

THE IMPACT OF EDUCATION ON THE MATERNAL PARENTING STYLE

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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. Result revealed that 60% mothers were authoritative, 28% authoritarian and 12% mothers were permissive. Result further reflects that education is significantly associated with maternal parenting style.

KEYWORDS: Maternal Parenting, Adaptive Behaviour, Communication, Physical, Emotional, Social and Intellectual Development

INTRODUCTION

Parenting is the style of child up-bringing 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 his/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).

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. It plays a very vital role in the up-bringing of children. It is the duty of the parents to properly rear their children and up bring them to be a very responsible person in the society. It is a very serious social phenomenon as it determines the future of the children. It is a reciprocal process where the parent influences the child's development, and in return, the child influences the parent (Sclafani, 2004). Both mothers and fathers have remained contributor to the development of their children. Father is seen as bridge by which the child reaches the outside world (Meertoo and Burnhardet 1975). The construction of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991).

Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parents categorized according to parental demandingness and responsiveness which creates a typology of four parenting styles: authoritarian, authoritative, permissive and uninvolved (Maccoby & Martin, 1983). Each of these parenting styles reflects different naturally occurring patterns of parental values, practices, and behaviors (Baumrind, 1991) and a distinct balance of responsiveness and demandingness.

Authoritarian parents are highly demanding and directive, but not responsive. "They are obedience and status-oriented, and expect their orders to be obeyed without explanation" (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem (Dinwiddie 1995). Miller *et al.* (1993) found that children from authoritarian families have poorer social skills, lower self-esteem, and higher levels of depression.

Authoritative parents are both demanding and responsive. "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991). Barnes *et al.* (2002) 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.

Permissive parents (also referred to as "Indulgent" or "nondirective") "are more responsive than demanding. They are non-traditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991). Permissive parents take orders and instructions from their children, are passive, endow children with power have low expectations, use minimal discipline, and do not feel responsible for how their children turn out. Parents teach their children that they can get their way by manipulating others: "Children learn a false sense of control over adults that increases their manipulative behavior" (Huxley 1998). Garcia (2009) found that adolescents who were raised by permissive parents had higher levels of self-reliance, self-esteem and coping skills.

Uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting–neglecting and neglectful parents, although most parents of this type fall within the normal range. The importance of responsive parenting for young children's well-being has many policy implications. Policy and practice decision-makers need to pay particular attention to parents who are most at risk: they need to use ways to facilitate change in parents' behaviour, taking into consideration factors such as parent beliefs, social support, mental health status, in order to maximize effectiveness. Synthesis of relevant research should guide new investments in parent programs and the development of research initiatives concerning responsive parenting (Landry *et al.*, 2006).

Behaviour of children wholly depends upon the parenting styles adopted by parents. The education of parents is one of the important factor which play an important role in constructing the children's personality, because the well-educated parents can develop a social intelligence in their children better than uneducated parents, which further helps them in the build-up of their carriers. Adaptive behaviour also depends upon the behaviour of parents, style of upbringing parents-child relationship, emotion of parents, time devotion for children etc.

Mother 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).

Objectives

- To assess the maternal parenting style.
- To assess the impact of education on the maternal parenting style.

METHODOLOGY

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). Two types of variables i.e. independent and dependent were taken. Education was taken as independent variable and maternal parenting style was dependent variable. Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson (1995) were used to measure Parenting Style and i.e. authoritative, authoritarian and permissive.

RESULTS

Table: Distribution of Respondents According to Parenting Style

Sr. No.	Maternal Parenting Style	Rural (N=50)	Urban (N=50)	Total (100)
1	Authoritative	27(54.00)	33(66.00)	60(60.00)
2	Authoritarian	17(34.00)	11(22.00)	28(28.00)
3	Permissive	6(12.00)	6(12.00)	12(12.00)

Table depicts that 60% mothers were authoritative, 28% authoritarian and 12% mothers were permissive.

Table: 2 Association of Mother Education with Maternal Parenting Style

Variable	Mother Education			χ^2
	Middle	Senior And Above	Total	
Parenting Styles				
Authoritative	21	39	60	15.84*
Authoritarian	22	6	28	
Permissive	8	4	12	
Total	51	49	100	

Table shows that mother education is significantly associated with maternal parenting style.

DISCUSSIONS

Parenting style was significantly associated with maternal education. Grimm-Thomas and Perry-Jenkins (1994) found that working-class fathers used more positive and supportive (authoritative) parenting when they had more positive work experiences. Conger *et al.* (1994) found that economic hardship was directly related to higher reports of coercive family processes, implying more authoritarian parenting. Shumow, Vandell, and Posner (1998) reported lower family income was associated with greater parental harshness (authoritarianism) in third- and fifth-graders. McLoyd (1990) identified psychological distress as the mediator between SES and parent behaviors, but he alluded to the idea that SES indirectly influences parents to adopt an authoritarian style of parenting. Bluestone and Tamis-LeMonda (1999) found that low SES predicted maternal depression, which influenced African-American Mothers to use a harsher, authoritarian style of parenting.

Conger *et al.* (1994) found that economic hardship was directly related to higher reports of coercive family processes, implying more authoritarian parenting. Jackson, Brooks-Gunn, Huang, and Glassman (2000) reported that financial strain increases the risk of depression, which in turn undermines the quality of parenting. Similarly, McLoyd (1990) argued that poverty increases the probability of parents' psychological distress, which in turn affects parenting behaviour. These findings were supported by longitudinal research showing that negative parent-adolescent relationships mediate the effects of financial strain upon adolescent academic achievement for both European and African American families (Gutman & Eccles, 1999). Brody and Flor (1998) contended that the physical constraints and dangers that are sometimes associated with poverty lead parents of lower SES to be more authoritarian with their children in an effort to protect them from harm.

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