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Parenting variables effecting child development status/Impact of parenting variables on child development status

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Abstract

Present study was taken up to find out the Parenting variables effecting child development status of rural agrarian parents 300 couples (150 Mothers and 150 fathers) of Telangana from the adopted villages of Maheshwaram Mandal, Ranga Reddy district, Hyderabad. Results showing significant correlation between parenting variable (Parent child relationship, parent competency, parent temperament) and child development. And also concluded that group of variables parent child relationship, parenting competencies and parent temperament can be used to reliably predict Development assessment in children (the dependent variable). Home environment showed no significant influence on child development. Parent and child relationship of both mother and father showed significant influence on child development status. In parent competency only father competency showed significant prediction of child development. The study concludes that parent child relationship, father competency significantly predicts child development status.

Keywords: Parenting variables, parent child relationship, parent competency, parent temperament, child development

Introduction

There are many possible reasons why parents' characteristics and parenting behaviors might affect children's health care. Because parents are the ones who take their children for medical care, it may be that some parents are more likely to initiate these visits. These parents may be more attentive and responsive to their children's symptoms, perceiving a need for prompt health care. It is also possible that positive parenting behaviors decrease children's health risk (e.g., by reducing stress, avoiding exposure to infection, or reducing opportunities for injury) resulting in fewer illnesses and reducing the child's need for health care.

Patterns of child-rearing that generalize across situations may play an important role in shaping daily activities, children's health, and families' patterns of health care seeking (Browne & Jenkins, 2012; De Genna, Stack, Serbin, Ledingham, & Schwartzman, 2006)^[11, 16]. To describe parenting across a wide range of situations, developmental researchers have organized important components of parenting practices into descriptive schemes or dimensions designed to capture the nature of parenting. Parental support, structure, and control are three aspects of parenting that have received attention in the child development literature. Although most research on the impact of parenting dimensions has focused on personality, social competence, relationships, and emotional development, these dimensions may also have implications for children's health and service use.

Parental support has been associated with positive outcomes including greater social competence and psychosocial functioning (Root, Hastings, & Maxwell, 2012)^[30]. It is possible that supportive parents create an emotionally secure environment, in which children are encouraged to express their needs and health complaints. Greater parental structure has been linked to children's adjustment, competence, and compliance (Emery, 1982; Stack *et al.*, 2012)^[18, 34]. It is possible that parents who utilize structured parenting are better at making (and keeping) appointments for health care. They may also provide a safer environment in which risks for illness and injury are minimized.

Parental behaviors toward their children that guide or direct children's behavior toward acceptable and age-appropriate standards, without relying on strict or harsh punishment (Baumrind, 1989; Kochanska, 2002). Barber, Stolz, Olsen, Collins, and Burchinal (2005)^[5, 22, 2] have argued that control may include distinct behavioral and psychological dimensions, each impacting specific areas of children's development. "Psychological control" refers to control attempts that intrude into the psychological and emotional development of the child.

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“Behavioral control,” in contrast, refers to parental behaviors that attempt to control or manage children's behaviors.

Review

Parent–child relationships are central to psychological development and several studies have shown that suboptimal parenting is an important risk factor for psychological disorder in clinical and representative community samples (Blatt & Homann, 1992; Enns, Cox, & Clara, 2002) [8, 19]. Many studies have captured parent–child relationships along two principal dimensions. The parental care dimension reflects a continuum from affectionate, warm, responsive parenting to cold and unresponsive parenting. The demandingness or control dimension reflects the extent to which the parent demands and monitors standards for their child's conduct (Baumrind, 1991) [7]. The concept of parental control has been further distinguished as behavioural and psychological forms of control (Barber, 1996) [3]. Behavioural control can provide a structured and predictable environment for the child and encourages their socially acceptable behaviour. But there is a need to balance individual autonomy with conformity to social norms and the association between behavioural control and outcomes may be curvilinear (Barber, 1996) [3]. Psychological control refers to parenting that is intrusive and manipulates the child's emotional development (Barber, 1996) [3]. A high level of psychological control has been consistently associated with an elevated risk of psychological disorder among the offspring in adolescence and adulthood (van der Bruggen, Stams, & Bogels, 2008; McLeod, Wood, & Weisz, 2007; Radziszewska, Richardson, Dent, & Flay, 1996; Rodgers, 1996a; Shaw, Krause, Chatters, Connell, & Ingersoll-Dayton, 2004) [35, 24, 27, 29, 32]. Behavioural control, on the other hand, has been linked to lower risk of psychological symptoms (Wang, Pomerantz, & Chen, 2007) [36]. Despite the large literature relating parental care and control to psychological disorder, studies investigating their links with positive mental well-being are far fewer in number and these are summarised below. Positive mental well-being is now recognised as being multidimensional, having hedonic and eudaimonic aspects, and being more than the absence of psychological disorder. Positive mental well-being and psychological disorder do not necessarily have identical risk factors (Huppert & Whittington, 2003; Ryan & Deci, 2001; Ryff & Singer, 1998) [31]. There is therefore a need to know whether parent–child relationships influence positive well-being indicators, such as happiness, life satisfaction and positive psychological functioning, in adolescence and beyond.

The research examining the relationship of family environment and parenting on the adjustment of children (Baumrind, 1967; Bowlby, 1969) [9]. In particular, it has been well documented that parental abuse and neglect have a negative impact on the adaptation of children (Patterson, DeBaryshe & Ramsey, 1989) [26]. In addition, psychopathology in parents, such as depression in mothers (Downey & Coyne, 1990; Goodman & Gotlib, 1999) [17] or emotional distress of parents (Anthony *et al.*, 2005; Östberg, 1998) [1] are predictive of their children's problem behaviors. The relations between the temperaments of parents and their children have also been shown to influence the risk of children's problem behaviors (Lee, 2012; Rettew *et al.*, 2006) [23, 28]. That is, they investigated the interaction of temperament between children and parents in order to explain the children's problem behaviors such as the association between mother's HA and children's externalizing problem

behaviors or father's HA and children's internalizing problem behaviors.

However, few studies have directly studied the role of the maturity and integration of parents' personality on the risk of their children's behavior problems: the studies provided above have not included the parent's character dimensions with temperament dimensions (Josefsson *et al.*, 2013a) [21]. An individual's personality involves more than their temperament; it includes the way a person regulates his or her goals and values to achieve a long-term purpose, such as rearing healthy children. Some studies have described the relationship between parents' personality and specific child problem behaviors, such as antisocial behaviors and depression (Bates *et al.*, 1991; Brenning *et al.*, 2011; Davies *et al.*, 2012; Nigg & Hinshaw, 1998) [4, 10, 15, 25]. That is, most of the past studies have measured abnormal traits in parents, and have not distinguished temperament and character of parents. Therefore, more research is needed about the role of healthy character traits in parents and its impact on children's behavior problems.

Cloninger's psychobiological theory of personality (Cloninger, 2008) [14] postulates that personality is composed of temperament and character, two-interrelated domains which are hypothesized to interact as a non-linear dynamic system in regulating the development of human psychological functions. Temperament and character are considered to interact dynamically in the development of personality across the lifespan (Cloninger, Svrakic & Svrakic, 1997) [13]. Temperament traits reflect biases in automatic responses to emotional stimuli involving involuntary rational processes, whereas character traits depict differences in higher cognitive functions underlying a person's goals, values, and relationships (Cloninger, 2008; Cloninger, Svrakic & Przybeck, 1993) [14].

Methodology

Research design

Quasi experimental design will be adopted

Locale of the study area

Five adopted villages of Maheshwaram Mandal

Sample

Sample will be comprised of 300 couples (150 fathers and 150 mothers).

Tools

Parent Child Relationship scale, Parental temperament and Parent competency scale developed by AICRP- Human Development. The scale was tested for its reliability and validity and then administered to the sample.

Results and Discussion

Table 1: Model Summary of Regression to Predict Independent Parenting Variable on Dependent Child development variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.450 ^a	.203	.184	5.32592

R is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable. From the table it could be noted that R value. 45 showing significant correlation between parenting variable and child development.

R-Square is the proportion of variance in the dependent variable (Child development) which can be predicted from the independent variables (Parent child relationship, parent competency, parent temperament). This value indicates that 20.3% of the variance in Child development assessment scores can be predicted from the variables Parent child relationship, parent competency, parent temperament. This is an overall measure of the strength of association, and does not reflect the extent to which any particular independent variable is associated with the dependent variable. R-Square is also called the coefficient of determination.

Table 2: Independent Variables affecting on Child Development Status

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2108.004	7	301.143	10.617	.000 ^b
Residual	8282.716	292	28.365		
Total	10390.720	299			

This is the source of variance, Regression, Residual and Total. The Total variance is partitioned into the variance which can be explained by the independent variables (Regression) and the variance which is not explained by the independent variables (Residual, sometimes called Error). The F-value is the Mean Square Regression (301.143) divided by the Mean Square Residual (28.365), yielding F=10.617. The p-value associated with this F value is very small (0.0000). The p-value is compared to alpha level 0.05, AS IT IS FOUND LESS IT can conclude that group of variables parent child relationship, parenting competencies and parent temperament can be used to reliably predict Development assessment in children (the dependent variable). This is an overall significance test assessing whether the group of independent variables when used together reliably predict the dependent variable, and does not address the ability of any of the particular independent variables to predict the dependent variable. The ability of each individual independent variable to predict the dependent variable is addressed in the table below where each of the individual variables are listed

Table 3: Regression of Independent variables on Dependent variable Child Development

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Home environment	.010	.045	.022	.228	.820
Mother child relationship	.228	.055	.355	4.153	.000**
Father child relationship	.128	.041	.261	3.131	.002**
Mother competency	.014	.038	.047	.382	.703
Father competency	.107	.023	.414	4.592	.000**
Mother temperament	.009	.014	.044	.649	.517
Father temperament	.011	.034	.039	.330	.742

a. Dependent Variable: Child Development

The above table predicts the parenting variable significantly predicting the dependent variable child development. From the table it could be inferred that Home environment showed no significant influence on child development as the calculated t and p value less than 0.05 level of significance. Parent and child relationship of both mother and father showed significant influence on child development status. In parent competency only father competency showed significant prediction of child development as t value 4.592 and p value.00 less than 0.01 level of significance, while mother competency did not significantly predict child

development. Parent temperament of both mother and father showed no significant prediction of child development.

The study concludes that parent child relationship, father competency significantly predicts child development status.

Conclusion

Our study provides evidence from a large, general population study that the quality of the parent–child relationship, Parent competencies and parent temperament. Along the dimensions of perceived care and psychological control, may have short and long-term consequences for positive mental well-being. The results indicated that Home environment showed no significant influence on child development. Parent and child relationship of both mother and father showed significant influence on child development status. In parent competency only father competency showed significant prediction of child development.. Parent temperament of both mother and father showed no significant prediction of child development. These findings reiterate the need to develop parenting programmes and other initiatives which support the development and maintenance of relationships characterised by high levels of care and low levels of psychological control between children and their fathers as well as mothers.

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