Impact of Parenting Style on Child Development: A Review study

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ABSTRACT: Good parenting always includes support, indulgence, and affection towards children which is very important for mental health as well as emotional development. In the present review study different types of parenting styles were discussed in detail with special concern to effect on development of children and adolescent. Among four types of parenting styles describe, the best parenting eye blister is a authoritative style which is an adjust of solidness and nurturance. The result are for the most part best for kids regarding scholastic achievement emotional well-being and great prosperity when they are raised by parents that utilization a authoritative style family function admirably when they are guided vote based system or considerate tyrannies somebody ought to be responsible for a family. However some drawbacks regarding children's social, cultural and ethnic development observed in all of the four categories. Further research regarding statistical significance among all the styles will be very helpful to decide significance of particular types for single aspect.

KEYWORDS: parenting style, authoritative parenting, parents issue, patterns of parenting style, child development.

Introduction

Research studies done in 1930s to 1960s, used a range of theoretical perspectives and methodological approaches, and employed diverse analytic methods to identify the main dimensions basic observer ratings of universal parenting characteristics (Baldwin, 1948; Sears et al., 1957; Symonds, 1939; Shaefer, 1959). In the classic study, trained observers spent considerable time interviewing or observing parents and rated parents on general trait terms (*e.g.*, strict, accepting, harsh) using Likert scales. Factor analysis of the data from these primarily European American, middle class samples typically identified two dimensions of parent behavior: One assessing constructs such as parental acceptance, warmth, or support and the other assessing constructs related to parental control.

In various scientific disciplines, parenting has gained abundant research attention. Literature suggested that parenting plays a fundamental role in child development, which has fueled study investigating the impact of parenting on child development for over 75 years. Study of parenting involves study of various strategies like parenting practices, parenting dimensions or parenting styles. Parenting practices strategy involves noticeable specific behaviors that parents utilize to socialize their children (Darling and Steinberg, 1993). For instance, in order to achieve, academic success, parenting practices involve the attending parent–teacher meetings or regular supervision of children's homework. Other parenting practices relate to positive support, discipline, or problem solving.

Parental support can be relates to parent-child relationship which is shown by involvement, acceptance, emotional availability, warmth, and responsivity (Cummings et al. 2000). Support involves the positive development of child, for example the prevention of alcohol abuse and deviance (Kuppens and Eva Ceulemans, 2019), depression and delinquency (Bean et al. 2006) and externalizing problem behavior (Shaw et al. 1994).

Initially research on parenting styles done by Baumrind (1966, 1967, 1971). She introduced a typology with three parenting styles to clarify differences in normal parenting behaviors: the authoritarian, authoritative and permissive parenting style. Baumrind (1971) recommended that authoritarian parents try to shape, control, and evaluate their children's behavior based on the absolute set of standards; whereas permissive parents are warmer and more autonomy granting than controlling.

Authoritative parenting: These types of parenting style has characteristics feature of high demandingness and low reponsiveness. Authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. Misbehavior is strictly punished. These parents set rules and enforce boundaries by having open discussion and using reasoning. They are affectionate and supportive and encourage independence. Parents do not support verbal give and take and consider that the child should accept their word for what is right. The parents value obedience as a good quality and favor punitive forceful measures to curb self-will. This style is clearly biased in favor of parent's needs (Parke and Buriel, 1998); children's self-expression and independence are suppressed. This parenting style is also known as democratic Parenting Style.

Maccoby & Martin (1983) have identified the defining interactions as those that are high in reciprocity and bidirectional communication. Baumrind (1978) suggested that authoritative parents are warm and responsive, providing their children with affection and support in their explorations and pursuit of interests. These parents have high maturity demands (e.g., expectations for achievement) for their children but foster these maturity demands through bidirectional communication, induction (i.e., explanations of their behavior), and encouragement of independence. Authoritative parents score high on measures of warmth and responsiveness and high on measures of control and maturity demands (Maccoby and Martin, 1983).

Based on Baumrind's research, children of authoritative parents are appearing happy and content. They are more independent, achieve higher academic success, develop good self-esteem, and interact with peers using competent social skills. They have better mental health less depression, anxiety, suicide attempts, delinquency, alcohol and drug use and exhibit less violent tendencies (Hinshaw, et al., 1997; Parke and Buriel, 1998).

Permissive parenting: Permissive parenting also called liberal parenting is one more possibly destructive style of parenting. These parents are alert yet not requesting these parents have a trend to be merciful while endeavoring to evade showdown. The benefit of this types of parenting style is that they are characteristically exceptionally sustaining and cherishing the negatives, none and exceed this advantage and the principles of lenient parents and the parents are conflicting when they do exists.

Baumrind (1978) suggested that permissive parents are moderate in their responsiveness (i.e., some parents are high and some are low) toward their children's needs. These parents, however, are excessively lax in their expectations for their children's level of maturity and their tolerance of misbehavior. When socializing their children, permissive parents are

usually dismissive and unconcerned. These parents score moderately high on measures of responsiveness and low on measures of maturity demands and control (Maccoby and Martin, 1983). On the other hand children of permissive parents were very immature, had difficulty controlling their impulses and were disobedient and rebellious when asked to do something that conflicted with momentary desires (Baumrind, 1967).

This absence of structure makes these kids grow up with minimal self-restraint and discretion a few parents embrace this strategy as an extraordinary inverse way to deal with their dilator childhood while others are just reluctant to do anything that may annoy their kid. The characteristics depicted in the above inquiries check a unfortunate permissive parenting style. It might appear just as this would be a kid's most loved parenting style as it gives a feeling of opportunity without outcomes be that as it may adolescent hunger for a feeling of structure to influence them to feel safe and it is essential in a adolescent advancement for there to be obvious parental and kid parts permissive parenting can have long have harming impacts. It was discovered that teenagers with lenient parents are there times more prone to take part in substantial underage liquor utilization (Baumrind, 1971). This is likely do to their absence of results for their conduct. It is important for the permissive parent to start to defined limit and standards for their adolescence while as yet being responsive before it is past the point of no return on the off change that instituting new structure demonstrates excessively over whelming. It is prompted once more making it impossible to search out the assistance of an authorized specialist (Baumrind, 1991; Lamborn et al., 1991).

Authoritarian: Authoritarian parenting additionally called strict parenting is portrayed by parents who are requesting now ever not responsive tyrant guardians take into account minimal open exchange amongst parent and youngster and anticipate that kids will take after a strict arrangement of guidelines and desire they typically depend on discipline to request duty freeness or show a thing or two while the structure and standards of a dictator parent are fundamental for sound type improvement, every single good thing can be exaggerated it is essential to offset the furnished structure with open correspond and so the kid knows precisely why it is critical for them to take after the guidelines set before them off raring of tyrant guardians are inclined to being dreadful or bashful partner acquiescence with affection, issues in parental care an advisor can by and by be reached if embracing open correspondences ends up being excessively troublesomely making it impossible to accomplish independent from anyone ales.

Baumrind (1978) suggested that authoritarian parents are neither warm nor responsive to their children. These parents are strict, expect obedience, and assert power when their children misbehave. When socializing with their children, authoritarian parents express their maturity demands and expectations through rules and orders, and do not communicate to their children the rationale behind these rules. These parents score high on measures of maturity demands and control but low on measures of responsiveness, warmth, and bidirectional communication (Maccoby and Martin, 1983).

Children of authoritarian parents tend to have an unhappy disposition. They appear to be less independent ,appear insecure, possess lower self-esteem, exhibit more behavioral problems, perform worse academically. Children have poorer social skills, more prone to mental issues and more likely to have drug use problems (Hinshaw, et al., 1997; Parke and Buriel, 1998). Jones et al (1980) found a correlation between high parental restrictiveness, characteristic of an authoritarian parenting style, and the use of less effective social problem-solving strategies in children. So also, authoritarian parenting has been negatively associated with academic performance and teacher reports of child adjustment at school and aggressive behaviour (Dornbusch et al 1987; Shumow et al, 1998).

Parenting style captures two important elements of parenting:

(a) Parental responsiveness and

(b) Parental demandingness (Maccoby and Martin, 1983).

Parental responsiveness also known as parental warmth or supportiveness refers to the level to which parents deliberately promote independence, self-regulation and self-assertion by being adjusted, helpful, and accepting to children's particular wishes and demands. Parental demandingness also referred to as behavioral control refers to claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys. According to Broderick and Blewitt (2010) responsiveness dimension is also known as warmth. Warmth includes being concerned and paying attention in the child's activities, listening to the child and being encouraging and demandingness refers to the total control a parent imposes on a child (e:g expectations for behavior),the execution of standards and rules and the degree to which a parent enforces the standards and rules. Another important component of demandingness is self-sufficiency. Self-sufficiency granting is described as allowing the child autonomy and individual expression within the family (Steinberg et al., 1994).

Issue in parenting style: The contrariness of the parenting part with the working part is yet one wellspring of disappointment for father and mother attempting to be up their youngster's no less than five reason of dissatisfaction which is linked to parenting may be distinguished (Lamanna and Riedmann, 2012).

1. Parenting today expects one to learn states of mind and procedure that are not the same as those of one's parents.

2. Parents today raise their kids in a pluralist society portrayed by different and clashing qualities parents are just a single of a few effects on kids others are school, peers, tv, motion picture music, books and travel.

3. Parents fell anxious and guilty about their performance.

4. Changing goal from one best technique to another.

5. Society does not offer parents much

   psychological or social support.

Consequences for Children

Parenting style has been set up to expect child well-being in the domains of social competence, academic presentation, psychosocial growth, and problem behavior. Research based on parent interviews, child reports, and parent observations consistently finds: ·

1. Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally capable than those whose parents are non-authoritative (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993).

2. Children and adolescents whose parents are uninvolved perform most poorly in all domains.

In general, parental responsiveness predicts social capability and psychosocial functioning, while parental demandingness is linked with instrumental capability and behavioral control (i.e., academic performance and deviance). These findings indicate: ·

1. Children and adolescents from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behavior, but they have poorer social skills, lower self-esteem, and higher levels of depression. 2. Children and adolescents from indulgent homes (high in responsiveness, low

in demandingness) are more likely to be involved in problem behavior and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression.

In reviewing the literature on parenting style, one is struck by the consistency with which authoritative upbringing is associated with both instrumental and social competence and lower levels of problem behavior in both boys and girls at all developmental stages. The benefits of authoritative parenting and the detrimental effects of uninvolved parenting are evident as early as the preschool years and continue throughout adolescence and into early adulthood. Although specific differences can be found in the competence evidenced by each group, the largest differences are found between children whose parents are unengaged and their peers with more involved parents. Differences between children from authoritative homes and their peers are equally consistent, but somewhat smaller (Weiss & Schwarz, 1996). Just as authoritative parents appear to be able to balance their conformity demands with their respect for their children's individuality, so children from authoritative homes appear to be able to balance the claims of external conformity and achievement demands with their need for individuation and autonomy.

Parenting style and child social development:

Recent controversy concerns the outcomes of different parenting styles for child social development in low-SES, high-risk, inner-city families. While some research has suggested that more authoritarian parenting styles may be necessary in high-risk areas, other research has shown continued benefits of authoritative parenting. Factoring into this research is the idea that parenting may actually "matter less" among low-SES families due to the greater force of environmental factors, such as financial difficulties and higher crime rates (Bornstein and Bornstein, 2014).

Ethnic and cultural differences must also be taken into account in studying the effects of parenting styles on child social development. It is difficult to escape social pressures that judge some parenting styles to be better, usually those that reflect the dominant culture. Authoritarian parenting, which is generally linked to less positive child social outcomes, tends to be more prevalent among ethnic minorities (Bornstein and Bornstein, 2014). Thus, structured and child-needs responsive' parent–children interactions were positively related to school readiness, social abilities, and receptive communication.

Chen et al (2005) suggested that prosocial cooperative group functioning tends to strengthen the role of maternal support in social and academic adjustment, whereas antisocial-destructive functioning damages the role of parental support. Thus, peer relations provide a social context to socialization and development of social behavior and moderate the effects of parental practices on children's social adjustment. Gottman et al (1997) explained that social skills related to social competence among peers in high school are not the same as the younger children, as there are more teachers in advanced school years, as well as more opportunities to be with peers, with less adult scrutiny.

Bornstein and Bornstein (2007) emphasized that the concept of what a good parenting style should be varies in different cultural and socioeconomic aspects, and show that an authoritarian and flexible style is good for the White middle-class nuclear family child, but may not be the best for children raised in other circumstances. The authors suggest that a balance between responsiveness and task orientation and an authoritarian style tends to produce better social competence in children. Again, those results may not be applicable to different cultures.

Glick et al (2012) assessed the influence of parental practices in social development of preschool children, in a longitudinal research with immigrants. Parental practices were associated to adaptation time (less behavioral problems) and sociability levels of the children. Parental responsiveness and emotional support were positively associated to sociability. However, there were evidences or nonlinear coefficients for children from different cultures, being lower associations in children born outside United States (non-Hispanic Afro-American and White).

Impact of parenting styles in India

Several researchers found that parental constructs such as warmth, acceptance and encouragement are positively linked with child comfort (Kumari and Kang,2017; Pandey and Kumar, 2009; Rai, 2008; Thergaonkar and Wadkar, 2007) which is matching with findings in Western countries. Parents who have more accommodating and less restrictive, aggressive or controlling behaviour tend to have adolescents with superior academic success and capability (Lakshmi and Arora, 2006). Parental warmth also reduced anxiety in children (Thergaonkar and Wadkar, 2007). Adolescents who have pleasant interpersonal relationship with parents were observed to have healthier mental health status and low contribution in violent related actions (Hegde et al. 2015). Parental warmth, support and acceptance were also linked with lesser level of children's violent behaviour, whereas lesser warmth causes disorder in children (Kumari and Kang, 2017; Pandey and Kumar, 2009; Rai, 2008 ; Sharma and Sandhu, 2006). According to a study done by Rai, 2008, rejection from parents is a major cause of substance abuse in adolescents. Disciplined, physical coercive and verbally hostile parenting significantly predicted externalising behaviours and anxiety (Sandhu and Sharma, (2015); Sharma and Sandhu, (2006). In addition, over protection and commanding behaviour also had negative effect on children 's behaviour such as behaviour problems, aggressiveness, stress, nervousness, low confidence, feelings of loneliness and depression (Jahan and Suri, 2016; Kumari and Kang, 2017; Nayak and Kochar, 2016). Thus, like western countries, parenting constructs such as negative response, punishment, and overprotection have a damaging effect on children in India also.

Similarly, amongst the parenting styles studied in India showed that authoritative parenting style had the best positive result in children. Children whose parents categorized into authoritative parenting style had lower test anxiety, worry, social withdrawal, social anxiety or delinquency than children whose parents categorized under authoritarian or permissive parenting styles. Children with authoritative parents also had higher general self efficacy, internal locus of control, fewer interpersonal and academic problems, and good academic achievement (Bakhla et al., 2013; Moitra and Mukherjee,2010;; Natarajan, 2010; Qazi, 2009 ; Radhika and Joseph, 2013; Sandhu and Sharma,2015; Seth and Asudani, 2013). These children have better emotional intelligence, used preventive coping strategy, and had higher confidence, self-concept, and self consciousness than children exposed to other parenting styles (Amandeep, 2017; Bhattacharyya and Pradhan, 2015 ; Joshi and Dutta, 2015 ; Kour and Rani, 2018. Shalini and Acharya, 2013; Sharma and Pandey, 2015).

Both authoritarian and uninvolved parenting styles lead social anxiety, socially poor behaviours, delinquency, poor academic performance, low self esteem increased feelings of loneliness, higher suicidal ideation, hopelessness and trauma in children (Moitra and Mukherjee, 2010; Nayak and Kochar,2016; Pandey and Kumar, 2009; Sandhu and Sharma, 2015 Singh et al 2012). Scarcity of parental caring, attachment and regulation, and surplus of self-sufficiency granting and indulgence were as important as the presence of hostile and punitive parenting in predicting externalising behaviours in children (Sharma & Sandhu, 2006). Authoritarian parenting was also causes interpersonal trouble, external locus of

control, aggravation, violence, nervousness, and depression (Bakhla et al., 2013; Chatterjee,2016; Moitra and Mukherjee, 2010; Moudgil and Moudgil, 2017; Natarajan, 2010; Sharma and Pandey, 2015; Sharma et al, 2011. On the contrary, two studies observed that children of authoritarian parenting style had higher self-awareness and emotional intelligence (Joshi and Dutta, 2015; Shalini and Acharya, 2013

Available research studies on permissive parenting style were indecisive. While permissive parenting dimension was observed to be linked with externalising behaviours, external locus of control, violence, and lower self confidence (Qazi, 2009; Sharma and Sandhu, 2006). In contrast, Sharma and Pandey (2015) observed no major dissimilarity between permissive and authoritative parenting on the development of self confidence in adolescents. Some of the studies (Bakhla et al., 2013) have showed that children of permissive parents were not as much of nervous, depressed, and encountered less frustration as compared to children of authoritarian parents. More recently, Ada et al (2018) reported that most of the mothers (67.5%) of adolescents were observed with dissociative disorder used permissive parenting style. Thus, more research studies need to be done to find relationship between permissive parenting style and effect on children, while considering the moderating effect of child temperament, gender and socio-cultural factors within India.

CONCULASION: Most of the upper and middle class followed the authoritative or permissive parenting style parenting style is an important factor in child development socio-emotional development of the child is influenced by the type of parenting style used in families parents teachers and the mental health professional must give more important to the parenting style and the society has to sort out steps to aware the parents regarding its important.

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