

The moderating variable for this research is socioeconomic status.

4.6 Population

4.6.1 Universal population

The universal population for this research included individuals of all age groups who had experiences with the lack or presence of parental bonding in their childhood.

4.6.2 Target population

The target population for this study involved individuals who fell under the years of 16-25.

4.6.3 Sample size

The study was conducted on a sample size of 200.

4.6.4 Sampling method

The sampling method used was convenience sampling, where the units that were the most accessible to the researcher were chosen for inclusion in the sample.

4.7 Inclusion criteria

The selection of samples was based on the fulfillment of the following criteria:

1. Age between 16-25 years
2. Must have memorable records of their early experiences
3. Must represent diverse socioeconomic backgrounds
4. Knowledge of how to fill out Google forms

4.8 Exclusion criteria

The sample population would not include those who match these criteria:

1. Age below 16 or above 25 years
2. Individuals who do not have memorable records of their early experiences
3. Individuals who do not represent diverse socioeconomic backgrounds
4. Individuals who don't know how to fill out Google forms

4.9 Tools

The present study used 3 well-established psychometric instruments to assess the following variables. These instruments were chosen because of their validity, reliability, and extensive application in psychological research. The theoretical underpinnings, psychometric qualities, and study relevance of each tool are covered in depth below:

4.9.1 Parental Bonding Instrument

Developed by Parker, Tupling, and Brown in 1979, the Parental Bonding Instrument (PBI) is a well-validated tool used to evaluate how children perceive their parents' behavior, especially regarding care (warmth and affection) and overprotection (control and intrusion). The PBI is a self-report that consists of 25 items by addressing the two main dimensions: Care and Overprotection. There are also two elements to the scale- one to be filled for mother and one to be filled for father. Higher scores on this scale would indicate higher parent bonding deprivation. It is presented on a 4-point likert scale (1 = very unlikely, 4 = very likely). The instrument's reliability and validity make it perfect for quantitative research. Cronbach's alpha ranges typically from 0.74 to 0.93. The PBI makes quantifying parental bonding possible, making it appropriate for statistical research. Regression models, for example, can be used to evaluate the moderating effect of socioeconomic status (SES) on adolescent personality outcomes.

4.9.2 Big-Five Model of Personality

To assess the broad dimension of personality, especially in adolescents, The BFI was administered. it was initially developed by John et al. (1991) which was later refined by Paul Costa Jr. and Robert Mc-Crae.

The Big-Five Model comprises five broad dimensions:

- Openness to Experience (creativity, curiosity, uniqueness)
- Conscientiousness (responsibility, righteousness)
- Extraversion (sociable, amicable, assertiveness)
- Agreeableness (empathy, cooperation)
- Neuroticism (nervousness, anxiety, emotional instability)

This 44-item self-report questionnaire represents a spectrum of traits that describe how individuals typically think, feel, and behave. It is presented on a 5-point likert scale (1 = Strongly Disagree, 5 = Strongly Agree). These instruments show strong construct validity and high reliability, with Cronbach's alpha values typically ranging from 0.75 to 0.90 across the five traits. Parental bonding patterns, as determined by tools such as the Parental Bonding Instrument (PBI), can be readily associated with quantitative personality traits found in the Big Five Model. To examine how early bonding experiences influence personality qualities like emotional stability (low neuroticism) or social adaptability (extraversion and agreeableness), the Big Five offers a thorough framework in this area. Socioeconomic status (SES) is used as a moderator to examine how outside variables affect parental bonding and personality development. The model is an excellent option for comprehending long-term developmental outcomes in adolescence due to its broad applicability across cultures and ethnicities and solid psychometric qualities.

4.9.3 Kuppuswamy's Socioeconomic Status (Revised) Scale

The Revised Kuppuswamy's Socioeconomic Status (2024) Scale is a popular Indian tool created in 1976 to determine individuals' or families' socioeconomic status (SES). It assesses SES based on three criteria:

- Education of the Head of the Household
- Occupation of the Head of the Household
- Family Income (Updated due to Inflation)

Each criterion is scored, and the total score places the family into one of five SES categories, ranging from upper to lower socioeconomic status. This scale has been frequently updated to match the economic shifts from the time it was recognized. However, the scale is known for its reliability and consistent measures across studies, and its validity has been established through its ability to reflect socioeconomic variations in urban populations accurately.

4.10 Data collection procedure

Participants were selected according to the study's inclusion and exclusion criteria, which required them to be Indian young adults aged from 16-25 with prior experiences to parental bonding. To avoid any external influence, the study excluded individuals with any diagnosed psychological personality disorders. Google forms were sent out to the participants for data collection through convenience sampling. This form contained three questionnaires: Parental Bonding Instrument, Big-Five Personality Model, and Kuppuswamy's Socioeconomic Scale (Revised). Participants were asked to fill the form at their own convenience, ensuring that no confidentiality would be breached. Scoring for all three scales were done using the software of SPSS, based on which data was analyzed from the 200 responses to establish a relationship between the variables and prove the hypotheses. First, the individual total scores of all the 3 variables were assessed to determine the mean, standard deviation and range. All the three instruments were administered in a structured format to enable smooth scoring. Higher scores on the Overprotection scale indicated greater parental bonding deprivation. Personality traits were measured in a standardized manner using BFI. SES was categorised based on the total score of the Kuppuswamy scale.

Then, correlational and moderation analyses were performed to establish the relationship between the 3 variables. The aim of the data analysis was to determine whether socioeconomic factors influence the relationship between parental bonding deprivation and adolescent personality.

4.11 Data analysis plan

The data for the study was analyzed through SPSS using Pearson's Correlation Analysis. Before starting analysis, the data was screened to make sure there weren't any missing values or outliers. Then, the descriptive statistics (Mean, Standard Deviation) was measured for each of the individual variables. The internal consistency of each variable was measured through Cronbach's alpha (α) and a value of 0.70 or higher was considered acceptable. To assess the relationship between the variables, Pearson's correlation coefficient (r) was calculated determine whether parental bonding deprivation was correlated with adolescent personality, adolescent personality is correlated with socioeconomic status and parental bonding deprivation is correlated with socioeconomic status. The presence of absence of significant correlations helped to draw conclusions between the relationship of the variables.

4.12 Ethical considerations

1. Prior to data collection, informed consent was obtained from all the participants. The study's goals, methods and participants' rights were all described in the consent form.
2. Individuals were free to discontinue participation at any time because it was completely voluntary.
3. The answers provided by participants were anonymised and kept private. Even their email id's or any other personally identifying information was collected and all information was safely stored with limited access.

4. Measures were taken to guarantee that participants did not experience distress because the study involved recalling childhood experiences of parental bonding. At the end of the survey, participants received a debriefing statement and contact details for any necessary psychological support services, although majority of participants did not require such services.

5. The study complied with the rules for research with human subjects and the ethical standards set forth by the American Psychological Association (APA, 2017).

5 Results and discussion

5.1 Descriptive statistics

A summary of the descriptive statistics for the key variables in this study is provided in Table 1. The means, standard deviations, and ranges were measured for Parental Bonding Deprivation, Adolescent Personality Traits, and Socioeconomic Status (SES).

Table 1. Descriptive statistics for key variables.

Variable	Mean	SD	Range
Parental Bonding Deprivation	159.83	13.85	112-203
Adolescent Personality	81.70	9.25	57-102
Socioeconomic Status	14.31	1.19	7-15

Note. N = 200; M = mean; SD = standard deviation.

Table 1 presents the descriptive statistics for the study's key variables: Parental Bonding Deprivation, Adolescent Personality, and Socioeconomic Status (SES). The mean score for Parental Bonding Deprivation was 159.83 (SD = 13.85), with scores ranging from 112 to 203. So, it is found that, on average, participants reported a moderate level of deprivation in parental bonding, with some experiencing significantly higher or lower levels.

For Adolescent Personality, the mean score was 81.70 (SD = 9.25), with a range of 57 to 102. This indicates variability in personality traits across participants, with most scores clustering around the mean.

Socioeconomic Status (SES) was computed using the Modified Kuppuswamy Scale and yielded a mean score of 14.31 (SD = 1.19), with scores ranging from 7 to 15. The relatively small standard deviation suggests low variability, indicating that most participants had similar socioeconomic backgrounds.

5.2 Correlational analysis

Table 2. Correlation analysis between parental bonding deprivation and adolescent personality.

Variable	(PBI)	(AP)
Parental Bonding Deprivation	1	0.374**
Adolescent Personality	0.374**	1

Note. N = 200; ** $p < 0.01$ (significant correlation).

A positive correlation (r = 0.374, p < 0.01) was found. This suggests that higher levels of parental bonding deprivation were associated with greater changes in adolescent personality traits. The relationship is statistically significant, meaning there is a meaningful association between these two variables. Studies from Shiner and Caspi (2003) as well as de Haan et al. (2012) spoke about the personality differences adolescence while measuring the parental consequences.

Table 3. Correlation analysis between adolescent personality and socioeconomic status.

Variable	(AP)	(SES)
Adolescent Personality (AP)	1	-0.084
Socioeconomic Status (SES)	-0.084	1

Note. $N = 200$; $p > 0.05$ (not significant).

A negative correlation (r = -0.084, p >0 .05) was found. Since the p-value is greater than 0.05, this correlation is not statistically significant, suggesting that socioeconomic status does not have a meaningful relationship with adolescent personality in this sample. Studies from Veselska et al. (2010) and Roberts et al. (2007) spoke about the minimal socio-economic differences in adolescents' self-esteem influenced by personality, mental health, and social support.

Table 4. Correlation analysis between parental bonding deprivation and socioeconomic status.

Variable	(PBI)	(SES)
Parental Bonding Deprivation	1	-0.067
Socioeconomic Status	-0.067	1

Note. $N = 200$; $p > 0.05$ (not significant).

A negative correlation (r = -0.067, p > 0.05) was found. This indicates that parental bonding deprivation and socioeconomic status have no significant relationship. Since the p-value is greater than 0.05, SES does not seem to influence parental bonding deprivation in a notable way. Studies from Corwyn (2002) mention the influences of socioeconomic status in adolescents' characteristics, however, the influences aren't astronomical.

A Pearson correlation matrix analysis was conducted to examine the relationships between Parental Bonding Deprivation, Adolescent Personality, and Socioeconomic Status (SES). The results are presented in Table 5.

Table 5. Pearson's correlation matrix.

Variable	Parental Bonding Deprivation	Adolescent Personality	Socioeconomic Status (SES)
Parental Bonding Deprivation	1.000	0.374**	-0.067
Adolescent Personality	0.374**	1.000	-0.084^{NS}
Socioeconomic Status (SES)	-0.067	-0.084^{NS}	1.000

Note. $N = 200$; ** $p < 0.01$; * $p < 0.05$; NS, not significant ($p > 0.05$).

H_a: There is a significant relationship between the parental bonding received in childhood and the development of adolescent personality traits.

The alternative hypothesis has been proved.

It has been linked with previous studies of Shiner and Caspi (2003) as well as de Haan et al. (2012) talking about the personality differences adolescence while measuring the parental consequences. They emphasized the importance of identifying personality differences in children that can predict future outcomes and improve developmental theories, especially concerning gene-environment interactions.

H_a: Economic status does moderate the relationship between parental bonding in childhood and the development of adolescent personality traits.

The alternative hypothesis has been disproved.

It has been linked with previous studies of Kasoema (2018), talking about minimal influence of socioeconomic status with personality traits in adolescents. They explored the relationship between socio-economic status (SES) and personality types with importance to disorders.

From Table 5, a positive correlation was found between Parental Bonding Deprivation and Adolescent Personality, $r(200) = 0.374$, $p < 0.01$, suggesting that higher levels of parental bonding deprivation were associated with greater variability in adolescent personality traits. In contrast, Parental Bonding Deprivation and Socioeconomic Status were negatively correlated, $r(200) = -0.067$, $p > 0.05$, indicating no significant relationship between the two variables. Similarly, Adolescent Personality and Socioeconomic Status demonstrated a negative correlation, $r(200) = -0.084$, $p > 0.05$, which was also not statistically significant.

These findings suggest that while parental bonding deprivation significantly impacts adolescent personality, socioeconomic status does not play a substantial role in this dynamic. It also suggests that the first hypothesis has been proved and the second hypothesis has been disproved, through the results.

5.3 Moderation analysis

A moderation analysis was conducted through Hierarchical Regression Analysis to determine whether Socioeconomic Status (SES) moderates the relationship between Parental Bonding Deprivation and Adolescent Personality.

Table 6. Hierarchical regression table for moderation analysis.

Predictor Variables	β	SE	R^2	ΔR^2
Parental Bonding Deprivation (C_PBD)	0.374**	0.094	0.140	-0.01
Socioeconomic Status (C_SES)	-0.084	0.107	-	-
Interaction (C_PBD x C_SES)	-0.041	0.113	0.142	0.002

Step 1: PBD significantly predicts Adolescent Personality ($p < 0.01$).

Step 2: The interaction effect (moderation) is not significant ($p > 0.05$), meaning SES does not moderate the relationship.

The results indicated that SES did not significantly moderate this relationship ($\beta = -0.041$, $p > 0.05$), suggesting that the effect of Parental Bonding Deprivation on Adolescent Personality remains consistent across different SES levels.

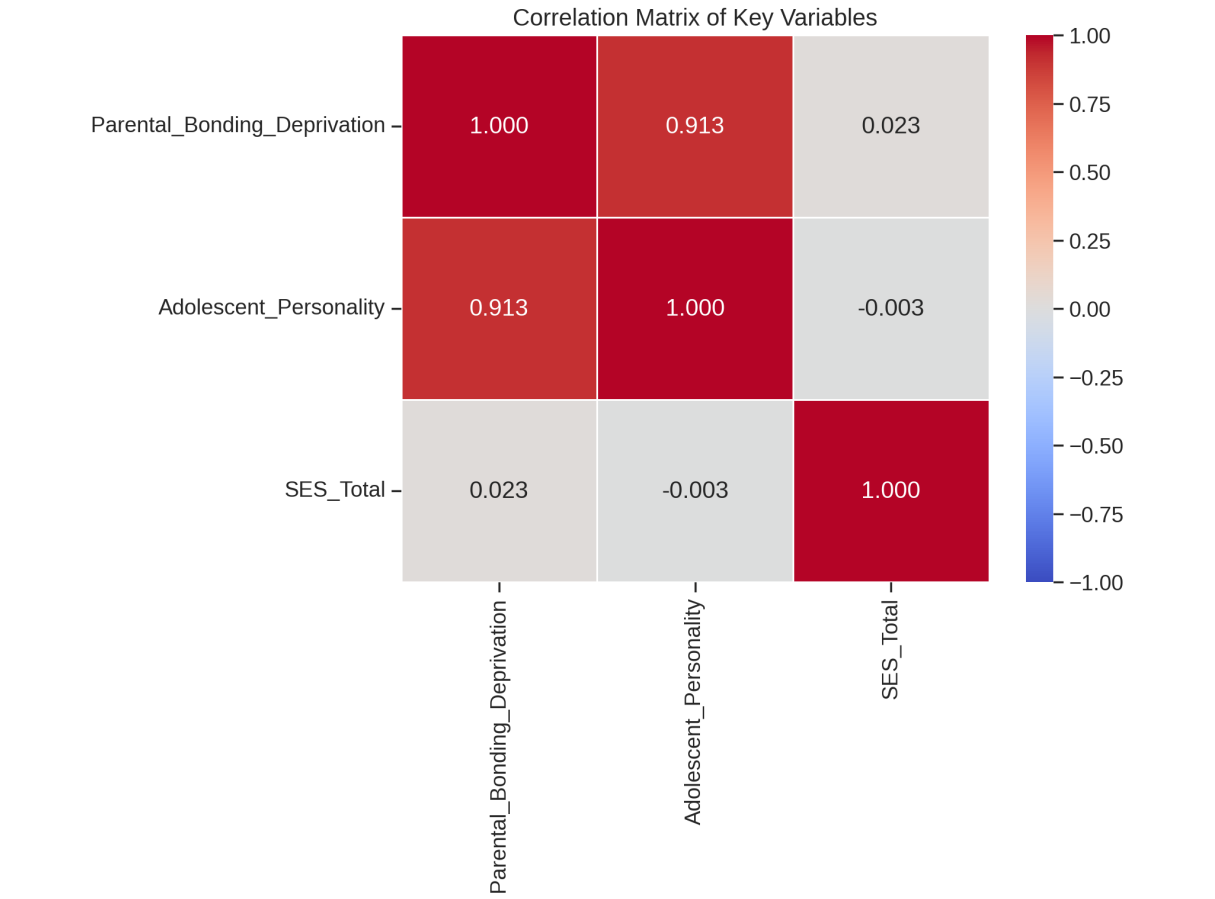


Figure 1. Correlation heatmap of key variables.

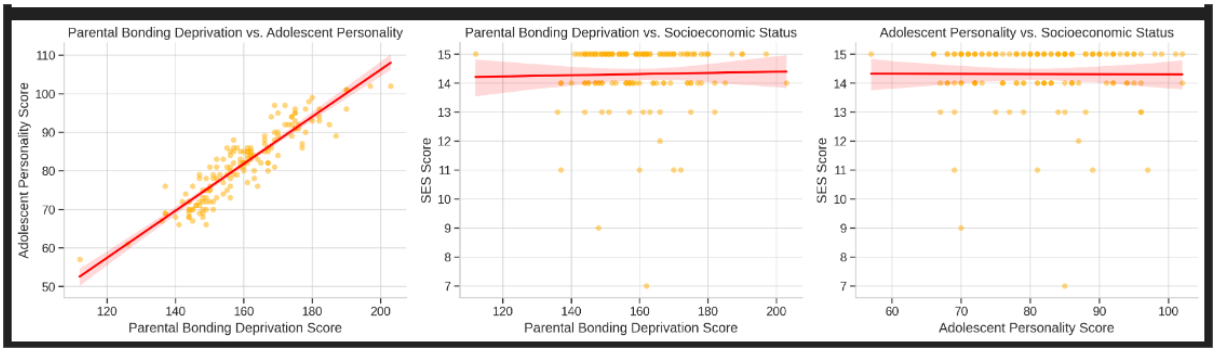


Figure 2. Scatter plot: parental bonding deprivation vs. adolescent personality vs. socioeconomic status.

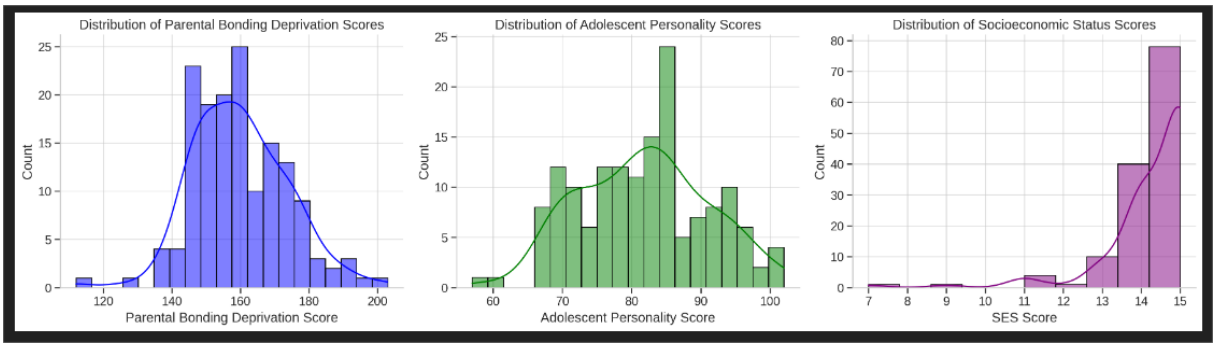


Figure 3. Histogram: adolescent personality vs. adolescent personality vs. socioeconomic status.

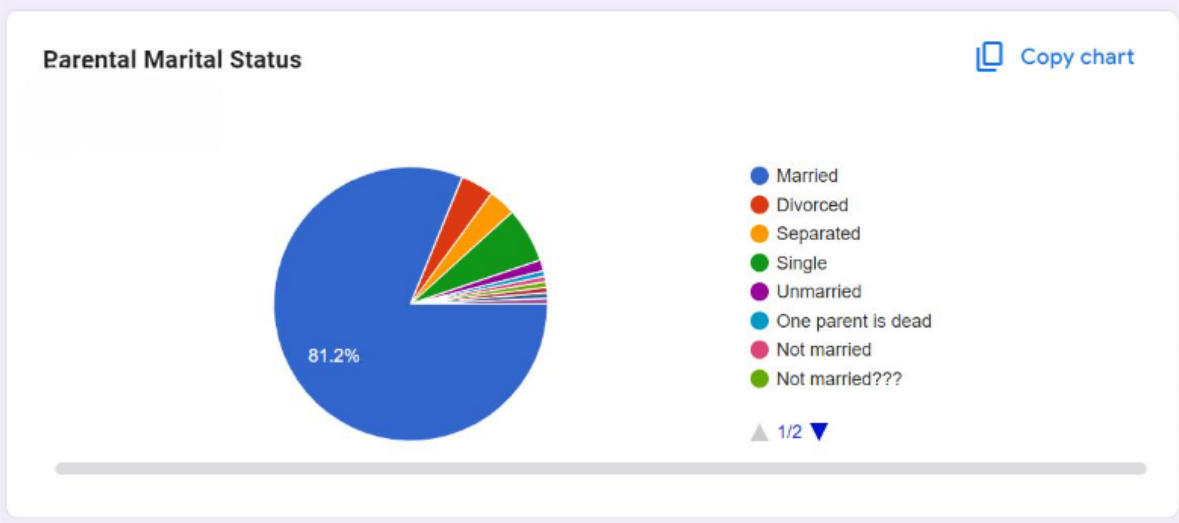


Figure 4. Demographic data through pie charts.

5.4 Interpretation of findings

Figures 1-4 present the graphical representation of the correlation results.

- **Figure 1**: Correlation Heatmap of Key Variables
- **Figure 2**: Scatter Plot - Parental Bonding Deprivation vs. Adolescent Personality vs. Socioeconomic Status
- **Figure 3**: Histogram- Adolescent Personality vs. Adolescent Personality vs. Socioeconomic Status
- **Figure 4:** Demographic data through Pie Charts

These visualizations support the statistical findings, reinforcing the moderate relationship between Parental Bonding Deprivation and Adolescent Personality while indicating minimal influence of SES.

5.5 Discussion

5.5.1 Explanation of key findings

According to the study, a greater diversity in adolescent personality traits was linked to higher levels of parental bonding deprivation. This supports earlier findings that early parental relationships are important in determining how a person develops their personality. However, socioeconomic status had little effect, suggesting that educational and financial background might not have a big impact on this association.

5.5.2 Comparison with existing literature

The findings align with studies emphasizing the role of early parental interactions in shaping psychological outcomes (Parker et al., 1979). However, the weak correlation between SES and personality traits contradicts some socio-developmental theories, which suggest that economic conditions heavily influence personality development (Bronfenbrenner, 1986).

5.5.3 Theoretical and practical implications

By highlighting the significance of parental attachment in adolescent development, these findings advance developmental and personality psychology. In practice, they imply that parental engage-

ment-focused treatments might have a greater influence on personality development than just socioeconomic changes.

5.5.4 Limitations of the study

1. The study does not establish causality as the study does not track changes over time.
2. SES as a Moderator - The categorical nature of SES may have influenced results.
3. Self-report Bias - Data was collected through self-reports, which can introduce biases.
4. SES as a Broad Construct – Socioeconomic Status (SES) was measured using an aggregated scale, but individual economic hardships, family financial stress, and neighborhood factors were not separately analyzed, which may influence adolescent personality development in nuanced ways.
5. Parental Influence Beyond Childhood – The study focuses on childhood parental bonding deprivation, but does not account for subsequent parental involvement during adolescence, which could alter personality development later in life.

5.5.5 Suggestions for future research

1. Longitudinal studies to examine causality in parental bonding and personality development and how these variables influence each other over a long period of time.
2. Exploring additional moderators such as emotional intelligence, resilience and peer influence. This would help to achieve a much more deeper understanding into personality of adolescents.
3. Larger, more diverse samples to improve generalizability.
4. Using multi-informant reports (parental and teacher assessments) can give much more accurate results and improve the reliability of future studies.

6 Summary and conclusion

Adolescent personality traits, childhood parental bonding deprivation, and Socioeconomic Status as a moderating factor were examined in this study. The findings showed Parental Bonding Deprivation significantly influences Adolescent Personality, whereas Socioeconomic Status does not moderate this effect. Future research should focus on alternative moderators and intervention strategies to further understand these complex relationships.

SES did not significantly moderate this relationship, indicating that social and financial status alone may not be able to mitigate the effects of early parental bonding deprivation on personality development. These results support the idea that early caregiving conditions have a significant impact on personality outcomes and are consistent with current theories of attachment and personality development. However, several socio-developmental models that highlight the role of economic factors in psychological outcomes are contradicted by the minimal influence of SES.

In the end, the results presented in this study support and prove all the 2 hypotheses:

- Parental bonding deprivation significantly affects adolescent personality, while SES does not moderate or influence this relationship.
- Supporting research from developmental and personality psychology aligns with the findings.

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