

# Influence of Socio Personal Variables on Paternal Parenting Style

## Abstract

The present study was conducted purposively in Hisar district of Haryana state. Village Ladwa and village Dabra were selected purposively from rural area and Hisar city was selected purposively from urban area. 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 village Ladwa and Dabra of Hisar. Hence, the total sample for the study was 300 (100 girls and 200 parents) from both location. Self prepared Interview Schedule was used to assess socioeconomic variable and Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson, (1995) was used to measure parenting style i.e. authoritative, authoritarian and permissive. Result highlighted that the associations of paternal parenting styles was significantly associated to birth order ( $\chi^2=4.56^*$ ), mother education ( $\chi^2=6.20^*$ ), mother occupation ( $\chi^2=5.79^*$ ), family income ( $\chi^2=3.38^*$ ), and family size ( $\chi^2=3.38^*$ ).

**Keywords:** Paternal Parenting Style, Socio-Economic Status, Parental Values

## 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 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). Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness. Parents categorized according to parental demandingness and responsiveness which creates a typology of four parenting styles: authoritarian, authoritative, permissive and uninvolved (Maccoby and Martin, 1983). Each of these parenting styles reflects different naturally occurring patterns of parental values, practices, and behaviors (Baumrind, 1991) and a distinct balance of responsiveness and demandingness.

Socio-economic status plays a crucial role in influencing and shaping the behaviour and thoughts of a child especially in the behavior development and attitude. Wadkar and Palsen (1987) highlighted that girls were more satisfied from parent-child relation than boys. The girls in general accept and approve their parents behaviour, especially that of mothers. They have perceived their parents to be more affectionate. Fathers are also viewed highly affectionate as the mean score obtained is quite high. Girls and boys both have shown similar pattern in perception of father's affection. Robert *et al.* (1992) pinpointed that father's education was an influential factor because educated fathers appear to be more conscious about each developmental aspect of their children so they become more involved with their children in each activity. Lata (1993) mentioned that parents from high socio-economic groups tend to spend more time interacting with their children and provide them more stimulation for development. Conger *et al.* (1994) spoke out that economic hardship was directly related to higher reports of coercive family processes, implying more authoritarian parenting. Thomas and Jenkins (1994) found that working-class fathers used more positive and

## Pinki Rani

Deptt. of Human Development and Family Studies,  
I.C. Collage of Home Science,  
CCS HAU Hisar.

## Chandra K. Singh

Deptt. of Human Development and Family Studies,  
I.C. Collage of Home Science,  
CCS HAU Hisar.

# Asian Resonance

supportive (authoritative) parenting when they had more positive work experiences.

## Methodology

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. Village Ladwa and village Dabra were selected purposively from rural area and Hisar city was selected purposively from urban area.

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 village Ladwa and Dabra of Hisar. Hence, the total sample for the study

was 300 (100 girls and 200 parents) from both location. Self prepared Interview Schedule was used to assess socioeconomic variable and Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson, (1995) was used to measure parenting style i.e. authoritative, authoritarian and permissive.

## Results

### Associations of Socio-Personal Variable with Paternal Parenting Styles

The data in the Table envisaged the associations of paternal parenting styles which was significantly related to birth order ( $\chi^2=4.56^*$ ), mother education ( $\chi^2=6.20^*$ ), mother occupation ( $\chi^2=5.79^*$ ), family income ( $\chi^2=3.38^*$ ), and family size ( $\chi^2=3.38^*$ ).

**Table 9: Associations of Socio-Personal Variable with Paternal Parenting Styles**

(n=100)

Parenting Styles	Authoritative	Authoritarian	Permissive	Total	$\chi^2$ Value
<b>Socio personal variable</b>					
<b>Birth order</b>					4.56*
First born	27	20	3	50	
Second born	19	11	1	31	
Third and above	7	9	3	19	
<b>Total</b>	53	40	7	100	
<b>Siblings</b>					2.83
One	6	4	1	11	
Two	28	16	2	46	
Three and more	19	20	4	43	
<b>Total</b>	53	40	7	100	
<b>Father Occupation</b>					1.77
Labour/farming	12	12	1	25	
Business/Self employment	14	7	2	23	
Services	27	21	4	52	
<b>Total</b>	53	40	7	100	
<b>Mother Occupation</b>					5.79*
Home maker	42	35	6	83	
Working	11	5	1	17	
<b>Total</b>	53	40	7	100	
<b>Father Education</b>					3.11
Up to Middle	6	5	1	12	
Higher school to Senior secondary school	9	10	3	22	
Graduate/post graduate	38	25	3	66	
<b>Total</b>	53	40	7	100	
<b>Mother Education</b>					6.20*
Higher school to Senior secondary school	8	11	2	21	
Graduate/post graduate	15	11	4	30	
Higher school to Senior secondary school	30	18	1	49	
<b>Total</b>	53	40	7	100	
<b>Family Income (monthly)</b>					4.68*
Up to Rs.15,000	4	4	1	9	
Rs.15,001-50,000	24	24	5	53	
More than Rs.50,000	25	12	1	38	

<b>Total</b>	53	40	7	100	
<b>Family Type</b>					
Nuclear	27	22	5	54	1.07
Joint	26	18	2	46	
<b>Total</b>	53	40	7	100	
<b>Family Size</b>					
Small(up to 5 members)	29	19	2	50	3.38*
Medium (6-8 members)	13	13	4	30	
Large(more than 8 members)	11	8	1	20	
<b>Total</b>	53	40	7	100	
<b>Caste</b>					
Schedule caste	17	18	3	38	3.00
Backward caste	16	11	3	30	
General	20	11	1	32	
<b>Total</b>	53	40	7	100	

\*Significant at 5% level of significance

## Discussion

Paternal parenting style was significantly associated with birth order, mother education, mother occupation, family income and family size. Darling and Steinberg (1993) pinpointed that ethnic difference in the association of parenting style with child outcomes may be due to differences in social context, parenting practices, or the cultural meaning of specific dimensions of parenting style. Sahni (1985) proved that significant association of father's education, family income and occupation with intellectual abilities of preschooler children whose parents were highly educated and involved in professional occupation were found to perform better on intelligence test than those parents were illiterate. Fox *et al.* (1995) proved that the negative influences of less positive parenting with low income and low education of parents on behavior of children, whereas same was moderated by more educated and high income parents. Lata and Chhikara (1995) stated that father education had positive effect on socialization skills of children. Dhanda (2000) explained that Father's education is significantly associated with children's adapted behaviour. Likewise the respondents who had high score on communication skills had highly educated fathers because educated fathers interact to more with their children and had positive impact on their children communication skills. Sharma *et al.* (2006) illustrated that Father's occupation had positive impact on motor skills and communication skills of children. Mother occupation is not associated with children's behaviour. This may be due to that working mother did not give time to their children. Talib *et al.* (2011) examined that parenting styles are determined by SES of parents and more educated parents with SES had better and effective parenting for behavior development in children as compared to less educated parents with low SES.

## References

- Baumrind, D. 1991. The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, **11**(1), 56-95.
- Bharadwaj, R.L. 1996. Perceived parental behaviour and self- concept among adolescents. Presentation. 2nd National Conference of PLAI. Nagpur: L.A.D. College.
- Conger, P.H., Warfield, M.E., Jack, P., Shonkoff, J.P., Krauss, M.W., Upshur C.C and Sayer, A. 1994. Family Influences on Adaptive Development in Young Children with Down Syndrome. *Child Development*. **70**(4): 979 - 989.
- Darling, N. and Steinberg, L. 1993. Parenting style as a context: An integrative model. *Psychological Bulletin*, **113** (3) : 487-496.
- Dhanda, B. 2000. Intervention programme for the mothers of babies with developmental deficiencies. Unpublished Ph. D. Thesis, CCS HAU, Hisar, India.
- Elizabeth, V. D. 2003. Income changes and learning stimulation in young children's home learning environment. *Journal of Marriage and Family*, **65**(2): 82.
- Forsstrom-Cohen, B., and Rosenbaum, A. 1985. The effects of parental marital violence on young adults: An exploratory investigation. *Journal of Marriage and the Family*, **27**(2), 467-472.
- Fox, R.A., Platz, D.L. and Bentley, K.S., 1995. Maternal Factors Related to Parenting Practices, Developmental Expectations, and Perceptions of Child Behavior Problems. *The Journal of Genetic Psychology: Research and Theory on Human Development*. **156** (4): 431-441.
- Robert, C., Ingram, G. and Harris, C. 1992. The effect of special versus regular classroom programme on higher cognitive processes of intermediate elementary aged gifted and average ability students. *Journal for the Education of the Gifted*. **15**: 332-343.
- Robinson, C.C., Mandlco, B., Olsen, S.F. and Hart, C.H. 1995. Authoritative, authoritarian, and Permissive Parenting Practices: Development of a new measure. *Psychological Reports*, **77** : 819-830.
- Ross, A. D. 1973. *The Hindu Family in Urban Setting*. Oxford Univ. Press. 211.
- Sahni, S.A. 1985. Study of an intervention on going ICDS programme to promote cognitive abilities of preschoolers. M.Sc. dissertation, HAU, Hisar (Unpublished).
- Sharma, S. and Dhanda, B. and Nagar, S. 2006. Home based intervention for improvement of social emotional competence in children report of

# Asian Resonance

- ICAR sponsored Project (1-250), ICAR, New Delhi.
14. Sirohi, A. and Chauhan, N.S. 1991, parenting in Child Socialization: A study of fathering in multivariate setting. *Indian Journal of Psychology*, **66** (1-4): 29-35.
  15. Talib, J., Mohamad, Z. and Mamat, M. 2011. Effects of Parenting Style on children. *Development of Social Science*. 1 (2): 14-35
  16. Thomas, G. and Jenkins, P. 1994. Social competence among low income preschoolers: Emotion socialization practices and social cognitive correlates. *Child Development*. 65: 622-637.
  17. Wadkar, A. J. and Palsane, M. N. 1987. Sex differences in child's perception of parent-child relations. *Journal of Psychological Researches*. 31 (3):160-165.