

Problem and Effectiveness of Parenting Style on Children's Behavior

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ABSTRACT

In the family, parenting style directly impacts children's behavior and symptoms of behavior. There is ample evidence to support the correlation between parenting style and children's behavioral problems. However, parenting style and children's behavioral problems have received little attention and research interest in India. Therefore, the current research is deemed necessary and timely. Thus, the major purpose of this current study is to investigate the relationship between parenting style and children's behavioral problems. Parenting styles (Authoritative, Permissive, and Authoritarian) were assessed by Parent Authority Questioner (PAQ) and children's behavioral problems (internalizing and externalizing symptoms) were assessed with the Children's Behavior Checklist (CBCL).

Keywords: Parenting style, and children's behavior

For decades, parenting has been characterized in terms of broad global styles, with authoritative parenting seen as most beneficial for children's development. Parenting styles and effects on children's behavior authoritative parenting styles tend to result in children who are happy, capable, and successful. Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.

The family is a socio-cultural-economic arrangement that exerts significant influence on children's behavior and the development of their characters (Baumrind, 1991). Any ignorance on the part of parents may lead to unwanted damaging effects on children's growth and thereafter may create misbehavior problems in children. Parenting is a composite activity that is the sum of many particular behaviors working together or individually, to finally have an effect on the child's behavior (Baumrind 1978). Specific parenting behaviors, such as physical punishments, may affect children's development and consequently cause behavioral disorders in them. The pattern of parenting style is utilized to get normal variations in parents' endeavor in order to control and socialize their children (Baumrind, 1991). Parenting, according to Baumrind (1967) categorized parents based on two dimensions, responsiveness and demanding. The responsiveness and demanding create

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Received: May 01, 2021; Revision Received: June 21, 2021; Accepted: June 30, 2021

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three different kinds of parenting styles: Authoritative style has a high responsiveness and high demanding. Authoritarian style has low responsiveness and high demanding, and finally, Permissive style, which is labeled by high responsiveness and low demanding. In Authoritative style high responsiveness and high demanding in parenting behavior has been shown to be directly related to less children's misbehavior and symptoms. (Baumrind, 1991). According to the Baumrind parenting style model theory, it is assumed that different kinds of parenting style lead to children's misbehavior.

REVIEW OF LITERATURE

Brar (2003) documented that authoritarian parenting style has a significant correlation with externalizing behavioral problems. Furthermore, Odubote (2008) reported that authoritarian parenting style is highly correlated with delinquency behavior, adding that the authoritative parenting style has been associated with positive outcomes. In contrast permissive and authoritarian parenting style has been associated with delinquency.

Palmer (2009) found that authoritative parenting was positively correlated with children's adjustment, and authoritarian parenting was negatively correlated with children's adjustment. In addition, it was reported that parental self-control skills were positively correlated with authoritative parenting.

Pellerin (2005) in a study applied Baumrind's authoritative, authoritarian, and permissive parenting to high schools as socializing negotiators. The findings of this study showed that school styles produced the same results as parenting styles. Consequently, the authoritative schools demonstrated the best outcomes and indifferent schools showed the worst results for disentanglement, whereas authoritarian schools have the worst outcomes for dropout.

Rikuya Hosokawa and Toshiki Katsura (2019) While ineffective discipline can be attributed to authoritarian and permissive parenting styles, little research has examined the role of gender in the association between parenting style and early childhood behavioral problems. Thus, this study aimed to clarify the effects of authoritarian and permissive parenting on children's externalizing and internalizing behaviors during the preschool-to-elementary-school transition according to gender in Japan. A sample of 1668 Japanese children (853 boys and 815 girls) were followed longitudinally over one-year intervals, and assessed based on parenting styles (the Parenting Scale), children's behavioral problems (the Strengths and Difficulties Questionnaire), and family characteristics. Multivariate analyses revealed that, when analyzed by gender, authoritarian discipline influenced externalizing problems in boys ($\beta = 0.048, p = 0.047$) and girls ($\beta = 0.067, p = 0.023$), while permissive discipline influenced externalizing problems in boys only ($\beta = 0.049, p = 0.038$). The results document the relationship between family processes and the development of disruptive behavior disorders in children. Support for parents employing such child-rearing styles in early childhood may be effective in reducing school maladjustment.

Objective of the research

The relationship between parenting styles (Authoritative, Authoritarian, Permissive) and children's behavioral problems (internalizing and externalizing symptoms)

METHODOLOGY

Sample and procedure

The population for this study was parents in India with children studying in elementary school. The sample in this study consisted of 50 parents of students in elementary school

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(levels 3, 4, 5), who were chosen from two schools in India. Parents were identified through their children who comprised 25 girls from four schools and 25 boys from four schools chosen by cluster random sampling. Measures Children's Behavioral Checklist (CBCL) Questionnaire: This includes forms to evaluate competency, and affective-behavioral problems. The CBCL is an instrument from Achenbach System of Empirically Based Assessment (ASEBA). This instrument arranges two broad-band behavior problems, internalizing and externalizing symptoms based on total T scores. Children with a CBCL T score of 63 or above for either of the internalizing or externalizing behaviors or both, were considered at clinical risk. The parent responds using a 3-point Likert scale. Each item is scored by a quantitative scale like; (0) = not true of the child, (1) =sometimes true, (2) =often true. The CBCL form, which is filled out by the parents, has a reliability of 93%, whose reliability for affective and behavioral symptoms is 90%. The internal stability of the scale with an alpha of 0.63 is 79% in CBCL. The internal similarity of the relevant scale was 70% and the scales of the second part were satisfying. In the validity of test-post-test, all the correlations were significant for Pearson's moment production. For the structural reliability, first, internal reliability of the scales was investigated, which was all significant and then to distinguish between the clinical group and the normal one, the independent groups were evaluated with a t-test (Minaei, 2006). The CBCL contained eight sub-scales for internalizing and externalizing problems: Anxious/Depressed (14 items), Somatic complaints (9 items), Withdrawn (9 items), thought problem (7 items), Aggressive behavior (20 items), Attention and hyperactivity problems (11 items), and Delinquent behavior (13 items), and social problems (8 items), and other problems (33items). In addition, a total problem score will be measured. (Achenbach & Rescorla, 2001). Parent Authority Questionnaire (PAQ) developed by Buri (1991) was designed to measure Baumrind's three dimensions: Authoritative, Authoritarian, and Permissive. The PAQ has internal consistency with alpha from .74 to .87 for subscales the stability of this questionnaire with two weeks test-retest reliabilities from .77 to .92. This questionnaire was investigated by Esfandiari (1995) to determine its validity and reliability. In this intercultural research test-retest reliability of the permissive was .69 and for the authoritarian was .78 while it was .73 for the authoritative. The parent responds using a 5-point Likert scale. Each item is scored by a quantitative scale like: strongly disagree = (1), disagree = (2), neither agree nor disagree (3), agree = (4), strongly agree = (5).

The results indicate that there is a significant correlation between the parenting style of and children's behavioral problems. The mean and standard deviations for Authoritative level of parents were $M=38.23$, $SD=6.38$, for Permissive level of parents ($M=29.84$, $SD=5.48$), for Authoritarian level of parents ($M=30.28$, $SD=6.27$). The mean and standard deviations for internalizing symptoms were ($M=11.83$, $SD=8.04$), and for externalizing symptoms were ($M=10.21$, $SD=8.08$). The Authoritative level of parents had negatively significant correlation with internalizing symptoms in children. Therefore, high Authoritative level of mothers had negative relation with low level of internalizing symptoms [$r = -.32$, $n =681$, $p < .01$]. On the other hand, the Authoritative level of parents was negatively significant in externalizing symptoms in children. Therefore, higher authoritative level will lead to lower level of externalizing [$r = -.28$, $n =681$, $p < .01$]. The Permissive level of parents has positive significant correlation with internalizing symptoms in children. The result shows that when parent's permissive level is high, their children have greater tendency towards internalizing behavior [$r = .12$, $n =681$, $p < .01$]. Also, the Permissive level of parents has a positive significant correlation with externalizing symptoms in children. This means that a high Permissive level has positive relationship with a high level

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of externalizing symptoms [$r = .12$, $n = 681$, $p < .01$]. Lastly, the Authoritarian level of parents has significant correlation with internalizing and externalizing symptoms in children whereby high Authoritarian level leads to high level of internalizing symptoms [$r = .25$, $n = 681$, $p < .01$] and a high level of externalizing symptoms [$r = .26$, $n = 681$, $p < .01$].

DISCUSSION

The findings of the present study highlight significant relationships between the parenting styles with children's behavioral problems. The present study carried out among Indian parents in the Indian context supports the findings of various researches which have shown the relationship between parenting style and children's behavioral problems (Williams et al., 2009; Harper, 2010; Fletcher et al., 2008; Maccoby, 1992 & Baumrind, 1991; Palmer, 2009; Brar, 2003; Wu, 2009; Sommer, 2007). According to Baumrind, parenting style theory (Maccoby 1992; Baumrind 1991; 1978; 1969), authoritative parents have supporting style. They are mostly adopted by parents who had both responsive dimensions and demanding. If they had rational demand from their children; they would respond accordingly to the children's need. Authoritative parents also recognized what was their own special right and that of their children. When parents have certain expectations from their children and exhibit responsive and supportive behavior, the children can create their own self-confidence and responsibility with less problematic behaviors, high rate of social skills, greater creativity and better academic performance in school. In contrast, due to high response demand between parents and children, Baumrind (1969; 1978; 1991) demonstrated that permissive parents responded but were not demanding, so these parents lacked the demanding dimension. Thus, permissive parents dislike control and authority over their children. They do not guide their children to regulate their behavior and allow them to make their decisions alone. Therefore, their children will receive passive and unresponsive character in their interaction with others. As a consequence, they become dependent and lack social responsibility and are low in cognitive development. It is assumed that the permissive parenting style will be associated positively with children's behavioral problems either internalizing or externalizing behaviors. Reflecting on Baumrind's theory (1991; 1978; 1969), authoritarian parents are not only demanding but they are unresponsive to the demand set by their children. Parental power is important thus, punishment, force and harshness are mostly techniques that authoritarian parents use to exhibit their authority. Nevertheless, corporal punishment in childhood may result in suicide, depression in adulthood or other problems that may manifest in later stages of the children's life. They are not warm and seem to use more punishment, and therefore the authoritarian parents adopting such practice can influence the behaviors of their children and their activities in society have been unsuccessful; and therefore, such a family will be subject to misbehavior and other psychosocial behavior (Gallimore and Kurdek 1992).

CONCLUSION

Findings from this study reveal that different parenting style is associated with low or high children's behavioral problems. Authoritative parenting style continues to influence children's development in positive ways beyond childhood and also adolescence. Conceptually, the authoritative style parents have both responsive and demanding dimensions. Their children have fewer behavioral problems and a high rate of academic achievement in school. Thus, with high demand and responsiveness between parent and child, there will be less internalizing and externalizing symptoms. In contrast, permissive parents are responsive but they are not demanding. So their children tend to get passive and be unresponsive in their interaction with others, become dependent and lack social responsibility. Therefore, it is assumed that the permissive parenting style will be associated

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positively with internalizing and externalizing behavior in children. Also, authoritarian parents are only demanding but they are unresponsive. They utilize the punishment for their own children. Hence, being too strict in childhood may result in children's behavior problems.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Jogdand A M & Magar A A (2021). Problem and Effectiveness of Parenting Style on Children's Behavior. *International Journal of Indian Psychology*, 9(2), 2031-2036. DIP:18.01.202.20210902, DOI:10.25215/0902.202