



INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact factor: 4.295

(Volume 4, Issue 3)

Available online at: www.ijariit.com

Parenting behavior among working parents of school children

Beryl Juliet V. S.

beryljsam@gmail.com

College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore, Tamil Nadu

ABSTRACT

A descriptive study was conducted to assess Parenting Behavior among Working Parents of School Children at a selected area in Coimbatore. Using purposive sampling technique, 28 working parents of school children between 6 to 12 years were selected. Data were collected using a structured questionnaire on parenting behavior. Findings revealed that out of the 28 parents majority (64.29 %) of parents had an appropriate parenting behavior and 35.71 % of them had a moderately appropriate parenting behavior. None of the parents had inappropriate parenting behavior. Chi-square value was computed to find out the association between baseline variables of parents and their parenting behavior. Findings revealed that there was a significant association between the age of mothers ($\chi^2 = 14.02$) and parenting behavior at $p < 0.05$ level of significance. None of the other baseline variables had any association with the parenting behavior among parents of school children.

Keywords: Parenting Behavior, Working Parents, School Children

1. INTRODUCTION

Every day of our lives, we make deposits in the memory banks of our children!!

- Charles. R. Swindoll

Parenting is a very important, essential and challenging task. Parenting behavior refers to, the process of promoting and supporting the physical, emotional, social, financial and intellectual development of a child from the stage of infancy to adulthood. It also refers to the aspects of raising a child aside from the biological relationship. Helping in shaping a child's behavior is the key aspect of parenting. The best way to improve a child's behavior is to give him/her a lot of attention when they are doing something you like and remove your attention when they are doing something that you do not like. Children need a lot of love and affection daily. Bauer (2016).

Heffner (2004) stated that effective parenting involves developing and clarifying clear expectations, staying calm in the midst of confusion when your child gets upset, being consistent and a positive role model, role-playing corrective behaviors and lastly, praising the child for his behavior. Proper parenting helps in shaping the coming generations and the way the next generation will behave, affecting the world around them. History has taught us that, parenting without a proper foundation always and definitely leads to a lot of confusion for any developing child. Hence, the attempt of trying to be a successful parent is so important and will be the most important job in one's life. Knowing what healthy methods are best for one's child during parenting is time-consuming, yet a rewarding effort.

According to the U.S. Department of Health and Human Services (2010), research estimates that between one and four of every 100 children between ages 9 and 17 have a condition called conduct disorder, which is typified by having little concern for others, violating established societal rules, acting out feelings and impulses in destructive ways, and committing increasingly serious offenses over time. Several studies have revealed that poor parenting practices, harsh parenting and corporal punishments can contribute to behavioral problems among children.

A study was conducted by Kazdin and Musser (2009), to assess the child, parent and family functioning among parents of children referred with antisocial, oppositional and aggressive behavior at Yale conduct clinic in Connecticut. Parents or the caretakers of 396 children (77% boys, 23% girls) between the age group of 2-14 years, (Mean age = 7.92, SD = 2.89), participated in the study out of which, 48.4% had conduct disorders and 70.6% had other behavior disorders. Data were collected from parents using Management of Child Behavior Scale (MCBS). The measure consisted of 38 items related to the parenting of children with conduct problems such as coercive communications, dysfunctional disciplining practices, negative parental attitude, harsh, physical and violent punishment, inconsistent parental control, negative reinforcement of deviant behaviors, and parental praise, approval, and support for prosocial behaviors. Higher scores indicated more adverse or incompetent parenting. The parents were given 16 sessions of parent management training (PMT). Inept or incompetent parenting was associated with conduct problems in

children. Parenting practices were significantly correlated with child behavior problems. Post PMT showed significant ($t=14.33$, $p<.001$) reduction in inept parenting with an effect size of Cohen's $d=0.77$.

Tichovolsky (2011) stated that parents are the child's first teachers, and a nurturing relationship between a parent and child supports best possible early brain development. Since children develop in an environment of relationships, and the environment into which a child is born as well as the type of parenting that he or she receives have a major effect on later development and wellbeing, parents need to be responsive, and receptive to the child's behavior and needs. This interaction can vary depending on the type of behavior the caregiver is responding to like, a sign of illness, a verbal signal, a facial expression. Responsiveness is a three-step process consisting of observation, interpretation, and action. When children lack a positive and supportive relationship with a caregiver, they are more likely to form an insecure attachment; which can lead to behavioral and emotional problems as they mature.

2. SIGNIFICANCE OF THE STUDY

"Children aren't coloring books. You don't get to fill them with your favorite colors."

- *Khaled Hosseini*

Alizadeh, Talib, Abdullah and Mansor (2011) investigated the relationship between parenting style and behavioral problems among children in Tehran. 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). Respondents were 681 mothers of children in primary school (347 girls and 334 boys) selected by cluster sampling. Results indicated that there was a significant correlation between Authoritative and internalizing ($r= -.32$, $p<.001$) externalizing ($r= -.28$, $p<.001$), Permissive and internalizing ($r= .12$, $p<.001$), externalizing ($r= .12$, $p<.001$), Authoritarian and internalizing ($r= .25$, $p<.001$), externalizing ($r= .26$, $p<.001$). Authoritative parenting style with high responsiveness and demanding parenting behavior was directly related to fewer children's internalizing and externalizing symptoms.

Seven reviews and two focus group discussions on parenting among parents and children and the various ways it can affect children's lives were summarized by Utting (2007). Findings revealed that adults who had received little or no physical punishment as children reported bringing up their children in the same way. Those who had received frequent punishment appeared to administer more punishments in practice. Parents who were stressed were less likely to be able to provide optimal home situations and were more likely to use coercive and harsh methods of discipline. Parental warmth, lack of conflict, control, and monitoring played an important role in developing social skills of children. It was seen that more extreme the circumstances for parents was, worse were the outcomes of externalizing and internalizing symptoms for children. The quality of parent-child relationships appeared to be influential into adulthood for social and behavioral outcomes and hence, it was concluded that improving the quality of parent-child relationships can be expected to have positive effects on individual children, families, and society as a whole.

Kopko (2007) stated that several types of research have revealed that, an authoritative parenting style produces a number of positive developmental outcomes in adolescents. It includes parental monitoring and supervision that promotes children's exposure to positive activities and reduces opportunities for engaging in delinquent, risky behaviors. A warm but firm approach to parenting also allows teens to be independent within developmentally appropriate parental limits and boundaries.

Since children imitate all words and behaviors from their parents, parenting plays an important role in the character and overall future of children. Hence, the researcher was interested in carrying out a study to determine the parenting behavior among working parents of school children.

3. STATEMENT OF THE PROBLEM

A study to assess the Parenting Behavior among Working Parents of School Children

4. OBJECTIVES

1. Assess the parenting behavior among working parents of school children
2. Associate the parenting behavior with selected baseline variables

5. OPERATIONAL DEFINITION

Parenting Behavior:

It refers to the everyday practices by which the father and mother take care of the child.

Parents:

It refers to the mothers or fathers of school children, who are employed full time.

School Children:

It refers to children within the age group of 6-12 years.

6. ASSUMPTIONS

- Parenting behavior has a great influence on the child's behavior
- Parental expectations will affect the child's behavior
- Positive parental relationships with children will help reduce behavioral problems in children.

7. PROJECTED OUTCOME

This study will determine the parenting behaviors among working parents of school children.

8. METHODOLOGY

Research Approach: Quantitative research approach was adopted.

Research Design: The research design used was Descriptive design.

Research Setting: The study was conducted among working parents of school children in a selected area in Coimbatore.

Population: The target population was working parents of school children in a selected area in Coimbatore.

Samples: The samples were working parents of school children in a selected area in Coimbatore.

Sampling: Purposive Sampling technique was used to select samples.

An instrument for Data Collection:

The tool consisted of a Structured Questionnaire. The following sections were included.

Part – I: Baseline Information of Parents. This section had questions on information like the age of the parents, their educational level, occupation, number of children, and type of family and work timings of parents.

Part – II: This section had 55 items on a 3 point Likert Scale, based on parenting behavior of the parents of school children. It consisted of 6 components. They were as follows:

- A. Parental Expectations (9 items)
- B. Parental Relationship with children (11 items)
- C. Disciplining (6 items)
- D. Academic Activities (11 items)
- E. Parents Perception of their Parenting Behavior (8 items)
- F. Marital Compatibility among parents (10 items)

Data Collection Procedure:

Using purposive sampling technique, 28 working parents of school children were chosen for this study. The purpose of the study was explained to the parents. The questionnaires were distributed to either the fathers or mothers of the school children. They took about 20 to 30 minutes to complete the questionnaire.

Score Interpretation:

The scores were interpreted as follows:

- <40% - Inappropriate parenting behavior.
- 41 – 80% - Moderately appropriate parenting behavior.
- >81 – 100% - Appropriate parenting behavior.

Plan for Data Analysis: Descriptive and Inferential statistics.

9. DATA ANALYSIS AND INTERPRETATION

Table 1: Baseline Information for Parents of School Children (n=28)

S. No.	Baseline Variables	Frequency	%
1.	Father's Age (Years):		
	21 – 30	5	17.8
	31 – 40	11	39.3
	41 – 50	11	39.3
	51 – 60	1	3.6
2.	Mother's Age (Years):		
	21 – 30	11	39.3
	31 – 40	11	39.3
	41 – 50	5	17.8
	51 – 60	1	3.6
3.	Father's Educational Level:		
	Higher Secondary	5	17.9
	Arts and science graduate	14	50.0
4.	Mother's Educational Level:		
	Professional Degree	9	32.1
	Higher Secondary	1	3.6
5.	Total Number of Children:		
	Higher Secondary	11	39.3
	Arts and science graduate	16	57.1
	Professional Degree	1	3.6
5.	Total Number of Children:		
	Single child	7	25.0
	Two children	18	64.3
	>2 children	3	10.7

The above table reveals that the majority (39.3%) of fathers were between 31- 40 and 41 – 50 years of age. Distribution on the age of mothers showed that the majority (39.3%) of mothers were between 21 – 30 and 31 – 40 years of age. The majority (50%) of fathers were arts and science graduates while the majority (57.1%) of mothers had a professional degree. The majority (64.3%) of the parents had two children in the family.

Figure 1 reveals that the majority (32.1%) of the fathers were clerical staff. Least (7.1 %) number of the fathers were engineers and businessmen by profession.

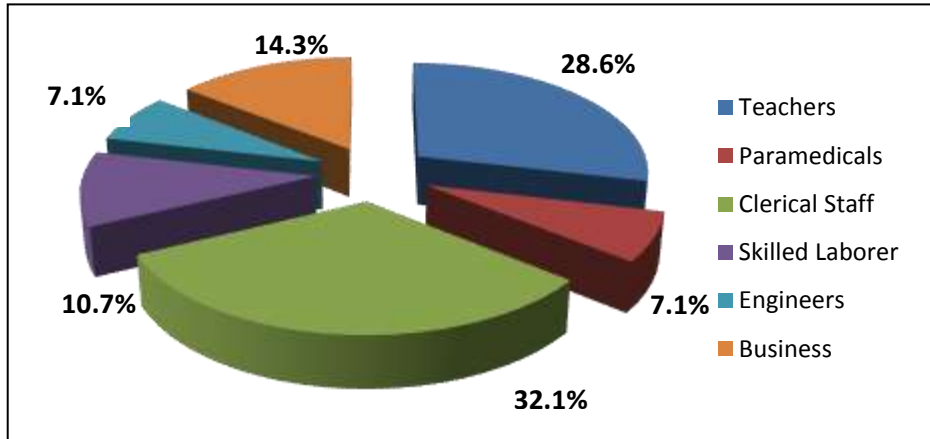


Fig. 1: Occupation of Fathers of School Children

Figure 2 shows that the majority (39.3%) of the mothers were paramedical workers by profession. Least (3.6%) number of them were clerical staff by profession.

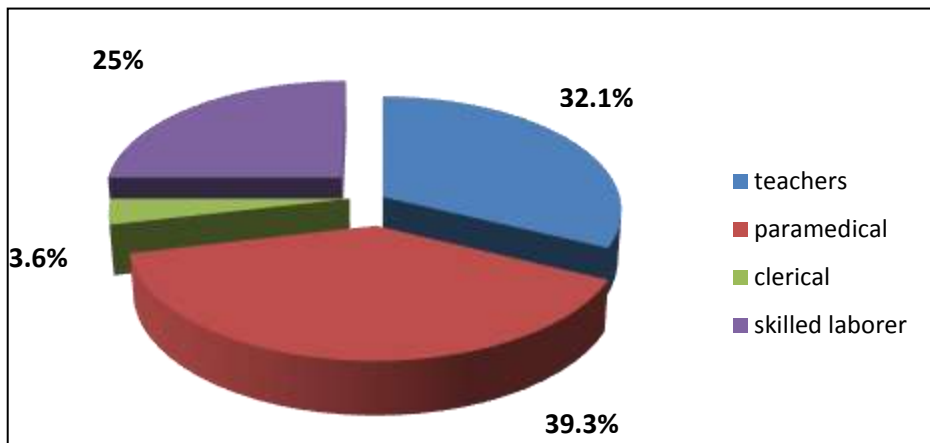


Fig. 2: Occupation of Mothers of School Children

Figure 3 depicts that, the majority (71.4%) of them were in nuclear families.

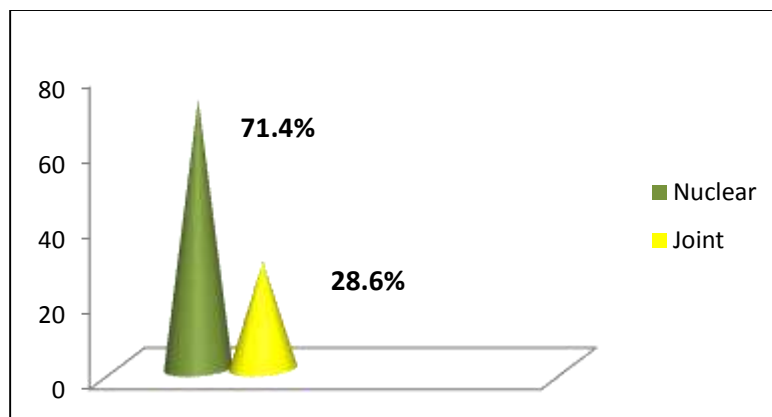


Fig. 3: Type of Family of Parents of School Children

Figure 4 shows the distribution of work timings of the fathers and mothers. The majority (71.4%) of the fathers worked 10 hours a day while the majority (28.6%) of mothers worked 8 hours a day.

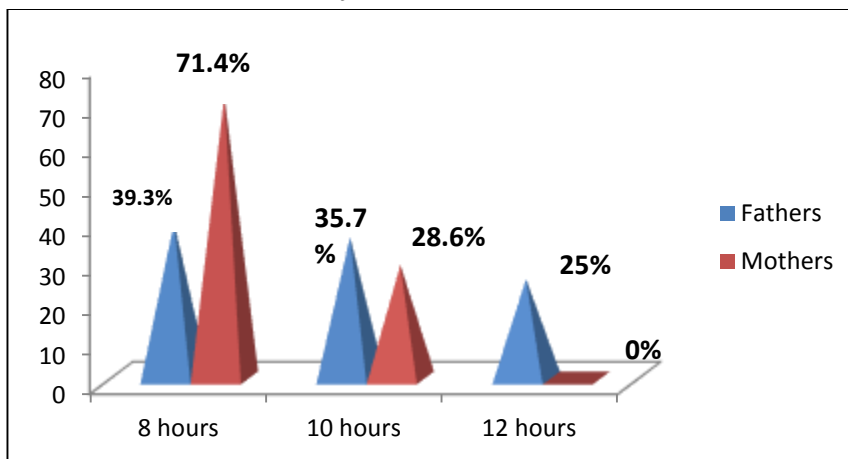


Fig. 4: Work Timings of the Fathers and Mothers of School Children

Table 2: Mean Scores and Mean Percentage of Parenting Behavior among Parents of School Children (n=28)

S. No.	Parenting Behavior	Maximum Scores	Mean Scores	Mean %	Standard Deviation
1.	Parental Expectations	27	20.86	77.3	2.19
2.	Parent – Child relationship	33	24.61	74.6	2.50
3.	Disciplining	18	14.54	80.7	1.50
4.	Academic Activities	33	27.64	83.8	3.43
5.	Perceptions of Parenting Behavior by Parents	24	16.39	68.3	1.90
6.	Marital Compatibility among the Parents	30	25.25	84.2	2.70
Overall Parenting Behavior		165	21.54	78.15	7.56

Table.2 shows the mean scores, mean percentage and Standard deviation of parenting behavior among parents of school children. Findings revealed that marital compatibility among the parents (Mean % - 84.2; SD – 2.70) was the highest whereas, Perceptions of Parenting behavior (Mean % - 68.3; SD – 1.90) was the lowest. The mean percentage of the overall parenting behavior was 78.15% (SD – 7.56). Hence it was inferred that the parents of school children had a low perception of their parenting behavior towards their children.

Table 3: Parenting Behavior among Parents of School Children (n=28)

S. No.	Parenting Behavior	Frequency	%
1.	Appropriate Parenting	18	64.29
2.	Moderately Appropriate Parenting	10	35.71
3.	Inappropriate Parenting	0	0
Total		28	100

Table 3 shows that the majority (64.29 %) of parents had an appropriate Parenting Behavior. Out of 28 parents, 35.71 % of them had a moderately appropriate parenting behavior. None of the parents had inappropriate parenting behavior.

Table 4: Association between Parenting Behavior and Selected Baseline Variables among Parents of School Children (n=28)

S. No	Baseline Variables	Category	Frequency	Parenting Behavior			χ ² Value
				Inappropriate Parenting	Moderately Appropriate Parenting	Appropriate Parenting	
1.	Father’s Age (in years)	21 – 30	5	0	2	3	3.47
		31 – 40	11	0	2	9	
		41 – 50	11	0	5	6	
		51 – 60	1	0	1	0	
2.	Mother’s Age (in years)	21 – 30	11	0	3	8	14.02*
		31 – 40	11	0	1	10	
		41 – 50	5	0	5	0	
		51 – 60	1	0	1	0	
3.	Father’s Educational Level	Hr. Sec	5	0	2	3	0.63
		Arts Graduate	14	0	4	10	
		Professional	9	0	4	5	
4.	Father’s Educational Level	Hr. Sec	1	0	1	0	3.4
		Arts Graduate	11	0	2	9	
		Professional	16	0	7	9	
5.	Total Number of Children	Single Child	7	0	3	4	0.19
		Two Children	18	0	6	12	
		>Two Children	3	0	1	2	

6.	Father's Occupation	Teachers	1	0	1	0	10.18
		Paramedics	2	0	2	0	
		Clerical Staff	9	0	3	6	
		Skilled Laborer	2	0	0	2	
		Engineers	3	0	1	2	
		Businessmen	4	0	3	1	
7.	Mother's Occupation	Teachers	9	0	2	7	1.95
		Paramedics	11	0	5	6	
		Clerical Staff	1	0	0	1	
		Skilled Laborer	7	0	3	4	
8.	Type of Family	Nuclear	20	0	7	13	0.01
		Joint	8	0	3	5	
9.	Work Timings of Fathers	8 hours	11	0	3	8	9.24
		10 hours	10	0	7	3	
		12 hours	7	0	0	7	
10.	Work Timings of Mothers	8 hours	20	0	8	12	0.61
		10 hours	8	0	2	6	
		12 hours	0	0	0	0	

Note: * $p < 0.05$ Level of Significance

The above table reveals the association between baseline variables of parents and their parenting behavior. Chi-square value was computed to find out the association. Findings revealed that there was a significant association between the age of mothers ($\chi^2 = 14.02$) and parenting behavior at $p < 0.05$ level of significance. None of the other baseline variables had any association with the parenting behavior among parents of school children.

10. RESULTS AND DISCUSSION

This study was carried out with the aim of finding out the parenting behavior of working mothers of school children between 6 to 12 years of age. The study was conducted at a selected area in Coimbatore.

- Findings on baseline information of parents revealed that the majority (39.3%) of fathers were between 31- 40 and 41 – 50 years of age. Distribution on the age of mothers showed that the majority (39.3%) of mothers were between 21 – 30 and 31 – 40 years of age. The majority (50%) of fathers were arts and science graduates while the majority (57.1%) of mothers had a professional degree. The majority (64.3%) of the parents had two children in the family. The majority (32.1 %) of the fathers were clerical staff and the majority (39.3%) of mothers were paramedical workers. The majority (71.4 %) of them belonged to nuclear families.
- Findings on the mean scores, mean percentage and standard deviation of parenting behavior among parents of school children revealed that marital compatibility among the parents (Mean % - 84.2; SD – 2.70) was the highest whereas, Perceptions of Parenting behavior (Mean % - 68.3; SD – 1.90) was the lowest. The mean percentage of the overall parenting behavior was 78.15% (SD – 7.56). Hence it was inferred that the parents of school children had a low perception of their parenting behavior towards their children.
- The majority (64.29 %) of parents had an appropriate Parenting Behavior. Out of 28 parents, 35.71% of them had a moderately appropriate parenting behavior. None of the parents had inappropriate parenting behavior.
- Association between baseline variables of parents and their parenting behavior showed that there was a significant association between the age of mothers ($\chi^2 = 14.02$) and parenting behavior at $p < 0.05$ level of significance. None of the other baseline variables had any association with the parenting behavior among parents of school children.

11. CONCLUSION

It is essential for parents to be conscious of their parenting behaviors in the upbringing of children. Parents need to use appropriate parenting practices and be consistent in the way they handle children. They also need to use a situational type of parenting styles and be firm and at the same time sympathetic towards the feelings of children. Children who are reared well will be fruitful citizens in future.

12. REFERENCES

- [1] Bauer NS. (2016) "Principles of positive parenting can be shared during pediatric visits", Retrieved from <http://www.aappublications.org/news/2016/12/13/positiveparenting121316>, on 10.10.2014.
- [2] Heffner CL. (2004) "Successful Parenting Skills that Shape Children's Behaviors", Retrieved from <https://allpsych.com/journal/parentingskills/>, on 12.10. 2014
- [3] Kazdin AE and Musser JM. (2015), Parenting Stress in families of children with ADHD, master thesis https://mro.massey.ac.nz/bitstream/handle/10179/6978/02_whole.pdf?sequence=2&isAllowed=y
- [4] Tichovolsky MH. (2011), Parenting and Parent predictors of changes in child Behavior problems, master thesis <https://pdfs.semanticscholar.org/5783/1631aa9647b8d16fa1f7f768c76fbae456c2.pdf>
- [5] Alizadeh S, Talib AMB, Abdullah R and Mansor M. (2011), Relationship between Parenting Style and Children's Behavior Problems, *Asian Social Science*,7(12)
- [6] Utting D. (2007), Parenting and the different ways it can affect children's lives: research evidence, <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2132-parenting-literature-reviews.pdf>
- [7] Kopko K. (2007), Parenting styles and adolescents, Retrieved from <https://www.human.cornell.edu/pam/outreach/parenting/parents/upload/Parenting-20Styles-20and-20Adolescents.pdf>