

## THE EFFECT OF PARENTING STYLE ON PSYCHOMORAL DEVELOPMENT OF PRIMARY SCHOOL CHILDREN

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### ABSTRACT

*Psycho-moral development is a topic of interest in both psychology and education. Human development can be defined as the systematic changes and continuities in an individual that occur between conception and death. This implies that there is an orderly, patterned and relatively enduring quality to these changes, whether it is in the individual's structure, thought, behaviour or all above (Loxton, 1005:1). For the purpose of this study, development will focus on the primary school child.*

**Keywords:** *Psycho-Moral Development, Human Development, Behavioral Problems.*

### Introduction

Parenting styles may be influenced by the temperament of the parents and the quality of their relationship with their children; it is believed to create an emotional climate for the parent-child relationship. This emotional climate can have a significant influence on the child's behavior and personality. There is a considerable body of evidence which proposes that the absence or lack of warmth and mutually rewarding relationships between children and parents can lead to emotional and behavioral problems in children. Contributing to these statements, Mayseless (2006:82) adds that parents also concern themselves with the nature of the relationship they have with their children, attempting to achieve dyadic harmony and mutual satisfaction in contentious interactions. Moreover what they hope to achieve determines the actions they direct toward the child. These parents reported that their parent-punishment, child-centred with reasoning and relationship with negotiation, compromise and acceptance.

Some parents believe that those children who behave badly intentionally deserve more punishment than those whose bad behavior was unintentional. When attributions are accurate, then parenting practices should be optimal, that is, children who know that an action is wrong need strong interventions to motivate compliance and those who do not know that it is wrong, need explanations and guidance. When the attributions are incorrect, however, it leads to maladaptive parenting because parents are using motivation when they should be using explanation and guidance or they are using explanation and guidance when they should be using motivation.

In the researcher's opinion, when parents support children's opinions they facilitate children's motivation to master their environments. They also increase children's sense of competence and their control over their worlds and they increase children's ability to regulate their own behaviour. Conversely, parenting styles that control children's behaviour induce children to feel that their successes and failures are in the hands of others rather than their own and undermine children's motivation and feelings of competence. Baumrind (in Grolnick, 2006:6) formulated and categorisation for parenting styles by dividing these into four types: *authoritative* (demanding and responsive), *authoritarian* (demanding but not responsive), *permissive* (more responsive than demanding) and *rejecting/neglecting* (neither responsive nor demanding). For the purpose of this study, only the following three parenting styles will be investigated: permissive; authoritarian and authoritative. The questionnaire used for data-gathering, the Parenting Styles and Dimensions Questionnaire (PSDQ) only incorporates these three. The nature and the outcome of each parenting style will also be focused on.

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The development of the primary school child lasts from about the age of two to the age of six (Louw *et al.* 1998:134-169). The terms primary school years and early childhood years are similar in most aspects, the key factor being that it falls within the three-to six-year old continuum. This study will focus on the five-year old age group. From the researcher's teaching experience the typical five-year old child is usually attending primary school, interacting with peers and developing relationships as well as developing the required skills to cope in society.

### **Objectives**

- The primary objective of this study was to determine the nature of parenting styles and psycho-moral development used on five-year olds at evergreen pro-primary.
- To do a literature study in order to gain further insight on the topic of parenting styles and psycho-moral development and gain information on the impact it has on five-year olds. With a specific focus on the different forms of behaviors expressed by this age group.
- To identify what types of parenting are used in primary school in Jhunjhunu.

### **Hypothesis**

- There is no significant difference in mean score obtained at Psycho-Moral Development between high and low group of Father's Authoritarian Parenting Style of Primary School Children.
- There is no significant difference in mean score obtained at Psycho-Moral Development between high and low group of Mother's Authoritarian Parenting Style of Primary School Children.
- There is no significant difference in mean score obtained at Psycho-Moral Development between high and low group of Father's Permissive Parenting Style of Primary School Children.
- There is no significant difference in mean score obtained at Psycho-Moral Development between high and low group of Mother's Permissive Parenting Style of Primary School Children.

### **Research Method**

The Descriptive Survey research method is used in the present study.

### **Population**

In present study the population is Primary School Children of Government and Private School situated in Jhunjhunu District of Rajasthan.

### **Sampling Method**

The Cluster Sampling Method is used in the Present study.

### **Sample**

For the present study 400 Primary School Children are selected from Jhunjhunu District of Rajasthan.

### **Tools**

Keeping in mind the nature and the objectives of the present study the following tools are used to collect the necessary data.

Parenting style and Dimensions Questionnaire.

### **Findings of the Study**

- The level of Psycho-Moral development of Low group of Father's Authoritarian Parenting Style of Children is higher than the High group of Father's Authoritarian Presenting style of children studying of primary level.
- The level of Psycho-Moral development of Low group of Mother's Authoritarian Parenting Style of Children is higher than the High group of Father's Authoritarian Presenting style of children studying of primary level.
- The level of Psycho-Moral development of Low group of Father's Authoritarian Parenting Style of Children is higher than the Low group of Father's Authoritarian Presenting style of children studying of primary level.
- The level of Psycho-Moral development of Low group of Mother's Authoritarian Parenting Style of Children is higher than the Low group of Father's Authoritarian Presenting style of children studying of primary level.

- The level of Psycho-Moral development of Low group of Father's Permissive Parenting Style of Children is higher than the High group of Father's Authoritarian Presenting style of children studying of primary level.
- The level of Psycho-Moral development of Low group of Mother's Permissive Parenting Style of Children is higher than the High group of Father's Authoritarian Presenting style of children studying of primary level.
- The level of Psycho-Moral development of High group of Emotional Coaching of Children is higher than the Low group of Father's Authoritarian Parenting Style of children studying of primary level.

#### **Suggestions for Parents**

- Praise child's good work and behavior.
- When child feel physical problem you should sympathise with him.
- Have the joke and fun with child.
- Play with child.
- Have the knowledge of child's friends name.
- Tell the child about his good or bad behavior and how it effects you.
- Give affection to the child.
- Spent time with child.
- Encourage child for work.
- When child feel discomfort, you need to know the reason for his discomfortness and immediate solve the problem.
- Tell the child the effect of his bad conduct on others.
- Show patience with child.
- Do not scold the child.
- Do not angry get with child.
- Never tell that I am your parent so you must obey my will.
- Do not impose your will on children.
- Do not misbehave with children.
- Do not beat the children.
- Do not criticize child's deals and behavior,
- Tell the child the results of his bad work.
- Feel pleasure with child.
- To solve the child problem patiently and give than training to keep patience in difficult situation.
- To do the work by one-self and develop the same habit in children.
- Parent play an important role in developing emotional and social intelligence. Therefore they should be good role models, by observing these role models children gradually learn how to analyze and cope with life.

#### **Suggestions for Teachers**

- Do not give physical punishment.
- Tell the child how to be behave with classmates.
- Make the child understand why he should obey the school rules.
- Tell the child how to behave at play ground.
- Do not criticize child in front of others.
- When child do not complete his homework. Do not scold him besides this you tell him the importance of homework.
- Encourage the child to tell the truth.

- Respond to the child's curiosity.
- Do not threaten him for giving few marks.
- Do not threaten him to expel from the classroom.
- Encourage the child to participate in school's activities.
- To have a good behavior with child in School, in class and even outside the School.
- Always be ready to solve the child's curiosity.
- Use democratic teaching methods in classroom.
- Know the feelings of children.
- Create value based environment in School.
- Have a friendly behavior with children.
- Do not have partial behavior with children.
- Give right advice.
- Secure the child's right.
- Discuss with child about his problems.
- Develop self-confidence in children.
- Encourage child's creativity and imagination.
- Understand teaching job is respectable and know your responsibility for child.
- To participate in school works and motivate the children to do the same.
- Keep a familiar behavior with colleagues and with the children.
- Motivate the children to present their curiosity.
- Develop healthy competitive spirit in children.
- The great social-reformer and the events related to them should be used in teaching as an illustration.
- Develop the students strength and aptitude.
- Control self-emotions while teaching and give training to do the same.
- Teach honestly.
- Help the children to recognize their emotions.
- Teacher should help the children to express their emotions freely in the classroom.
- Talk to the child's parents and give the suggestions.
- Keep a watch on child's behavior.
- Encourage to study the books related to life history of great leaders, non-violence and honesty.

#### **Suggestions for Further Research**

- The same study may be conducted on all Jaipur region or all Rajasthan State.
- The same study may be conducted on upper primary level or secondary level.
- Study may be conducted on a large sample in order to test the reliability of the findings of the present study.
- Similar study may be conducted on other aspects of development.
- The similar study may be conducted on effect parenting style and emotional coaching on their variables.

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