A Study On "Parental Perception of Psychosocial Status of Children"

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Abstract- The research work entitled **"Parental perception of psychosocial status of children"** made an attempt to find out the influence of parenting method in the areas of psychological, emotional and social development of the children. The study is descriptive in nature. It has studied 50 parents by using research tool such as questionnaires. The primary data was systematically processed. Descriptive analysis was made to draw inferences. The study revealed the various problems faced by the children due to inappropriate parenting style, issues of children in relation with psychological, emotional and social functioning. The authoritative parenting style are adopted by the majority of the respondents and the managed by the parents. The research reveals the limitation of knowledge of the parents in the areas of psychological, emotional, social development and parenting.

Index Terms- Parenting, Psychological Problem, Social Problem, Authoritarian, Authoritative, Permissive, Uninvolved

I. INTRODUCTION

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child outcomes. Although specific parenting behaviours, such as spanking or reading aloud, may influence child development, looking at any specific behaviour in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predicting child well-being than is the broad pattern of parenting. Most researchers who attempt to describe this broad parental milieu rely on Diana Baumrind's concept of parenting style. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991). These attempts to control and discipline the child and nurture them as a socially acceptable child has a lot to do with the parental perception of the psycho social status of the child. This study attempts to study one such mileu of such parental perception. Two points are critical in understanding this definition. First, parenting style is meant to describe normal variations in parenting. In other words, the parenting style typology Baumrind developed should not be understood to include deviant parenting, such as might be observed in abusive or neglectful homes. Second, Baumrind assumes that normal parenting revolves around issues of control. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is assumed that the primary role of all parents is to influence, teach, and control their children. Darling, N. (1999).

Family life is one of the fundamental pillars of our cultures and societies, and it largely impacts the protection and wellbeing of its individual members. Parenting is even more important when it comes to children, who, because of child's age and development, are more in need of care, support and protection by their parents. In a humanitarian situation, children count even more on their parents for a sense of stability, protection and support. Research has found consistent links between parenting and child behavioural and psychosocial adjustment. For instance, a mother's parenting behaviours, including the extent to which she displays affection toward and exerts behavioural and psychological control over child, when the child reach five years of age are linked to later child internalizing and externalizing behaviours (Aunola & Nurmi, 2005). Researcher attempting to study the influence of parenting practices on child's psychosocial outcomes, it is complex because there exists an overwhelmingly wide range of parenting behaviours and an equally wide range of child behavioural outcomes. The causal relation between parenting practices and child behaviour outcomes is similarly opaque depending on the timing and measurement of the behaviours in question. An increased understanding of the roots of different parenting styles and practices, may help to enable the field to more effectively address the environmental factors that lead parents to adopt less ideal strategies for the better psychosocial status of the children.

Perhaps the best-known research on parenting styles is Diana Baumrind's (1967, 1971) early studies of preschool children and their parents. Each child in Baumrind's sample was observed on several occasions in nursery school and at home. These data were used to rate the child on such behavioural dimensions as sociability, self-reliance, achievement, moodiness, and self-control. Parents were also interviewed and observed while interacting with their children at home.

When Baumrind analysed the parental data, she found that individual parents generally used one of three parenting styles described previously (none of the parents could be classified as "uninvolved"). When Baumrind (1967) linked these three parenting styles to the characteristics of the preschool children who were exposed to each style, she found that children of authoritative parents were developing rather well. They were cheerful, socially responsible, self-reliant, achievement oriented and cooperative with adults and peers. Children of authoritarian parents were not doing so well. They tended to be moody and seemingly unhappy much of the time, easily annoyed and unfriendly, relatively aimless, and generally not very pleasant to be around. Finally, children of permissive parents were often

impulsive and aggressive, especially if they were boys. They tended to be bossy and self-centred, lacking in self-control, and quite low in independence and achievement. Do children of authoritarian or permissive parents eventually "outgrow" whatever shortcomings they displayed as pre-schoolers? Seeking to answer this question, Baumrind followed up on her child participants when they were 8 to 9 years old. As we see in the accompanying table, children of authoritative parents were still relatively high in both cognitive competencies (that is, showing originality in thinking, having high achievement motivation, liking intellectual challenges) and social skills (for example, being sociable and outgoing, participating actively and showing leadership in group activities), whereas children of authoritarian parents were generally average to below average in cognitive and social skills, and children of permissive parents were relatively unskilled in both areas. Indeed, the strengths of children exposed to authoritative parenting were still evident in adolescence: compared to teenagers raised by either permissive or authoritarian parents, those raised by authoritative parents were relatively confident, achievement oriented, and socially skilled, and they tended to stay clear of drug use and other problem behaviours (Baumrind, 1991). The link between authoritative parenting and positive developmental outcomes seems to hold for all racial and ethnic groups studied to date in the United States (Collins & Steinberg, 2006; Glasgow et al., 1997) and in a variety of different cultures as well (Chen et al., 1998; Scott, Scott, & McCabe, 1991; Vazsonyi, Hibbert, & Snider, 2003).

Based on research we've covered throughout the text; you can probably guess which form of control is associated with more positive developmental outcomes. As early as the preschool period, parents who rely on firm behavioural control without often resorting to psychological guilt trips tend to have well-behaved children and adolescents who do not become involved in deviant peer activities and generally stay out of trouble. Heavy use of psychological control (or high levels of both behavioural and psychological control) are often associated with such poor developmental outcomes as anxiety and depression, poor academic performance, affiliation with deviant peers, and antisocial conduct in adolescence (Aunuola & Nurmi, 2004, 2005; Galambos, Barker, & Almeida, 2003; Olsen et al., 2002; Pettit et al., 2001; Wang, Pomerantz, & Chen, 2007). These outcomes may reflect the findings that parents who use behavioural control have generally displayed a pattern of supportive but firm guidance, whereas those who rely heavily on psychological control use harsh discipline and attempts to thwart the child's autonomy (Barber & Harmon, 2002; Pettit et al., 2001). Heavy use of psychological control can be construed as a strong intrusion on a child's sense of self and self-worth (Barber, Stolz, & Olsen, 2006). It may be difficult, indeed, to feel very autonomous, self-confident, and self-reliant when psychologically controlling parents are often sending the message that "you are loathful or shameful for ignoring me and behaving inappropriately"—a message that may depress the child or push her away, often into the arms of a deviant peer group.

II.   4 PARENTING STYLES AS IDENTIFIED BY DIANA BAUMRIND,

- **The permissive parent** exhibits high levels of warmth and low levels of control. He or she acts more like a friend than a parent, employing a lax discipline style with few rules, little to no expectations, and minimal guidance or direction (Baumrind, 1991). Parents with this style have a tendency to be very loving and nurturing, but also allow their children to solve problems without parental involvement (Baumrind, 1991). In a study of permissive parenting, lack of involvement, lack of follow through, and lack of confidence in parenting ability were important predictors of child behavior problems reported by both parents and teachers (Calzada, 2001). Because permissive parents tend to be non- demanding, it becomes much more difficult to control children's behaviors and outline boundaries in children's environments (Baumrind & Black, 1967). Research has found links between the excessive parental indulgence often found in permissive parenting practices and children's decreased social competence and academic achievement (Chen et al., 2000). Permissive parenting has been linked to bossy, dependent, impulsive behavior in children, with low levels of self- control and achievement and a failure to learn persistence and emotional control (Baumrind, 1967). Indulgent parents (also referred to as "permissive" or "nondirective") "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991, p. 62). Indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents.

- The authoritarian parent combines low levels of warmth with high levels of control and employs a strict discipline style characterized by minimal negotiation with the child, high expectations, limited flexibility, frequent use of punishment, and one-way communication from parent to child (Baumrind, 1991). Authoritarian parenting has been associated with child outcomes such as hostility, delinquency, rebelliousness, and antisocial aggression (Baumrind, 1991). Research has also found that a child's early experience with excessive parental control tends to correlate with the development of anxiety (Chorpita & Barlow, 1998). It is possible this anxiety stems from a lack of opportunity to develop autonomy through independent exploration of the environment (Bowlby, 1977). It has also been proposed that the low warmth typical of authoritarian parenting could be linked to child depression (Rapee, 1997). 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, p. 62). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types: non authoritarian-directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive.

- **The authoritative parent** displays both high levels of warmth and high levels of control (Baumrind, 1991). Parents in this category are reasonable and nurturing, set high expectations, explain disciplinary rules clearly, and engage in frequent communication with their children (Baumrind, 1991). Authoritative parenting has been associated with greater child competence, exceptional maturity, assertiveness, and self-control (Baumrind, 1991). Authoritarian parents who employ child- centered disciplinary practices, and who use verbal reasoning and explanations, tend to raise children who display high levels of moral reasoning, markers of moral conscience, and prosocial behaviors (Krevans & Gibbs, 1996). 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). Research has shown that authoritative parenting may be the most effective style, however, it also tends to be the most demanding in terms of parental energy and time (Greenberger & Goldberg, 1989). It is possible that parents who are living under conditions of stress, such as poverty, may be less likely to display authoritative parenting behaviors, and more likely to employ less effective parenting practices. Research suggests parents of a higher socioeconomic status household, are more likely to employ democratic (Hoffman, 1963) and child-centered (Sears et al., 1957) parenting practices, in contrast to the authoritarian and parent-centered style that characterizes lower socioeconomic status homes. This would lead to an increased likelihood of raising children who display internalizing and externalizing behavior problems, which, in turn, is likely to put the family under more stress. This circular trend has major implications for the future, as it contributes to systemic inequity for families in poverty (Kohen, 1998).

- **The uninvolved parent** combines low levels of warmth and low levels of control, and does not utilize any particular discipline style (Baumrind, 1991). He or she often displays little interest in being a parent. Communication is limited, nurturance is low, and the child, generally, has an excessive amount of freedom (Baumrind, 1991). Because the uninvolved parent is neither demanding, nor responsive, and because young children are highly dependent on parental structure and support, uninvolved parenting has been associated with behavioral problems and depression in children (Downey & Coyne, 1990). Additionally, adolescents who are exposed to

uninvolved parenting practices often perceive high levels of rejection and tend to exhibit more externalizing behaviors, aggressive behaviors, delinquent behaviors, hostility, and attention problems (Ruchkin et al., 1998; Meesters et al., 1995; & Barnow et al., 2002). It is also possible that the effects of uninvolved parenting persist through adolescence and into adulthood (Nijhof & Engles, 2007). In a study of first year college students, researchers found that individuals who reported being raised by uninvolved parents showed more internalizing and externalizing problems in reaction to negative emotions such as homesickness (Nijhof & Engles, 2007). Additionally, these students, generally, coped with problems less effectively than individuals who reported growing up in a loving and accepting home environment (Nijhof & Engles, 2007). 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. Because parenting style is a typology, rather than a linear combination of responsiveness and demandingness, each parenting style is more than and different from the sum of its parts (Baumrind, 1991).

In addition to differing on responsiveness and demandingness, the parenting styles also differ in the extent to which they are characterized by a third dimension: psychological control. Psychological control "refers to control attempts that intrude into the psychological and emotional development of the child" (Barber, 1996, p. 3296) through use of parenting practices such as guilt induction, withdrawal of love, or shaming. One key difference between authoritarian and authoritative parenting is in the dimension of psychological control.

Both authoritarian and authoritative parents place high demands on their children and expect their children to behave appropriately and obey parental rules. Authoritarian parents, however, also expect their children to accept their judgments, values, and goals without questioning. In contrast, authoritative parents are more open to give and take with their children and make greater use of explanations. Thus, although authoritative and authoritarian parents are equally high in behavioural control, authoritative parents tend to be low in psychological control, while authoritarian parents tend to be high. (Darling, N. 1999).

III. RESEARCH METHODOLOGY

The present study is based on descriptive research design. The research was carried -out among the parents. It has attempted to describe the parenting perception with regard to psycho-social status of the children. Study adopted method to describe the findings of the study. The geographical universe of the study comprises of Kannur District from Kerala. In order to fulfil the objective of the study the researcher used the validated

questionnaire of PS-FFQ (Parenting Style Four Factor Questionnaire) by Shyny T. Y.

3.1 Objectives

- To identify the demographic profile of the respondent.
- To identify the parenting style.
- To find out the relationship between the parenting styles and child's psychosocial status.

IV. RESULTS AND MAJOR INTERPRETATIONS

Table showing the result of the parenting style

Sl No	Aspects	Frequency	Percentage
1	Authoritarian	5	10
1	Authoritative	35	70
1	Permissive	6	12
4	Uninvolved	4	8
Total		50	100

The above table shows the result of the summation of the test score in the particular parenting style. The majority of the responses are belonging to the category of authoritative with the frequency of 35 along with 70 percentages. 12 percentage of the responses are belonging to the category of permissive with the frequency of 6. The 10 percentage of the responses are belonging to the category of authoritarian with the frequency of 5. And 8 percentage of the responses are belonging to the category of uninvolved.

The methodical analysis of the data reviles the majority of the respondents are belonging to authoritative parenting style. Children raised by authoritative parents are more likely to become independent, self-reliant, socially accepted, academically successful, and well-behaved. They are less likely to report depression and anxiety, and less likely to engage in antisocial behaviour like delinquency and drug use. It is a parenting style characterized by high responsiveness and high demands. Authoritative parents are responsive to the child's emotional needs while having high standards. They set limits and are very consistent in enforcing boundaries. Parents use this approach for many reasons. Many choose this style because of their nationality, culture or ethical backgrounds dictate it. Also, it may be the way they were raised and don't know any other way. Finally, they believe ruling with an iron fist is the best way to keep kids in line and under control.

Table Showing the result of best time to spare with children.

Sl No	Aspects	Frequency	Percentage
1	Morning	7	14
2	Dinner	7	14
3	After school	21	42
4	Bedtime	15	30
5	Others	0	0
Total		50	100

The methodical analysis explains the majority of the responses are having better time of after school to spend with the children. It is important for parents to spend quality time with children. In this fast-paced world, the parents have to make space for their kids, and assure them that they care about them and will always be there as pillars of support. They need love, kindness, and strength from parents, and they feel secure and confident with themselves.

Diagram Showing the result of child's adjustment ability
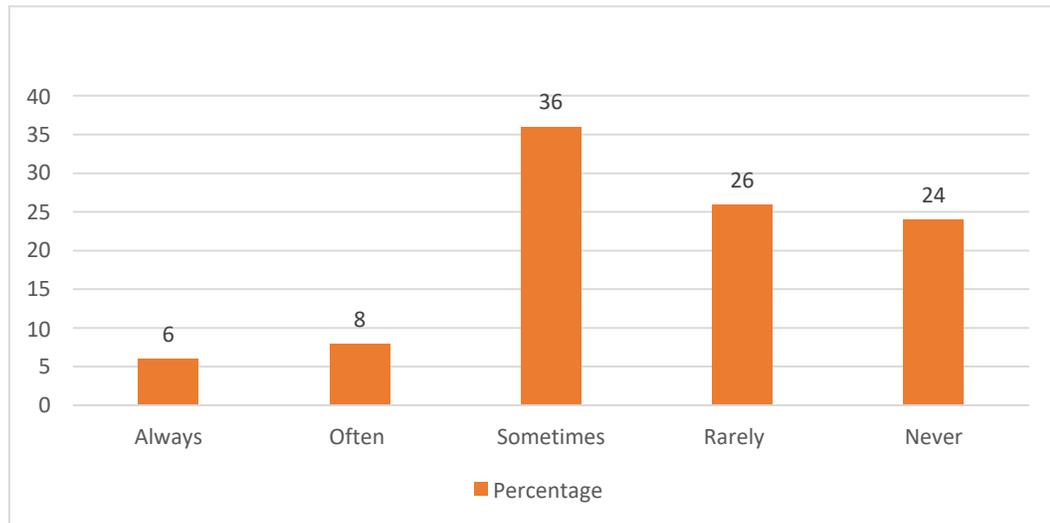
The systematic analysis of the data showing the highest number of the responses are belonging to the category of aspect 3, which indicate the child are able to adjust with his environment sometimes. The term adjustment is considered as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment.

The environment adjustment ability of a child includes the emotional adjustment, school adjustment, home adjustment etc. Sometimes the problems in adjustment may reach in adjustment disorder which consist a group of symptoms, such as stress, feeling sad or hopeless, and physical symptoms that can occur after you go through a stressful life event. The symptoms occur because the child are having a hard time coping and the reaction will be stronger than expected for the type of event that occurred.

Showing the result of tantrums in child

Sl No	Aspects	Frequency	Percentage
1	Definitely	2	4
2	Probably	6	12
3	Possibly	20	40
4	Probably Not	14	28
5	Definitely Not	8	16
Total		50	100

The systematic observation of the scientific data showing the result of the highest number of responses are belonging to the category of aspect 3, which indicate the child are possibly having tantrums in their day to day life. Tantrums in children may happen when they are tired, hungry, or uncomfortable. They can have a meltdown because they can't get something (like a toy or a parent) to do what they want. Learning to deal with frustration is a skill that children gain over time. Certain types of tantrums in pre-schoolers may be a sign of serious emotional or behavioural problems. Although temper tantrums are common and normal in young children, the researchers found that long, frequent, violent and/or self-destructive tantrums may indicate the presence of psychiatric illness.

Showing the result of the emotional stability of the child.
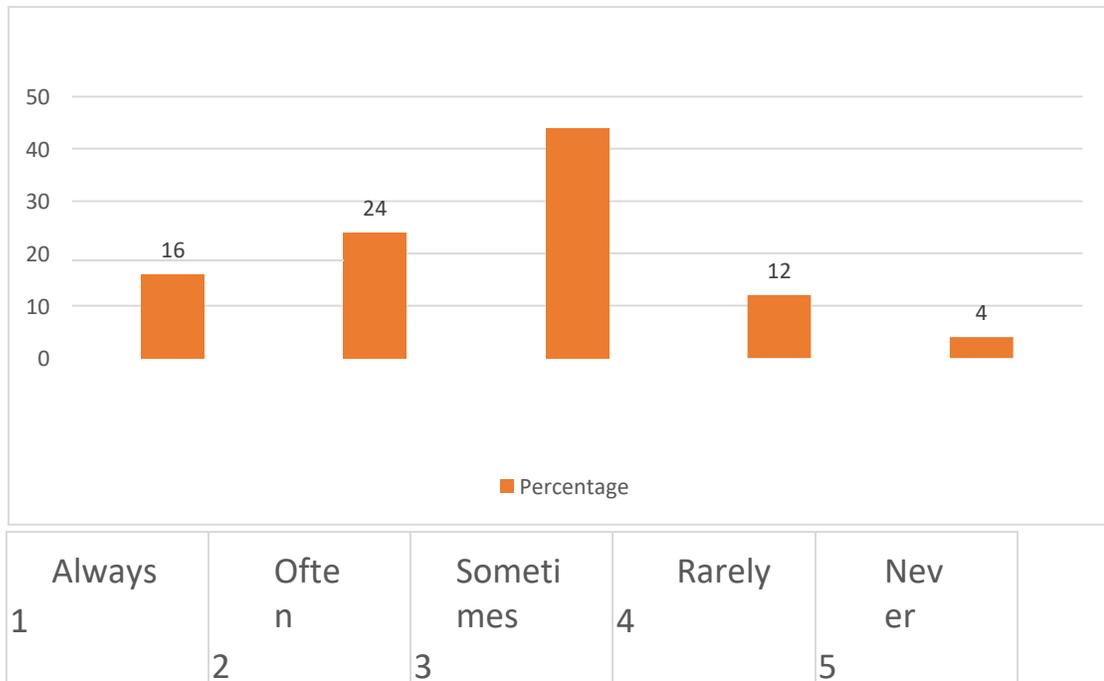
The entire data delineate the result of the children are having an emotional balance and emotional stability. The majority of the responses are become emotional in sometimes which explains the children are not able to manage with their emotions. A good emotional environment is one that promotes emotional wellbeing and provides stability for the children according to their individual needs. The 4 percentage of the responses with the frequency of 2 explains the result of high maturity of the child and ability towards resilience in the negative situations, and it refers to one's proneness to negative emotions and anxiety as well as more resilient persons or high on emotional stability are less prone to experiencing negative reactions.

Showing the result of to assess the problems in children

Sl No	Aspects	Frequency A	Frequency B	Percentage A	Percentage B
1	Slow learning	5	45	10	90
2	Problems in Writing	5	45	10	90
3	Problems in simple arithmetic Calculations	5	45	10	90
4	Low attention	12	38	24	76
5	Hyperactivity	9	41	18	82

6	Aggressive Behaviour	3	47	6	94
7	Tendencies of running away from home	5	45	10	90
8	Stealing	2	48	4	96
9	Fighting with Friends	12	38	24	76
10	Problem in adjustment to his Surroundings	14	36	28	72
11	No difficulties for my child	21	29	42	58

Table no 4.1.3 showing the result of the child's problem in various aspect to assess the attention deficit hyper activity disorder and adjustment disorder. The table categorizes 11 aspects which includes the generic symptoms of attention deficit hyperactivity disorder and adjustment disorder. Frequency explains that the total number of responses to the particular category and the percentage explains the respective over all percentage of the specific category. The systematic analysis of table explains the various problems are faced by the children which are not reach for the professional help. The 11 aspects explicit the child's problem in various dimension for to assess the attention deficit hyper activity disorder and adjustment disorder. 48 percentage of the responses are having some other child difficulties which are not receiving any professional assistance.

V. MAJOR FINDINGS:

• From the study it is noticeable that 44 % of the children are become emotional sometimes. which explains the children are not able to manage with their emotions. Such as joy, fear, sadness, disgust and anger.
• It is visible from the study that the 40% of the children are not reporting any grandstanding tendency
• The study highlights that the 30 % children are showing perversity for the silly matters.
• It is evident from the study that the child is possibly having tantrums in their day to day life.
• It is evident 56% of the children are always happy to play outdoor games along with their other friends.

• It shows from the study that 42% of the parents are having better time to spend with the children after school.
• The study signifies that the 54% of the children are very interested in family outdoor visits.
• The present study brings out that the 66% of the children are interested to family visitors, which explicit the child are happy to interact with the peoples or socialization skills of the children.
• Result shoes that the 86% the children are not having any history of counselling or any other psychotherapies, which explains that is children are not having any psychological or behavioral problems.
• It is apparent that 26 % of the children's can able to stay in their home without parents, which explicit the proper development controlling emotions and the decision making skill.
• Only 36 % of the child are able to adjust with his environment.
• It is marked from the study that the 40% of the responses are having ability to perform the daily activities in their social life.

• Only 46% of the respondents are rarely facing the problems of introvert personality traits in public occasion.
• The study indicates that 40% of the parents are satisfied with performance of their child.
• The study highlights that the 44% of the children are maintaining eye contact during the time of conversation.
• The present study brings out that the majority of the respondents are belongs to the Authoritative parenting style.

• It is clear from the study that 8% of parents are having the uninvolved parenting style.

VI. CONCLUSION

Parenting has three essential components. Firstly, care protects children from harm. Care also encompasses promoting emotional as well as physical health. Secondly, control involves setting and enforcing boundaries to ensure children's and others' safety, in ever widening areas of activity. Thirdly, development involves optimizing children's potential and maximizing the opportunities for using it. Although a reasonable consensus exists about positive parenting and its impact on socially approved behaviour in children, what matters the most is the way parents perceive the causes and effects of parental bonding and its influence on the behaviour of the child. Thus, it is evident that parental perception of psycho social status of child will have an long lasting impact on the moulding of childs behaviour and attitude which may have a direct influence on the personality of child.

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