

Contribution of Parenting Style in life domain of Children

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Abstract: Parent are important personality and has great influence in child life. They have active role in child life. Parent have unique attitude, behavior, believe, values and family background and these characteristics varies from parent to parent. Parent in this world behave in different way for rearing their children. Specific attitudes and behaviors which parent show are parenting style and these styles have importance in child life. This article focuses on review of three parenting style presented by Baumrind and their influence on child education and psychological well being. After reviewing literature authors come to know about positive influence of Authoritative parenting style in life domain of child. Review of research literature suggests that Authoritative parenting style can promote through training and media campaign.

Key words: Parenting style, children, education and psychological well being.

I. Introduction

Parents basically mold and shape their children into adults through their world of influence (Baumrind, 1971). A way of reflection between parent and child relationships is parenting and it is a complex activity that includes many specific attitudes and behaviors that work separately and collectively to influence child outcomes and generate an emotional bond in which the parent's behaviors are expressed (Darling & Steinberg, 1993; Darling, 1999). Parenting can be explained in terms of two components such as parental responsiveness and demandingness (Fletcher, Walls, Cook, Madison, & Bridges, 2008). Parental demandingness is the extent to which parents set guidelines for their children, and how their discipline based on these guidelines. Parental responsiveness is the emotional characteristic of parenting. Responsiveness passes on to the degree to which parents support their children and attend their children's needs. Both parenting responsive and demanding has been linked to secure attachment in children (Karavasilis, Doyle & Markiewicz, 2003). Baumrind identified three styles: authoritative, authoritarian, and permissive with these concepts of responsiveness and demandingness in mind (Baumrind, 1971).

Authoritative parenting

Authoritative parent is combination of demandingness and responsiveness. They make logical demands, set limits and insist on children's compliance, whereas at the same time, they are warm, accept the children's points of view, and encourage the children's participation in decision making and often seek their children's views in family considerations and decisions (Berg, 2011; Weiss & Schwarz, 1996; Zupancic, Podlesek, & Kavcic, 2004). This type of parent monitors and disciplines their children fairly, while being very supportive at the same time (Baumrind, 1971).

Authoritarian Parenting

The authoritarian parenting style of parents is demanding and unresponsive. They engage in little mutual interaction with the children and expect them to accept adult's demands without any questions. Power-assertive techniques of socialization (threats, commands, physical force, love withdrawal) use by authoritarian parents and restrain children's self expression and independence (Zupancic et al., 2004). Authoritarian parents are inclined to set high standards and guidelines and obedience is required. Authoritarian parents connect love with success and are not as nurturing as the other two styles of parenting (Berg, 2011).

Permissive Parenting

The permissive parenting comprises few clear and predictable rules because follow-through is not constant and misconduct is ignored, neutral or positive affective tone. They give children a high level of freedom and do not restrain their behaviors unless physical harm is involved (Rossman & Rea, 2005). Permissive parenting expose an overly tolerant approach for socialization with responsive and undemanding parenting behaviour. These parents are nurturing and accepting, but at the same time they avoid imposing

demands and controls over child's behavior (Zupancic et al., 2004). They have little or no expectations for their children and often view their children as friends and have few limits imposed (Berg, 2011).

Theories of parenting

Rohner theory of Parental acceptance-rejection commonly known as a theory of socialization. This theory focuses on four major issues, i.e. behavioral, cognitive and emotional development of children and adult personality functioning. Every individual has experienced the warmth and affection provided to him/her by someone important, who is called the parent not necessarily, mother and father. This warmth and affection is a range from a great deal to none, where one end is parental acceptance while the other one is rejection (as cited in Hussain & Munaf, 2012).

Two dimensional model of parenting: warmth-hostility and restrictiveness- permissiveness was presented by Becker, high in warmth and restrictiveness Parents produce complaint, well-behaved children, whereas those high in warmth and permissiveness promote socially outgoing, independent, and creative children (as cited in khalid, 2004).

Baumrind (1966) theoretical model of parenting style which included the nurturance and control dimensions of child rearing into a conceptualization of parenting style that was fastened in a emphasis on parents'belief system (Darling & Steinberg, 1993). For Baumrind, key element of parental role is to socialize the child to conform to the necessary demands of others and maintaining a sense of personal integrity. She defined control as strictness, use of corporal punishment, consistency of punishment, use of explanations, and so on (Baumrind, 1966). In contrast, Baumrind argued that parents' willingness to socialize their child is conceptually separate from parental restrictiveness.

II. Parents parenting styles has great influence on children life domain (Education and psychological wellbeing)

On the one hand Rossman and Rea, (2005) study in western culture explored that authoritative parenting lead to better child adaptation and less externalizing problems such as being less aggressive and higher learning and conduct problems in children are due to strong authoritarian parenting while permissive parenting leads to a higher anxiety level and higher internalising problems in children such as depression and social withdrawal. On the other hand Chen, Dong, and Zhou (1997) conducted a research in the Asian context and found that higher aggressive behaviors and lower social competency and academic achievement was connected with authoritarian parenting. In contrast, social and school adjustment positively and adjustment problems negatively linked with authoritative style. Similarly Hickman and Crossland (2005) study revealed that authoritative parenting, humor, academic achievement was positively linked to students' college adjustment.

Lamborn, Mounts, Steinberg, and Dornbusch (1991) study investigated that authoritative parents reported significantly higher academic capability, lower levels of problem behavior, and higher levels of psychosocial development. Same result of Steinberg, Lamborn, Dornbusch & Darling, (1992) study that Parental involvement in the context of an authoritative home environment is much more likely to promote school success. Similarly Adolescent with authoritative home environment do good in school, more self-reliance, report less psychological distress, and engage less in delinquent activity (Steinberg, Mounts, Lamborn, & Dornbusch, 1991). Same result of study of Strage and Brandt (1999) showed that college students living in an Authoritative home reported more persistence, confidence, and academic success compared with their counterparts. Cohen and Rice (1997) study indicated that high grades were related with child and parent perception of higher authoritative and Child alcohol and tobacco use was associated with child perception of higher permissiveness.

Milevsky, Schlechter, Netter, and Keehn (2007) study also revealed that Authoritative mothering was related to higher self-esteem and life-satisfaction and to lower depression. Paternal Authoritative parenting styles was also related to psychological adjustment. Similarly Silva, Dorso, Azhar, and Renk (2007) study suggested that fathers' authoritative parenting was related to decreases, whereas authoritarian mothers' parenting was related to increases, in college students' anxiety. Same like Mothers and fathers' authoritative positively relate to the academic achievement of the students (Nyarko, 2011). Similarly Kazmi, Sajjid, and Pervez (2011) study explored impact of father's style of dealing with their children at home and their academic achievements at school and result were in favor of the fathers' involvement for the academic achievements. In contrast Khan, Atta, Bhatti, and Ali (2008) found that democratic and autocratic parenting was insignificant in board results of students but laissez faire parenting style and the performance of students in board results was significant.

Shek, Lee, and Chan, (1998) study on Chinese revealed cause of low academic achievement was conflict with mother and father of less responsive and less demanding parents had conflict with their children. On basis of gender differences, Perceptions of parental authoritative were associated with high hope in males, at the same time as females showed a greater decline in hope. Perceptions of parental authoritarianism were related to low self-esteem with females manifesting lower self-esteem than boys (Heaven & Ciarrochi, 2008). Study of

Fletcher et al. (2008) argued that when parents scored low on both dimensions of responsiveness and demandingness (authoritative parenting) then children demonstrated the most problematic development and caused internalizing, externalizing, and social problems. Parents has impact on social emotional development of preschool aged children if parents using authoritative parenting practices had children with highest score on the social emotional development screening tool (Berg, 2011). Reciprocal relationship of study of Boutelle, Eisenberg, Gregory and Neumark-Sztainer (2009) showed that self-esteem was associated with increased parent-child connectedness among females while depressive symptoms predicted decreased parent-child connectedness.

Children social relationships rely heavily on the strength of relationship between children and their parents especially from a young age and Authoritative in their parenting style has significantly higher parent child relationship (Tam, Lee, Kumarasuriar, & Har, 2012). Authoritative parenting was generally connected with good outcome (adjustment and guilt), Authoritative parents were seen as more consistent in discipline than authoritarian and neglectful parents (Shilkret & Vecchiotti, 1997).

Correlational analyses Abar, Carter, and Winsler (2009) showed authoritative parenting to be associated with high levels of academic performance and study skills. Adolescents with authoritarian parenting style in the maladjusted cluster had poorer attitudes towards school and teachers compared to adolescents in the well-adjusted cluster for both samples (Ang & Goh 2006). The study revealed that authoritative styles have more positive impact on academic achievement (Aiyappa, & Acharya, 2012). Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh (1987) found authoritative parenting was positively associated with academic performance than authoritarian and permissive parenting. Tafarodi, Wild, and Ho (2010) study revealed those highly redundant positive relations of mothers' and fathers' authoritative and nurturance with both self-liking and self-competence. Contrary to expectation, mothers' and fathers' authoritarianism was also positively associated with self-liking.

Many other previous studies explored that Authoritative parenting styles has been related to children and adolescents' academic achievement (Amato and Gilbreth, 1999; Lamborn et al., 1991), optimism, (Baldwin, McIntyre, & Hardaway, 2007), confidence level, persistence, task involvement, and rapport (Strage & Brandt, 1999), motivation (Gonzalez & Wolters, 2006), externalizing problem behaviour and attention problems and poor subsequent math achievement is results of high levels of control in mothers and low levels of support in fathers (Gadeyne, Ghesquiere, & Onghena, 2004). Various studies have concluded strong relationship between parenting styles and the academic achievements of children and stable and strong relationship between parenting style and a wide variety of adolescence outcomes, including subjective well-being and self-esteem, health and risky behavior, and school results and enrollment (Chan & Koo, 2010, 2011; Koo & Chan, 2008).

III. Conclusion

Review of literature suggests that parenting style is a significant factor in psychosocial development of children and adolescent. Parents parenting styles have great influence on children life domain; after reviewing of literature it is clear that authoritative parenting style has positive influence in children and adolescents life domain (education, psychological wellbeing).

Positive Parent and child relationship is the foundation of healthy home environment and school environment. Parents have influence on whole life of children mean birth to adulthood period effect due to parents. Children spend most time at home and parent's attitudes, behaviors, life standards and communication with children has great impact on child's future life. If parents are too much strict or too much submissive, that has worse impact on their life. But supportive, caring and flexible attitude of parents produce psychological, mentally healthy children.

IV. Implications

Parents have to adopt authoritative parenting style and practically apply this when dealing their children and adolescent. They are backbone of any nation and future of nation depends on their psychosocial development. Healthy parents can produce healthy children in return can produce healthy nation. Through training and media campaign authoritative parenting style can promote.

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