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## RESEARCH ARTICLE

# ASSOCIATION BETWEEN DISCIPLINARY STYLES USED BY PARENTS AND BEHAVIOR PROBLEMS AMONG PRE-SCHOOL CHILDREN

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### ABSTRACT

Parenting styles are defined as set of attitudes; beliefs and goals parents have and put into practice in their daily interactions with their children. Parents adopt many parenting styles, from quite strict to very permissive one. An attempt was made to investigate the association between parental use of disciplinary styles and behaviour problems among preschool children. The sample constituted 100 (50 boys and 50 girls) studying in three different preschool settings i.e. Laboratory nursery school, Anganwadi centres and Private schools in Tirupati town. The mothers (N=100) of these children and teachers (N=10) constituted the sub samples of the study. Data were collected by using stratified random sampling technique. Schedule for Parenting Style developed by investigator. Behaviour Problem Checklist developed (BPCL) by Anuradha and Bharathi (2000), was adapted to suit to preschool children and was used to assess the behaviour problems among preschool children. Results indicates that Children exhibit more behavior problems where Parents who use more authoritarian parenting style. Whereas parents used more democratic parenting style then children exhibit less behavioral problems. Parents follow higher permissive parenting style. Children from those families may exhibit more behavioral problems

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## INTRODUCTION

According to Baumrind (1967, 1971), There are several parenting concepts that the researcher highlights in this study. Dimensions such as these are linked to child well-being not just in isolation, but also in terms of parents as falling into three groups: (1) democratic (high in warmth and behavioral control); (2) authoritarian (high in behavioral control but low in warmth); and (3) permissive (low in behavioral control). Experts in parenting studies such as Darling and Steinberg (1993), define parenting style as a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which parent's behaviors are expressed.

### Impact of Parenting Styles on Child Behavior

**Authoritarian Parenting Style:** Generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem.

**Authoritative Parenting Style:** Tend to result in children who are happy, capable and successful (Maccuvy, 1992).

**Permissive Parenting Style:** Often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Grogan and Kaylor (2005); Schaffer *et al.* (2009) Reported that permissive parents seem to have no discipline, are too freedom and allow their children to do whatever the children want. Parents seem to not care if their children may exhibit troublesome behavior which may be rejected by society. The focus of the present study is to know the association between parenting styles and behavior problems among pre-school children.

## MATERIALS AND METHODS

**Sample:** The sample of the study constituted 100 preschool children (50 boys and 50 girls) who are attending to different preschools (laboratory nursery schools, anganwadi centers and private schools) in Tirupati town. Mothers of the selected children (N=100) and teachers from selected schools (N=10) constituted the sample of the study.

### Measures:

1. "Schedule for Parenting Style" developed by investigator to assess the parenting style. It contains 40 open ended

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questions. Based on the answers after critical thinking we arrived type of parenting style. All the answers were categorized in to three parenting styles 1. Authoritarian 2. Democratic /authoritative and 3. Permissive parenting style. More frequency of single parenting style may consider as parenting style practiced by parents.

**2. Behaviour problem checklist (BPCL)** developed by Anuradha and Bharathi (2000), was adapted for preschool children and was used to assess the behaviour problems among preschool children. The Checklist contains two parts. Part A contains information regarding personal demographic variables and part B deals with Behaviour Problems in 5 areas namely - Home, Emotional, Health, Social and School areas.

**Table 1. Distribution of the sample according to schools**

S.No	Type of School	Gender				Total	
		Boys		Girls		N	%
		N	%	N	%		
1	Laboratory Nursery School	16	16%	15	15%	31	31%
2	Anganwadi	19	19%	18	18%	37	37%
3	Private School	15	15%	17	17%	32	32%
						100	100%

**Procedure:** Stratified random sampling technique was used to select the sample. In first stage 3 Anganwadi's and 2 private schools were selected randomly. Along with these schools the only laboratory nursery school attached to Department of Home Science, S V University was included in the sample. In the next stage children in the age group of 4 plus years in three types of schools were selected using stratified random sampling technique. Thus, 50 boys and 50 girls were identified. The home addresses of these children were collected from school records. The Investigator personally visited homes and established good rapport with mothers. Mothers were asked to give information regarding parenting style by using "Schedule for parenting styles". Mothers and teachers were asked to rate the Behavior Problems of children by using BPCL and were asked to rate the sample children.

## RESULTS AND DISCUSSION

With regard to Behavior Problems the minimum score is 45 and maximum score is 140. The mean score of Behaviour Problems is 96.35 and SD= 19.434

**Table 2. Genderwise Distribution of Sample According to Behaviour Problems Scores**

S.No	Behaviour problems	Gender	Mean scores of Behaviour Problems		t- value
			Mean	SD	
1	As rated By parents	Boys (n=50)	93.84	20.942	1.286 Not Significant
		Girls (n=50)	98.86	17.652	
2	As rated by teachers	Boys (n=50)	100.46	23.547	0.266 Not Significant
		Girls(n=50)	101.52	15.390	

The results from Table 2 indicated that mean score obtained as per mother's rating for behaviour problems was differed

according to gender. The mean scores for boys was 93.84, (SD=20.942) and for girls is 98.86 (SD=17.652). It indicated that mothers rated more behavior problems for girls when compared to boys. Similar trend was observed according to teachers rating also. Teachers also rated more behavior Problems for girl students (Mean= 101.52, SD=15.390) than boys (M=100.46, SD=23.547). However, the difference is not statistically significant.

**Table 3. Association between authoritarian parents and behavioral problems in children score given by parents**

Authoritarian parents score	Behavioral problems rated by parents		Chi-square	Significance
	Boys	Girls		
	Number	Number		
Father(N=100)				
<8	26	21	0.803	0.803
>8	28	25		
Total	54	46		100
Mother(N=100)				
<7	24	24	0.595	0.441
>7	30	22		
Total	54	46		100

@ Not significance

Table 3 It is observed from the above table that there is no significance difference between authoritarian parents and behavior problems among pre-school children. Even though the results indicated that, where the parents adopt less authoritarian style the children from the same families exhibit less behavior problems. Whereas parents who use more authoritarian parenting style, children from those families exhibit more behavior problems. It may be because of the behavior of authoritarian parents may impact on child behavior. A study conducted by Anne Fletcher *et al.* (2008), was also supported results of this study. Maternal parenting style was determined based on levels of responsiveness and demandingness. Authoritative mothers used less punitive discipline than in different mothers.

**Table 4. Association between democratic parenting style and behavioral problems among children rated by parents**

Democratic parents score	Behavioral problems parents ranking		Chi-square	Significance
	Boys	Girls		
	Number	Number		
Father (N=100)				
<30	32	25	0.244	0.621
>30	22	21		
Total	54	46		100
Mother (N=100)				
<30	29	25	0.004	0.949
>30	25	21		
Total	54	46		100

@ Not significance

Table 4 Discuss about association between democratic parenting style and behavior problems in children rated by parents. It is cleared from the above table that there is no

significance difference between democratic parenting style adopted by parents and behavior problems among by pre-school children. Democratic parenting style used by fathers and behavior problems of children were significant at 0.621 level, and for mothers it is significant at 0.949 level. Though the results were not significant, but the result indicate from the table that when the parents were used less democratic style the children exhibit more behavior problems where as parents used more democratic parenting style then children exhibit less behavior problems. It may be because of democratic parents may control their child's problem behavior.

**Table 5. Association between permissive parenting style and behavioral problems among children rated by parents**

Permissive parents score	Behavioral problems parents ranking		Chi-square	Significance
	Boys	Girls		
	Number	Number		
Father(N=100)				
<2	14	14	0.250	0.614@
>2	40	32		
Total	54	46	100	
Mother(N=100)				
<2	12	16	1.944	0.163@
>2	42	30		
Total	54	46	100	

@ Not significance

Table 5 Discuss about the association between permissive parenting style and behavior problems in children rated by parents .The results known from the above table that there is no significant difference found between permissive parenting style used by parents and behavior problems among pre-school children. Even though the results indicates that whereas parents follow less permissive parenting style, children from those families may exhibit less behavior problems. Whereas higher the permissive parenting style may cause child to exhibit more behavior problems. It may be the reason for this is a permissive parent who gives more liberty and not even guide to their children. Children will feel insecure and exhibit more behavior problems. The study conducted by Shahla Alizadesh *et al.* (2011), is also supported the study. He reported that when mother's permissive level is high, their children have greater tendency towards internalizing behavior.

### Conclusion

Based on the above discussion the following conclusions were drawn

- As per both parents and teachers' perception girls had high behaviour problems When compared to boys.

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- There is no significance difference between behavior problems score as given by parents and teachers.
- It might be the cultural variation .In India most of the parents follow the democratic parenting styles only to discipline their children.
- Children exhibit more behavior problems where Parents who use more authoritarian parenting style.
- Whereas parents used more democratic parenting style then children exhibit less behavioral problems.
- Parents follow higher permissive parenting style. Children from those families may exhibit more behavioral problems.

### Implications of the study

- This study can be helpful to parents to know about the children's behaviour problems
- This research is also useful to teachers to know about common behaviour problems of young children
- The results help to educate young mothers and teachers of private schools who perceived problems with high intensity through lectures by experts in PTA meetings

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