



Authentic paternal parenting: The impact of family and environmental factors

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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 600 including (200 children and 400 their parents). Home observation for measurement of the environment (HOME) by Bradley and Caldwell (1984) and Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson *et al.* (1995) were used to measure home environment and Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson *et al.* (1995) was used to measure parenting style *i.e.* authoritative, authoritarian and permissive. Result revealed that aspects of home environment such as emotional climate ($\chi^2=8.72^*$), learning material and opportunities ($\chi^2=6.78^*$), enrichment ($\chi^2=12.66^*$), family integration ($\chi^2=12.25^*$) and composite home environment ($\chi^2=7.25^*$) were significantly associated with father parenting style but, Responsivity ($\chi^2=1.30$), encouragement of maturity ($\chi^2=4.87$), family companionship ($\chi^2=3.60$), and physical environment ($\chi^2=3.25$) were non-significantly associated with father parenting style at 5 per cent level of significance. It was found that paternal parenting style were significantly associated with composite home environment and its aspects *viz.*, encouragement of maturity, emotional climate, learning materials and opportunities, enrichment, family companionship and family integration ($\chi^2=19.97^*$, 7.55^* , 18.73^* , 11.74^* , 16.12^* , 25.68^* , 7.29^* , respectively), but not significantly associated with responsivity ($\chi^2=5.48$) and physical environment ($\chi^2=4.13$).

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 Baumrind, 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 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). Ayers (2002) categorized parenting in to four styles, namely permissive parent, authoritarian parent, uninvolved parent and authoritative parent.

The permissive parent is also known as the dismissing parent and tends not to problem-solve with the child. A parent showing little interest in what the child is trying to communicate and redirecting a child's emotions, believing that children's feelings are irrational, is seen as the permissive parent. Authoritarian, also known as the disapproving parent, the style used is reprimanding, disciplining or punishing the child for emotional expression, whether the child is misbehaving or not.

The uninvolved parents tend to be permissive and do not set limits. This style of parent is also known as laissez-faire parent who offers little guidance on behaviour and does not teach the child problem solving skills. The authoritative parent or emotional coach uses emotional moment as a time to listen to child. The parent emphasizes with the child by using soothing words of affection; helps the child label the emotion he/she is feeling and offers guidance to regulate the emotions.

Parenting plays a very vital role in the upbringing of children because it is a very serious social phenomenon that determines the future of the children. It is clear that from early in the child's life, parenting skills, parenting style and the parent-child relationship are major factors that affect children's psychosocial development throughout most of childhood. Judy and Arthur (2007) stated that parents with strong values, integrity and positive attitude, can inculcate in their children a set of solid values like fairness, honesty, discipline, justice and integrity right from their childhood.

Adaptive behaviour includes the age-appropriate behaviours necessary for people to live independently and to function safely and appropriately in daily life (Roger, 2005). Adaptive skills are the skills needed for daily life and include the ability to produce and understand language (communication); home-living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (reading, writing and arithmetic), and work skills (AAMR, 2002).

Home environment provided by the parents, parental behaviour, their interaction with child and other related factors tend to influence the cognitive development and socialization of children though the degree of influence may vary. Enriched home environment helps in advancing the overall development of the child. Children from disadvantaged home are poorly equipped in cognitive abilities and socialization as compared to their relatively well-off counterparts (Yeats *et al.*, 1983).

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).

Enriched home environment helps in advancing the overall development of child. Children from disadvantaged home are poorly equipped in cognitive abilities and socialization as compared to their relatively well-off counterparts. Maternal attitudes that encourage child's independence and reciprocal parent-child interaction positively influence the child's intellectual performance. Home environment provided by the parents, parental behaviour, their interaction with child and related factors tend to influence the cognitive development and socialization of children though the degree of influence may vary (Yeats *et al.*, 1983). Carneiro and Heckman (2003) found that substantial evidence demonstrates that children's skills are influenced by family characteristics, such as parental education and income, as well as other factors that are part of the family environment. Children need a special environment and right kind of interaction. Provide experiences to young children upto 8 years of age in order to promote their holistic development as well as arranging and providing services and support systems to communities and families to meet the needs of their young children (Ramanathan, 2002).

Home environment and socio-economic status also plays a crucial role in influencing and shaping the behaviour. Generally, it has been found that socio-economic factors such as education, occupation of parents, family income are significantly associated with adaptive behaviour of children (Lata and Chhikara,

1995). Household income was positively related to the level of learning stimulation in children's home environment, which is responsible for social maturity level of children (Elizabeth, 2003). In addition, home learning environment, and adaptive behaviour of children may be influenced by various socio-economic factors like age, gender, family size, parent's education and occupation and also by economic status of the family. Several studies have examined the role of parenting styles in children's and adolescents' internalizing and externalizing problem behaviour (Hart *et al.*, 2003).

MATERIAL AND METHODS

Hisar district of Haryana state was selected purposively for the present study due to easy accessibility. From Hisar district two areas were selected *i.e.*, urban and rural. The sample consist 100 girls and 100 boys between the age group of 7-8 years and their parents (both mother and father). Hence, the total sample for the study was 600 (200 children and 400 their parents) from both location. Home observation for measurement of the environment (HOME) by Bradley and Caldwell (1984) and Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson *et al.* (1995) were used to measure home environment and Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson *et al.* (1995) was used to measure parenting style *i.e.* authoritative, authoritarian and permissive.

OBSERVATIONS AND ANALYSIS

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

Distribution of respondents according to home environment :

Table elucidated that majority of the respondents were getting appropriate home environment (74%) in urban area, on the other hand respondent of rural areas (78%) did not get appropriate environment for their proper development. The trend was towards low to high when we observed each aspect of home environment separately.

Distribution of respondents according to home environment (Girls) :

In Table 1 and Fig. 1 majority of rural respondents

88 per cent in rural area got low home environment, whereas only 12 per cent got high home environment for their development. Majority of urban respondents 80 per cent in urban areas had high home environment whereas 10 per cent had low home environment.

Distribution of respondents according to parenting style (girls) :

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

Distribution of parents according to parenting styles (Boys) :

Table 3 depicted that 68 per cent mother were authoritative in urban area, while 12 per cent in rural area. For authoritarian parenting style majority of the mothers 60 per cent were in rural and 20 per cent in urban area. In case of permissive parenting style 28 per cent rural mothers belonged to rural area, while only 12 per cent mothers were belonged to urban area.

Association between home environment and paternal parenting styles (Girls) :

Table 5 presented that aspects of home environment such as emotional climate ($\chi^2=8.72^*$), learning material and opportunities ($\chi^2=6.78^*$), enrichment ($\chi^2=12.66^*$), family integration ($\chi^2=12.25^*$) and composite home environment ($\chi^2=7.25^*$) were significantly associated with father parenting style at 5 per cent level of significance.

Responsivity ($\chi^2=1.30$), encouragement of maturity ($\chi^2=4.87$), family companionship ($\chi^2=3.60$), and physical environment ($\chi^2=3.25$) were non-significantly associated with father parenting style.

Associations of home environment with paternal parenting styles (Boys):

The perusal of data in Table 6 displayed associations between paternal parenting style and composite home environment and its aspects. It was found that paternal parenting style were significantly associated with composite home environment and its aspects *viz.*, encouragement of maturity, emotional climate, learning materials and opportunities, enrichment, family companionship and family integration ($\chi^2=19.97^*$, 7.55^* , 18.73^* , 11.74^* , 16.12^* , 25.68^* , 7.29^* , respectively), but not significantly associated with responsivity ($\chi^2=5.48$)

Table 1 : Distribution of respondents according to home environment (Girls)				(n=100)
Sr. No.	Sub scale	Rural (n=50)	Urban (n=50)	Total
1.	Responsivity			
	Low (14-17)	19 (38.00)	13 (26.00)	32 (32.00)
	High (18-20)	31 (62.00)	37 (74.00)	68 (68.00)
2.	Encouragement of maturity			
	Low (8-11)	20 (40.00)	7 (14.00)	27 (27.00)
	High(12-14)	30 (60.00)	43 (86.00)	73 (73.00)
3.	Emotional climate			
	Low (9-12)	30 (60.00)	33 (66.00)	63 (63.00)
	High (13-16)	20 (40.00)	17 (34.00)	37 (37.00)
4.	Learning materials and opportunities			
	Low (9-12)	42 (84.00)	22 (44.00)	64 (64.00)
	High (13-16)	8 (16.00)	28 (56.00)	36 (36.00)
5.	Enrichment			
	Low (9-12)	43 (86.00)	16 (32.00)	59 (59.00)
	High (13-16)	7 (14.00)	34 (68.00)	41 (41.00)
6.	Family companionship			
	Low (6-9)	39 (78.00)	13 (26.00)	52 (52.00)
	High (10-12)	11 (22.00)	37 (74.00)	48 (48.00)
7.	Family integration			
	Low (4-6)	32 (64.00)	17 (34.00)	49 (49.00)
	High (7-8)	18 (36.00)	33 (66.00)	51 (51.00)
8.	Physical environment			
	Low (11-13)	31 (62.00)	10 (20.00)	41 (41.00)
	High (14-16)	19 (38.00)	40 (80.00)	59 (59.00)
9.	Composite home environment			
	Inappropriate (80-98)	39 (78.00)	13 (26.00)	52 (52.00)
	Appropriate (99-116)	11 (22.00)	37 (74.00)	48 (48.00)

Figures in parentheses indicate percentage

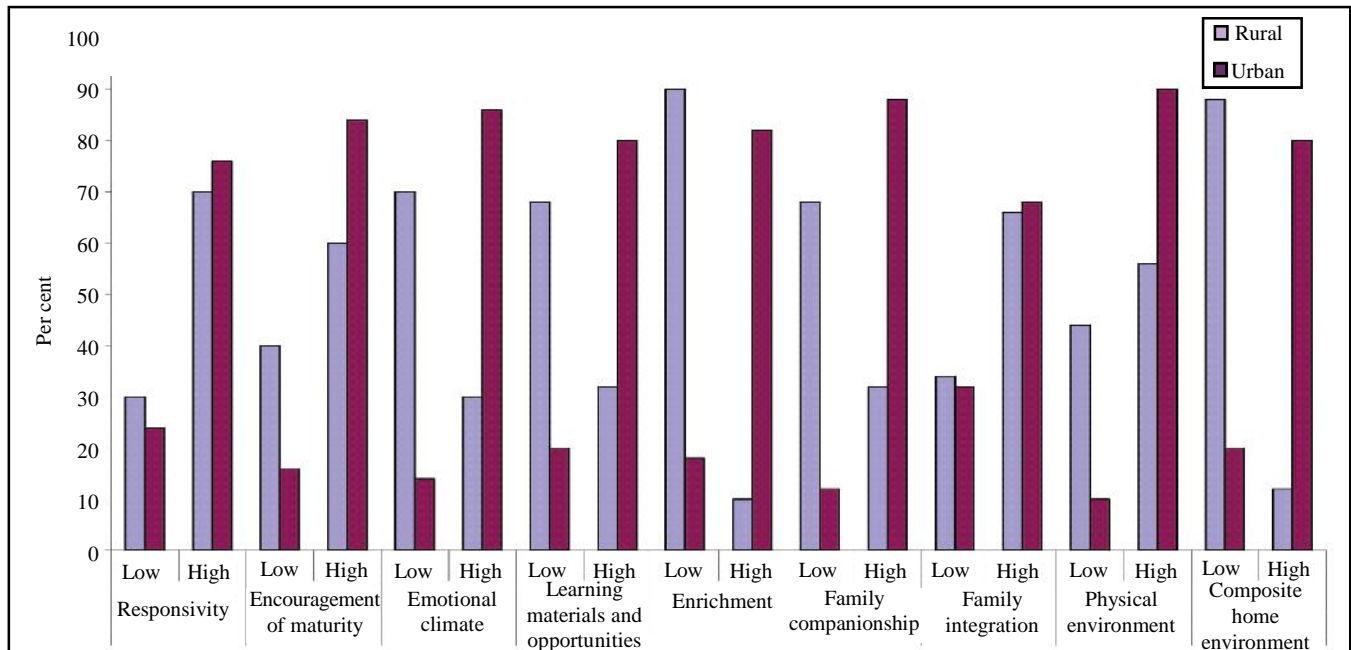


Fig. 1 : Distribution of respondents according to home environment(Girls)

Table 2 : Distribution of respondents according to home environment (Boys)		(n=100)	
Sr. No.	Aspects of home environment	Rural (n ₁ =50) F (%)	Urban (n ₂ =50) F (%)
1.	Responsivity		
	Low (16-17)	15 (30.0)	12 (24.0)
	High (18-20)	35 (70.0)	38 (76.0)
2.	Encouragement of maturity		
	Low (8-10)	20 (40.0)	8 (16.0)
	High(11-14)	30 (60.0)	42 (84.0)
3.	Emotional climate		
	Low (9-12)	35 (70.0)	7 (14.0)
	High (13-16)	15 (30.0)	43 (86.0)
4.	Learning materials and opportunities		
	Low (8-11)	34 (68.0)	10 (20.0)
	High (12-16)	16 (32.0)	40 (80.0)
5.	Enrichment		
	Low (10-12)	45 (90.0)	9 (18.0)
	High (13-15)	5 (10.0)	41 (82.0)
6.	Family companionship		
	Low (6-8)	34 (68.0)	6 (12.0)
	High (9-12)	16 (32.0)	44 (88.0)
7.	Family integration		
	Low (4-5)	17 (34.0)	16 (32.0)
	High (6-8)	33 (66.0)	34 (68.0)
8.	Physical environment		
	Low (9-12)	22 (44.0)	5 (10.0)
	High (13-16)	28 (56.0)	45 (90.0)
9.	Composite home environment		
	Low (81-97)	44 (88.0)	10 (20.0)
	High (98-114)	6 (12.0)	40 (80.0)

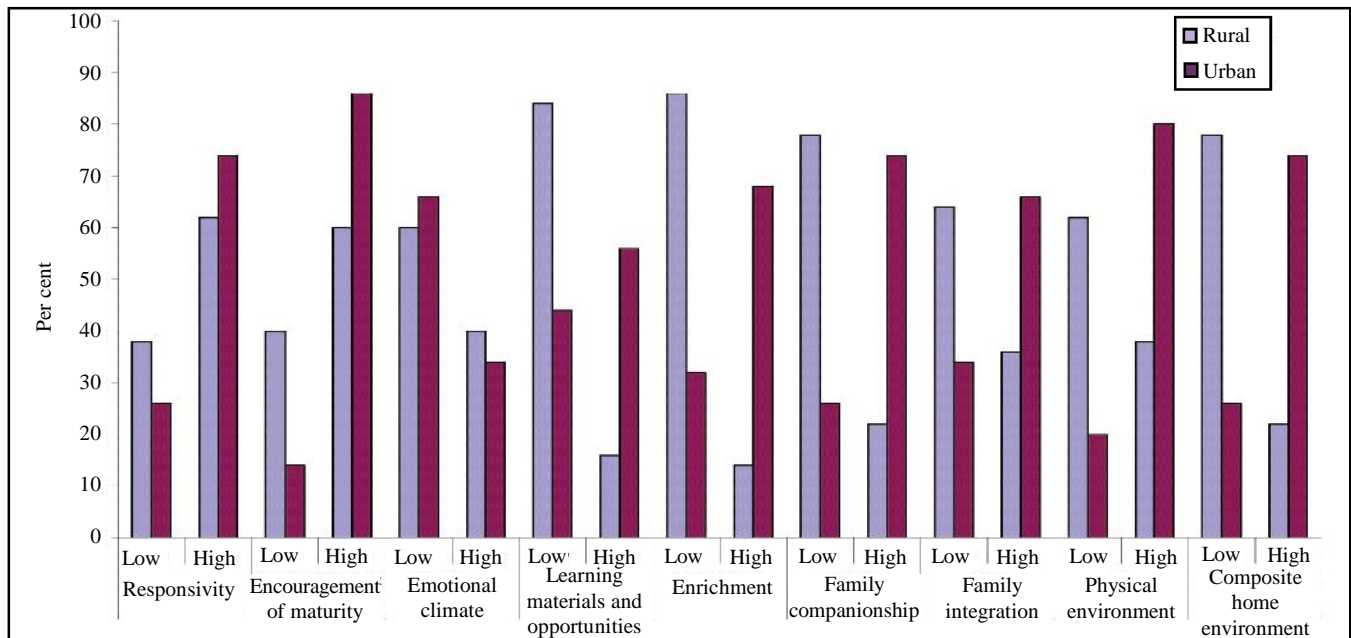


Fig. 2 : Distribution of respondents according to home environment (Boys)

Sr. No.	Maternal parenting style	Rural (n=50)	Urban (n=50)	Total
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)

Figures in parentheses indicate percentage

Sr. No.	Maternal parenting styles	Rural (n ₁ =50) F (%)	Urban (n ₂ =50) F (%)	Total
1.	Authoritative	6 (12.0)	34 (68.0)	40
2.	Authoritarian	30 (60.0)	10 (20.0)	40
3.	Permissive	14 (28.0)	6 (12.0)	20

Parenting style	Home environment				χ ² value
	Authoritative	Authoritarian	Permissive	Total	
Responsivity					
Low	15	11	6	32	1.30
High	40	19	9	68	
Total	55	30	15	100	
Encouragement of maturity					
Low	10	11	6	27	4.87
High	45	19	9	73	
Total	55	30	15	100	
Emotional climate					
Low	19	17	11	47	8.72*
High	36	13	4	53	
Total	55	30	15	100	
Learning materials and opportunities					
Low	29	23	12	64	6.78*
High	26	7	3	36	
Total	55	30	15	100	
Enrichment					
Low	24	22	13	59	12.66*
High	31	8	2	41	
Total	55	30	15	100	
Family companionship					
Low	20	18	10	52	3.60
High	31	12	5	48	
Total	55	30	15	100	
Family integration					
Low	20	16	13	49	12.25*
High	35	14	2	51	
Total	55	30	15	100	
Physical environment					
Low	19	13	9	41	3.25
High	36	17	6	59	
Total	55	30	15	100	
Composite home environment					
Low	23	17	12	52	7.25*
High	32	13	3	48	
Total	55	30	15	100	

* indicates significance of value at P=0.05 level

Table 6 : Associations of home environment with paternal parenting styles					(n=100)	
Aspects of home environment	Parenting styles	Authoritative	Authoritarian	Permissive	Total	χ^2 value
Responsivity						
Low		9	9	9	27	5.48
High		41	21	11	73	
Total		50	30	20	100	
Encouragement of maturity						
Low		8	11	9	28	7.55*
High		42	19	11	72	
Total		50	30	20	100	
Emotional climate						
Low		11	16	15	42	18.73*
High		39	14	5	58	
Total		50	30	20	100	
Learning materials and opportunities						
Low		14	16	14	44	11.74*
High		36	14	6	56	
Total		50	30	20	100	
Enrichment						
Low		17	22	15	54	16.12*
High		33	8	5	46	
Total		50	30	20	100	
Family companionship						
Low		8	17	15	40	25.68*
High		42	13	5	60	
Total		50	30	20	100	
Family integration						
Low		11	11	11	33	7.29*
High		39	19	9	67	
Total		50	30	20	100	
Physical environment						
Low		11	7	9	27	4.13
High		39	23	11	73	
Total		50	30	20	100	
Composite home environment						
Low		16	24	14	54	19.97*
High		34	6	6	46	
Total		50	30	20	100	

* indicates significance of value at P=0.05 level

and physical environment ($\chi^2=4.13$).

Maternal parenting style is significantly related to all aspects of home environment except family companionship, family integration and physical environment but, paternal parenting style is significantly associated with some aspects of home environment like emotional climate, learning materials and opportunities, enrichment, family integration and with composite home environment. Parish *et al.* (1981) state that the environment of the home in which a child is reared can advance or hinder wholesome personality adjustment.

Family relationships also determine the young person's developing attitudes toward home and family life. Forsstrom-Cohen and Rosenbaum (1985) describe that one of the most important influences upon the adolescent is the emotional climate of the family. Some families evidence a prevailing mood of gaiety, joy, optimism and happiness. Other families reflect a climate of fear, depression, cynicism, and hostility, which has a negative effect on children. McMillan and Hiltonsmith (1982) think that the happier the parents and the more positive the home climate, the more beneficial is the effect

on growing children.

The best adjusted children are those who grow in happy homes where adolescents and parents spend pleasurable time together. Noller and Victor (1991) think that the environment of a family is affected by how happy the parents are with their relationship. A close, satisfying relationship between parents is generally reflected in a warm and supportive family climate. Conflict between the parents is likely to result unsatisfactory home environment.

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