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PATERNAL PARENTING: A COMPARITIVE STUDY OF CHILDREN'S BEHAVIOUR DEVELOPMENT

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ABSTRACT

The present investigation was carried out in Hisar district of Haryana state to find out the effects of home environment on paternal parenting style. From Hisar district two areas were selected i.e, urban and rural. The sample consist 100 girls between the age group of 7-8 years and their parents (both mother and father). 50 girls and their parents were selected randomly from Hisar city and 50 girls and their parents were selected randomly from rural area. A total of 50 boys between the age group of 7 to 8 years with both of their parents were selected randomly from each location. Hence, the total sample was 300 including (100 children and 200 their parents). Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson (1995) were used to measure Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson, (1995) was used to measure parenting style i.e. authoritative, authoritarian and permissive. Vineland adaptive behaviour scale by Sparrow et al., 1984 used to measure the adaptive behaviour of children. Result revealed that paternal parenting style is significantly related to communication domain, social domain, motor domain, and adaptive behaviour in urban area. On the other hand in rural area paternal parenting

style is significantly related to communication domain, social domain, and adaptive behavior.

KEYWORDS: Paternal parenting, adaptive behaviour, communication, socialization, motor skills.

INTRODUCTION

Parenting is the style of child upbringing which refers to a privilege of responsibility of mother and father, together or independently to prepare the child for society and culture, which provides ample opportunity to a child to find roots, continuity and a sense of belonging (Sirohi and Chauhan, 1991) and also serves as an

effective agent of socialization. Though parenting, as a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behaviour for socio-psychological researches, but how child perceives her parenting always remains a neglected phase of researches and should be deemed most important as he is the one whose process of socialization stands for furtherance (Bharadwaj, 1996). Ayers (2002) categorized parenting in to four styles, namely permissive parent, authoritarian parent, uninvolved parent and authoritative parent. Parenting plays a very vital role in the upbringing of children because it is a very serious social phenomenon that determines the future of



the children. It is clear that from early in the child's life, parenting skills, parenting style and the parent-child relationship are major factors that affect children's psychosocial development throughout most of childhood. Judy and Arthur (2007) stated that parents with strong values, integrity and positive attitude, can inculcate in their children a set of solid values like fairness, honesty, discipline, justice and integrity right from their childhood.

Adaptive Behaviour includes the age-appropriate behaviours necessary for people to live independently and to function safely and appropriately in daily life (Roger 2005). Adaptive skills are the skills needed for daily life and include the ability to produce and understand language (communication); home-living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (reading, writing, and arithmetic); and work skills (AAMR, 2002).

Father plays an important role in transition of egocentric child to the socialized one. She is the first informal teacher of the child who prepares the child to face the strange world with confidence. The child rearing practices used by parents contribute a lot in the adaptive behaviour of the child. Russell et al. (2003) investigated that mothers were more authoritative and fathers more authoritarian. It was found that significant impact of home learning environment and mother's education develops intellectual skill building in the children (Melhuish et al. 2001).

METHODOLOGY:

Hisar district of Haryana state was selected purposively for the present study due to easy accessibility. From Hisar district two areas were selected i.e, urban and rural. The sample consist 100 girls and 100 boys between the age group of 7-8 years and their parents (both mother and father). Hence, the total sample for the study was 600 (200 children and 400 their parents) from both location. Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson (1995) were used to measure Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson, (1995) was used to measure parenting style i.e. authoritative, authoritarian and permissive.

RESULTS:

Table 1 Distribution of respondents according to adaptive behaviour

Adaptive behaviour is a very crucial aspect of development and refers to mental processes and the function involved in understanding and dealing with the surroundings. Adaptive behaviour involves the skills like communication skill, daily living skill, social skill, and motor skill. Data showed that majority of the respondents were getting high score in all aspect of adaptive behaviour except daily living skill in urban areas but in rural areas children were not get appropriate behaviour for their proper development. The trend was towards low to high home environment when we observed each aspect separately.

Table 1: Distribution of respondents according to adaptive behaviour

Sr. No.	Sub Scale	Rural (n=50)	Urban (n=50)	Total n=(100)
1.	Communication domain			
	Low(29-54)	26(52.00)	6(12.00)	32(64.00)
	High (55-79)	24(48.00)	44(88.00)	68(68.00)
2.	Daily living skill domain			
	Low(17-33)	31(62.00)	16(32.00)	47(47.00)
	High(34-50)	19(38.00)	34(68.00)	53(53.00)
3.	Social domain			
	Low (15-24)	23(46.00)	31(62.00)	54(54.00)
	High (25-33)	27(54.00)	19(38.00)	46(46.00)
4.	Motor skill domain			
	Low (30-43)	14(28.00)	6(12.00)	20(20.00)
	High(44-56)	36(72.00)	44(88.00)	80(80.00)
5.	Composite adaptive behaviour			
	Low (89-151)	25(50.00)	7(14.00)	32(32.00)
	High(152-214)	25(50.00)	43(86.00)	68(68.00)

Figures in parentheses indicate percentage

Table 2: Distribution of respondents according to parenting style

Table depicts that 15% fathers were permissive, 55% authoritative and 30% fathers were authoritarian. It was found that mothers were more authoritative than father.

Table 2: Distribution of respondents according to parenting style

Sr. No.	Paternal parenting style	Rural (n=50)	Urban (n=50)	Total (100)
1	Authoritative	21(42.00)	34(68.00)	55(55.00)
2	Authoritarian	19(38.00)	11(22.00)	30(30.00)
3	Permissive	10(20.00)	5(10.00)	15(15.00)

Table: 3 Association of adaptive behaviour with paternal parenting styles n=100

	Rural (n=50)					Urban (n=50)				
Parenting Styles	Authoritative	Authoritarian	Permissive	Total	χ^2 Value	Authoritative	Authoritarian	Permissive	Total	χ^2 Value
Communication Domain										
Low	3	16	16	35	15.58*	-	1	1	2	13.54*
High	9	4	2	15		38	9	1	48	
Total	12	20	18	50		38	10	2	50	
Daily Living Skill Domain										
Low	11	20	18	49	3.23	6	5	1	12	5.82
High	1	-	-	1		32	5	1	38	
Total	12	20	18	50		38	10	2	50	
Social Domain										
Low	6	12	18	36	11.31*	3	4	2	9	15.01*
High	6	8	-	14		35	6	-	41	
Total	12	20	18	50		38	10	2	50	
Motor Skill Domain										
Low	3	9	10	22	2.74	1	1	1	3	7.91*
High	9	11	8	28		37	9	1	47	
Total	12	20	18	50		38	10	2	50	
Adaptive Behaviour										
Low	3	19	18	40	30.00*	1	2	1	4	8.23*
High	9	1	-	10		37	8	1	46	
Total	12	20	18	50		38	10	2	50	

Table 4.5 presented that paternal parenting style ($\chi^2=13.54^*$) is significantly related to communication domain, ($\chi^2=15.01^*$) social domain, ($\chi^2=7.91^*$) motor domain, and ($\chi^2=8.23^*$) is significantly related to adaptive behaviour in urban area. On the opposite in rural areas paternal parenting style ($\chi^2=15.58^*$) is significantly related to communication domain, ($\chi^2=11.31^*$) social domain, and ($\chi^2=30.00^*$) is significantly related to adaptive behaviour in urban area.

DISCUSSION:

Paternal parenting style was significantly associated with almost all domains of children's adaptive behaviour i.e communication skills, daily living skills and composite adaptive behaviour. Lengua, (2008) found that different parenting styles may have an influence on internalizing or externalizing outcomes in children, depending on child's temperament and how that child responds to the parenting style. Carlo et al. (2007) found that relations among parenting styles, parental practices and pro-social behaviors in adolescents and viewed pro-social behaviors as a function of the specific parenting practice and the specific pro-social behaviour. Harrison et al. (2008) found that adolescents raised in authoritative households consistently demonstrate higher protective and fewer risk behaviors than adolescents from non-authoritative families. There is also considerable evidence to show that parenting styles and behaviors related to warmth, communication and disciplinary practices predict important mediators, including academic achievement and psychosocial adjustment.

Authoritative parenting style has been associated with positive outcomes by Odubote, (2008). Brook et al. (2001) studied that authoritative parenting has been associated with positive behavioural outcomes including increased competence, autonomy, and self-esteem as well as better problem solving skills, better academic performance, more self-reliance, less deviance, and better peer relations. Jackson et al. (2005) found that students who perceived authoritative parents showed higher self-esteem, lower depression and better adjustment.

Authoritarian parenting is positively related to adolescents' positive outcomes, such as academic achievement, mental health and self-esteem by Rudy et al. (2006) but, Garcia and Garcia (2009) reported that authoritarian parents are more likely to have kids with low social competence. Steinberg et al. (1994) revealed that teens with authoritarian parents were the least likely to feel socially accepted by their peers. They were also rated as less self-reliant. Garcia (2009) found that adolescents who were raised by permissive parents had higher levels of self-reliance, self-esteem and coping skills.

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