

Responsibility of Parenting Style in Muslim Children in Family Member to Gender

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I. INTRODUCTION

Parenting style has a major influence on the development of the child and there has been a growing awareness of the importance about parenting style and its impact on the upbringing of child among researchers. Not only do both parents interact with their child, they also interact with each other, possibly take account of each other, and appear at times to be influenced by each other. Mother-father similarity in parenting has been shown to be greater when the couple is more similar in personality characteristics. Therefore, there will be consistent parenting and few disagreements between the parents.

It is claimed in the literature that what the mother or father thinks, values, or does as an individual parent is, through various possible processes, coordinated with or influenced by what the other parent thinks, values, or does. In this sense, mothers and fathers are said to form a co-parenting alliance and thereby constitute an interrelated subsystem with the family. Therefore, mothers and fathers within families are assumed to influence each other mutually and to be interdependent; that is, within families, mothers' and fathers' parenting behavior, attitudes, and values should be related.

The construct of parenting style is used to capture normal variations in parent's attempts to control and socialize their children. Parenting style is defined as the distinctive patterns of child rearing behaviors culled across time and situation. Some psychologists are of the view that parenting style is the climate in the family, a set of attitudes and values rather than a set of specific parenting practices or behavior.

Certain parenting styles are conducive for the optimal development while others hamper the path of positive growth. Steinberg (1994) found that teenagers from authoritative families showed higher self reliance and social competence, better grades, fewer indications of

psychological distress, and lower levels of school misconduct, drug use and delinquency. While teenagers from authoritarian families had low social competence, self-reliance, were more aggressive; and those from neglectful families were impulsive, antisocial and quite low on school achievement.

Belsky, Robins, and Gamble (1984) defined competent parenting as "the style of child rearing that enables the developing person to acquire the capacities required for dealing effectively with the ecological niches that she or he will inhabit during childhood, adolescence, and adulthood".

Competent parenting has been found to be related to warmer, more accepting, and more helpful styles of parenting. Authoritative parenting is competence-inducing in that it recognizes the child's need for control and individuality, views the rights and duties of parents and children as complementary, and is characterized by sensitivity to children's capabilities and the developmental tasks they face.

Belsky's (1984) model of the determinants of parenting guides the research based on the assumption that the determinants of parent resources, child characteristics, and sources of stress and support influence the relationship between parenting and child outcomes. Based on this assumption, this model provides the framework in which the current study will investigate the relationship between parenting styles and children's classroom motivation. This model provides a direct link between parenting and child outcomes.

Baumrind (1966) proposed a widely used model of parenting style. Her conceptualization of parenting style probably is best known and has been pivotal in showing that effective parenting consists of multiple elements that are melded together to form distinct styles. She developed her conceptualization via a parenting classification scheme that represents the interaction between parents and their children along two dimensions: parental expectation and parental

guidance. With the two dimensions, Baumrind (1966) and Maccoby and Martin (1983) developed four different parental styles: authoritarian, authoritative, permissive, and indifferent involved pattern. The authoritarian style consists of low guidance and high expectation. The authoritative style consists of both high expectation and guidance. The permissive style consists of high guidance and low expectation.

Parenting style has a major influence on the development of the child and there has been a growing awareness of the importance about parenting style and its impact on the upbringing of child among researchers. Hill (1980) theorized that children of very critical parents, with unrealistically high expectations, might develop anxiety during the preschool years. In a research Muris et al. (2000) found that parental rearing behaviors, in particular rejection and anxious rearing were positively associated with worry. Lung et al. (2004) noted that a parental bonding directly affect personality characteristics.

According to Thergaonkar and Wadkar (2007), inculcating a democratic style of parenting and greater acceptance of parents among children may prevent anxiety. Many researchers have examined the four parenting styles and revealed the authoritative parenting style is recognized as the most successful style for developing competent and confident children (Berk, 2002; Bems, 2004).

II. OBJECTIVES

- To asses Rejection vs. Acceptance as parenting style between male and female Muslim children.
 - To asses Carelessness vs. Protection as parenting style between male and female Muslim children.
 - To asses Neglect vs. Indulgence parenting style as parenting style between male and female Muslim children.
 - To asses Utopian Expectation vs. Realism as parenting style between male and female Muslim children.
 - To asses Lenient Standard vs. Moralism as parenting style between male and female Muslim children.
 - To asses Freedom vs. Discipline as parenting style between male and female Muslim children.
- To asses Faulty Role Expectation vs. Realistic Role Expectation as parenting style between male and female Muslim children.
 - To asses Marital Conflict vs. Marital Adjustment as parenting style between male and female Muslim children.

Hypothesis:

- There will be no significant difference between Muslim male and female children with regards to Rejection vs. Acceptance as parenting style.
- There will be no significant difference between male and female Muslim children with regards to Carelessness vs. Protection as parenting style.
- There will be no significant difference between male and female Muslim children with regards to Neglect vs. Indulgence as parenting style.
- There will be no significant difference between male and female Muslim children with regards to Utopian Expectation vs. Realism as parenting style.
- There will be no significant difference between male and female Muslim children with regards to Lenient Standard vs. Moralism as parenting style.
- There will be no significant difference between male and female Muslim children with regards to Freedom vs. Discipline as parenting style.
- There will be no significant difference between male and female Muslim children with regards to Faulty Role Expectation vs. Realistic Role Expectation as parenting style.
- There will be no significant difference between male and female Muslim children with regards to Marital Conflict vs. Marital Adjustment as parenting style.

SAMPLE:

The sample of present research was comprised of 100 Muslim Children were selected randomly from different areas Jalgaon city.

VARIABLES:

In present research gender of Muslim children was considered as independent variable. Scores of various dimensions of parenting style was considered as dependent variable.

TOOLS:

In present research following tool was used for data collection Parenting Scale by R.L. Bhardwaj, H. Sharma and A. Garg

Reliability: The reliability of this test on a sample of 100 elements has been determined by test and retest method with an interval of 21 days on a sample of 100 elements. The obtained reliability co-efficient may be enumerated as under. Co-efficient of Reliability (Test-Retest)

Modes t of Parenting	A	B	C	D	E	F	G	H	TOTAL
Co-efficient of reliability	.79	.54	.64	.59	.67	.56	.74	.69	.72

Validity: The estimated validity with the parallel form was found to be as follows Validity Coefficient (with form B)

Modes t of Parenting	A	B	C	D	E	F	G	H	TOTAL
Co-efficient of validity	.45	.39	.42	.62	.38	.52	.57	.36	.75

Scoring:

The score of this parenting scale is of quantitative type and this based on five point scale as suggested by Likert. The scoring and determination of mothering and fathering as well as parenting is a complex one and the following things are to be kept in mind at the time of scoring the scale.

PROCEDURE:

After establishing the rapport with selected children, parenting scale was administered in small manageable group of children. After completion of data collection scoring was done according to the manual of tool.

Statistical Analysis:

After scoring, collected responses were tabulated, analyzed and interpreted by using SPSS by the

statistical procedure such as mean, standard deviation and t-test.

III.RESULT AND DISCUSSION

Mean SD and t value of various dimensions of Parenting Styles of male and female Muslim children.

No	Variable	Group	Sample Size	Mean	SD	t value	Level of Significant
1	Rejection Vs Acceptance	Male	50	25.85	7.20	4.86	0.01
		Female	50	32.12	5.60		
2	Carelessness Vs Protection	Male	50	18.50	3.80	0.94	NS
		Female	50	19.12	3.93		
3	Neglect Vs Indulgence	Male	50	20.20	4.48	5.18	0.01
		Female	50	25.22	5.22		
4	Utopian Expectation Vs Realism	Male	50	31.30	6.14	4.49	0.01
		Female	50	25.50	7.22		
5	Lenient Standard Vs Moralism	Male	50	28.42	12.17	1.35	NS
		Female	50	25.50	9.22		
6	Freedom Vs Discipline	Male	50	35.92	7.24	1.05	NS
		Female	50	37.52	7.98		
7	Faulty role Expectation Vs Realistic	Male	50	31.62	8.92	2.09	0.05
		Female	50	28.40	6.22		
8	Marital Conflict Vs Marital	Male	50	25.85	8.29	4.86	0.01
		Female	50	32.12	7.25		

Mean scores of Parenting Styles (Rejection vs. Acceptance) male and female Muslim children are 25.85 and 32.12 with SD 7.20, and 5.60. The obtained 't' value is 4.86 which is significant at 0.01 level. Hence it is concluded that male and female Muslim children have significant difference on Parenting Styles (Rejection vs. Acceptance). The above result shows that female Muslim children have

found more Rejection vs. Acceptance than male Muslim children. Mean scores of Parenting Styles (Carelessness vs. Protection) male and female Muslim children are 18.50 and 19.22 with SD 3.80, and 3.93. The obtained 't' value is 0.94 which is not significant. Hence it is concluded that male and female Muslim children have no significant difference on Parenting Styles (Carelessness vs. Protection). Mean scores of Parenting Styles (Neglect vs. Indulgence) male and female Muslim children are 20.20 and 25.22 with SD 4.48, and 5.22. The obtained 't' value is 5.18 which is at significant at .01 level. Hence it is concluded that male and female Muslim children have significant difference on Parenting Styles (Neglect vs. Indulgence). The above result shows that female Muslim children have more Neglect vs. Indulgence than male Muslim children. Mean scores of Parenting Styles (Utopian Expectation vs. Realism) male and female Muslim children is 31.30 and 25.50 with SD 6.14, and 7.22. The obtained 't' value is 4.49 which is at significant at .01 level. Hence it is concluded that male and female Muslim children have significant difference on Parenting Styles (Utopian Expectation vs. Realism). The above result shows that male Muslim children have more Utopian Expectation vs. Realism than female Muslim children. Mean scores of Parenting Styles (Lenient Standard vs. Moralism) male and female Muslim children are 28.42 and 25.50 with SD 12.17, and 9.22. The obtained 't' value is 1.35 which is not significant. Hence it is concluded that male and female Muslim children have no significant difference on Parenting Styles (Lenient Standard vs. Moralism). Mean scores of Parenting Styles (Freedom vs. Discipline) male and female Muslim children are 35.92 and 37.52 with SD 7.24, and 7.98. The obtained 't' value is 1.05 which is not significant. Hence it is concluded that male and female Muslim children have no significant difference on Parenting Styles (Freedom vs. Discipline). Mean scores of Parenting Styles (Faulty Role Expectation vs. Realistic Role Expectation) male and female Muslim children are 31.62 and 28.40 with SD 8.92, and 6.22. The obtained 't' value is 2.09 which is significant at .05 level. Hence it is concluded that male and female Muslim children have significant difference on Parenting Styles (Faulty Role Expectation vs. Realistic Role Expectation). The

above result shows that male Muslim children have more Faulty Role Expectation vs. Realistic Role Expectation than female Muslim children. Mean scores of Parenting Styles (Marital Conflict vs. Marital Adjustment) male and female Muslim children is 25.85 and 32.12 with SD 7.20, and 5.60. The obtained 't' value is 4.86 which significant. Hence it is concluded that male and female Muslim children have significant difference on Parenting Styles (Marital Conflict vs. Marital Adjustment). The above result shows that female Muslim children have more Utopian Expectation vs. Realism than male Muslim children.

IV. CONCLUSION

- Female Muslim children differ significantly on parenting style- Rejection vs. Acceptance to male Muslim children.
- Male Muslim children do not differ significantly on Parenting Styles- Carelessness vs. Protection as compared to female Muslim children.
- Female Muslim children differ significantly on parenting style- Neglect vs. Indulgence to male Muslim children.
- Male Muslim children differ significantly on parenting style- Utopian Expectation vs. Realism to female Muslim children.
- Male Muslim children do not differ significantly on Parenting Styles- Lenient Standard vs. Moralism as compared to female Muslim children.
- Male Muslim children do not differ significantly on Parenting Styles- Freedom vs. Discipline as compared to female Muslim children.
- Male Muslim children differ significantly on parenting style- Faulty Role Expectation vs. Realistic Role Expectation to female Muslim children.
- Female Muslim children differ significantly on parenting style- Utopian Expectation vs. Realism to male Muslim children.

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