

TYPES OF PARENTING AND A SURVEY OF ITS CROSS CULTURAL VARIATIONS ON CHILDREN AND ADOLESCENTS OUTCMES

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Abstract

This paper first focus on types of parenting to enable our readers understand different types of parenting practices across families, group and race, that is universe of parenting. Another focus of this paper is a survey of empirically reviewed literature across culture so that our readers understand there are some cultural variation on parenting and its outcome in children and adolescents. Base on the reviewed literature, it is recommended that the stakeholders make use of authoritative parenting which has the strongest contribution in explaining positive outcomes for the universe of children and adolescents. The authoritarian and permissive be use depending on the situation they found themselves.

Keywords: Parenting; Authoritative, Authoritarian.

Introduction

Three contrasting parenting styles were identified by Baumrind: permissive, authoritative, and authoritarian, each of which has implications for children and adolescents behavior. The three parenting styles differ particularly on two parental dimensions: the amount of nurturance in the child rearing interactions and the amount of parental control over child's activities and behaviour.

Authoritarian (autocratic) parents tend to be low in nurturance and high in parental control compared with other parents, they set absolute standards of behaviour for their students that are not to be questioned or negotiated and they favor forceful discipline and demand prompt obedience. Authoritarian (autocratic) parents also are less likely than others to use more gentle methods of persuasion, such as affection, praise and rewards, with students. Consequently, authoritarian parents are prone to

model the more aggressive modes of conflict resolution and lax in modeling affection, nurturance behaviour in their interactions with students.

In sharp contrast, permissive (*laissez faire*) parents tend to be moderate to high in nurturance, but low in parental control. These parents place relatively few demands on students and are likely to be inconsistent disciplinarians: they are accepting of the students' impulses, desires and actions and less likely than other parents to monitor students' behaviour.

Authoritative (democratic) parents in contrast to both authoritarian and permissive parents tend to be high in nurturance and moderate in parental control when it comes to dealing with student behaviour; it is this combination of parenting strategies that Baumrind and others find the most facilitative in the development of behaviour during early child and beyond.

Types of Parenting

Parenting style typologies as retrieved in September 2007 from [what kind of parent are you? Content4reprint-are-you.htm](http://www.whatkindofparentareyou.com/Content4reprint-are-you.htm). These are other parenting styles which have their element in the three parenting styles of study (authoritarian authoritative and permissive). It is important they also feature for in depth understanding of parenting styles of the study; these include:

- i. **Attachment parenting:** parents seek to create strong emotional bonds, avoiding physical punishment and accomplishing discipline through interactions recognizing the child's emotional needs while focusing on holistic understanding of him or her.
- ii. **Christian parenting:** the application of Biblical principles on parenting
- iii. **Concerted cultivation parenting:** a style of parenting that is marked by the parents' attempts for foster their children's talents through organized leisure activities. This parenting style is commonly exhibited in middle and upper class families.
- iv. **Over parenting:** parents who try to involve themselves in every aspect of their child's life, often attempting to solve all their problems. It is also called a helicopter parent, a term used to describe parents who pay extremely close attention to their children's experiences and problems, and attempt to sweep all obstacles out of their paths, particularly at educational institutions. Helicopter parents are so named because, like helicopters, they hover closely overhead.
- v. **Nurturing parenting:** a family model where children are expected to explore their surroundings with protection from their parents.
- vi. **Slow parenting:** Parents encourage children to plan and organize things for themselves; allowing them also to enjoy their childhood and explore the world at their own pace.
- vii. **Strict parenting:** an authoritarian approach, places a strong value on discipline and following inflexible rules as means to survive and thrive in a harsh world.

Dysfunctional Parental

Other type of parenting styles called Dysfunctional parenting styles what kind of parent are you? Which also appear to have their elements in the three parenting styles of study, could open our eyes to other forms of parenting includes:

- i. **Destructively narcissistic parenting:** parents rule by fear, conditional love and sexual abuse; Parents who use physical violence to dominate their children.
 - ii. **Deprived parenting:** parents who control or neglect their children by withholding love, support, sympathy, praise, attention, encouragement, supervision, or otherwise putting their children's well being at risk.
 - iii. **Asymmetrical parenting:** parents going to extremes for the welfare of one child while continually ignoring the needs of another.
 - iv. **Appeasement parenting:** parents who reward bad behaviour even by their own standards and inevitably punish another child's good behaviour in order to maintain the peace and avoid temper tantrums, that is, peace at any price.
 - v. **Public, image manager parenting:** sometimes are warned not to disclose what fights, abuse, or damage happens at home, or faces severe punishment. Parents do insist that their children do not tell anyone what goes on in the family.
 - vi. **Role reversal parenting:** parents who expect their small children to take care of them instead.
 - vii. **My baby forever parenting:** parents who will not allow one or more of their young children to grow up and begin taking care of themselves.
 - viii. **It taboo parenting:** parents rebuke any questions children may have about sexuality, romance, puberty, certain areas of human anatomy and nudity.
- Kolo (2010) also explained some inappropriate parenting practices as follows:

- i. **Unrealistic expectations:** Parents who expect their children to perform perfectly and even beyond their strengths will hinder the child's development.
- ii. **Indulgence:** This is a practice where parents practice giving the child more of everything they need such as attention, food, toys. Children that are indulged, lack patience and initiative.
- iii. **Submissiveness:** Parents who are submissive give in to the child's desires or wishes. Children from such parents act on impulse without a sense of responsibility.
- iv. **Overprotection:** This inhibits the child from trying new experience on his or her own. The parents always interfere.
- v. **Neglect:** Neglected children by parents are not loved and cared for.
- vi. **Belittling:** This lowers the child's self esteem and concept.
- vii. **Rejection:** is another practice of parenting that is inappropriate. Rejecting

parents do not accept responsibility for their children care and development (Kolo, 2010).

A Survey of Cultural Variation in Parenting and its Outcome on Children and Adolescents

From the conceptual framework above, one could see that there is no single or definitive model of parenting. What may be right for one parent may not be suitable for another. The model or style that parents employ depends partly on how they themselves were reared. What determines parenting depends on the parent's temperament, current environmental situations; whether they place more importance on their own needs or whether they are striving to further their child's future success. Living in a dangerous neighborhood could make a parent move authoritarian due to fear of their environment. Parents who are more highly educated tend to have better jobs and better financial security, and this may reduce potential stressors which could have no significant negative outcome on children and adolescents. Children raised by authoritarian parents could rebel or strike back by taking their time to decide on forced choice and between tasks. Psychological resources and sources of stress in parents and children or adolescents' characteristics may be the determinant of parenting. The possible interpretation is that the determinant of parent child behaviour may not be the same in every culture so that the authoritarian parenting style can relate to positive outcome in other areas but the reverse is the case in others. For example, it has been argued that authoritarian practices have a positive impact on collectivistic Asiatic cultures because, in those contexts, strict discipline is understood as beneficial for the children and because both parents and children view authoritarian practices as an organizational strategy that fosters harmony within the family and tries to ensure children's morals (Chao, 1994). The traditional setting in Nigeria relates to Asiatic culture, explains the reason for authoritarian parenting yielding positive outcome in children (Kashim 2010).

On relationship between permissive parenting style and self esteem of students, the finding in Kashim (2010) reveals that there is a significant relationship between permissive parenting style and self esteem of students. The finding disagrees with some earlier finding such as Buri (1989) and Fischer & Crowford (1992) whose studies show that permissive parenting style place youth at risk of developing disorder, such as depression and low self esteem. Also the finding disagreed with Baumrind (1978) that children of parents with a permissive style; who are less apt to employ punishment, tend to lack self reliance and inquisitiveness and have a low self esteem. Permissiveness varies among different cultures of people and families. What is permissive in one in some communities may not be permissive in another. What is permissive in some families may not be permissive in other families. As the Spanish culture is characterized by equalitarian relations, where strictness practices seem to not be effective (Mayseless, Scharf, & Sholt, 2003; Rudy & Grusec, 2006), and previous studies in Spain have shown, within a large sample of age, that adolescents from permissive indulgent parents reach equal or higher scores in self esteem than adolescents from authoritative parents (Musitu & Garcia, 2004). In Italy

and Brazil with the same equalitarian relation, studies measuring the impact of parenting on self esteem have illustrated that adolescents from indulgent homes have similar or higher self esteem than achievement motivations of students.

The writers are of the view that, authoritarian parenting style may be a challenge on students in Nasarawa State of Nigeria, meaning that the overbearing of parents may bring about positive outcome in the students. In Nigeria Durojaiye (1984); Oyehalu (1986) and Maduaban (1992) in Ogunmakin (2004) have expressed much concern over the negative implications of authoritarian parental attitude for functional Education in Nigeria.

On authoritative parenting style and achievement motivation of students, the result shows significant relationship between authoritative parenting style and achievement motivation of student (Kashim 2010). Earlier studies, Dornbusch (1989) and Strange and Brandt (1999) found correlation between academic motivation and authoritative parenting style. Leung and Kwan (2002) also found links between authoritative parenting style and intrinsic motivation. This finding tallies with some findings in the 90s that there is relationship between authoritative parenting style and achievement motivation of students (Boveja, 1998; Gotfried& Fleming, 1994; Besky, 1984) than authoritarian style. The finding Kashim (2010) is supported by previous studies; places the result more directly and explicitly in the context of other research, thereby enhancing the contribution of the new research to a recognized body of knowledge.

On relationship between permissive parenting style and achievement motivation of students, Peidmount (1992) in Santrock (2007) disagreed that achievement aspiration was negatively correlated with father's permissive parenting style. In Spain (Musitu&Garcia, 2004) and in some countries such as, Mexico (Villalobos et al., 2004), and Brazil (Martinez et al., 2003) in Martinez et al. 2007) which found that, in their cultures, permissive indulgent parenting in associated with the same or better adolescent outcomes. This should be interpreted that one cannot generalized permissive parenting style to overall achievement motivation in all culture. The writers consider the finding to be good development contrary to the belief that permissive parenting style was not associated with achievement motivation and general outcome in children and adolescents.

On relationship among parenting styles and self esteem of students, the result of the multiple regression analysis suggests that all the three parenting styles made significant contributions in predicting self esteem. The strongest contribution in explaining the dependent variable of self esteem is the authoritative parenting style. The next is authoritarian style and the least is permissive style Kashim (2010). This finding confirms earlier findings, Buri (1989); Fischer and Crawford (1992) and Nancy (2000) disagreed with this finding that children of parents with a permissive parenting style, characterized as less apt to employ punishment, tend to lack self reliance and inquisitiveness and have low self esteem. Agreeing with this finding was on the authoritative parenting style Baumrind (1984) that there is a strong contribution of authoritative parenting in explaining self esteem. Baurmrind gave

reasons that students raised in this environment, termed authoritative, tend to be self-reliant, self-controlled, and inquisitive and have high self-esteem. However, the finding disagreed with Matinez et al. (2007) on the contribution of authoritarian parenting style, that adolescent's academic and family self-esteem was negatively influenced by the degree of strictness/imposition utilized by parents. On permissive, authoritarian and authoritative, Matinez et al. (2007) suggest that upbringing of children should be more ; more of authoritarian (control) at primary school level, both authoritarian and authoritative at junior secondary school level and more of authoritative (support) at senior secondary school and +tertiary levels. This parental approach may contribute to enhance children and adolescents self-esteem and achievement motivation.

Recommendation

Previous studies show that authoritative parenting style has the strongest contribution in explaining positive outcome for the universe of children and the adolescents. Parents should vary their styles of parenting depending on the situation they find themselves. With the level of contribution by authoritative parenting style in explaining self-esteem and achievement motivation, the writers therefore recommend that at an early age in the child's life, parents should set standard for the task performance and reward the children appropriately when they succeed in the task, laying emphasis on their interests and assigning responsibilities which would enable them evaluate their success. This will help them at the secondary school level to overcome problems of low self-esteem, self-concept and achievement motivation

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