



PARENTING STYLE IN RELATION WITH SOCIO-ECONOMIC STATUS AMONG THE UNIVERSITY STUDENTS

Roni Ghosh¹ and Bijan Sarkar²

¹M.Phil Scholar, Dept. of Education, Kalyani University.

²Associate Professor, Dept. of Education, Kalyani University.

ABSTRACT

The term parenting is used to explain the influence of parental behavior on child's behavior and development. Similarly, parenting style refers to the overall emotional climate or sum of such specific parental practices adopted by the parents for rearing their children. The researcher here used Baumrind and Maccoby & Martin's four parenting prototypes for classifying parents of the students. These are, authoritative, authoritarian, permissive and uninvolved. It is descriptive type quantitative research. The objectives of the study are, to find out parents' parenting style of the students and their socio-economic status, to find out the differences between parental socio-economic status and gender of the students, and lastly the association of parenting style with socio-economic status of the students' parents. Sample has been selected by applying purposive sampling method from Department of Education, University of Kalyani, West Bengal. The students are studying M.Phil. and Ph.D. in the above stated university. The total number of sample is 21. Survey method was used for collecting data by applying two self-constructed questionnaires, one for socio-economic status and another for parenting style. All the students are adults with age range between 25 to 40. As the total number of sample is small, no statistical analysis was used. The result supported most of the review findings. The results show that Authoritative Parenting Style is the dominating style among the four parenting styles. About 86% of students accept authoritative as their parenting style and about 14% of students consider their parents as authoritarian. No permissive and uninvolved parents are found. No gender difference has been found in the parenting style. Another result shows that differences exist among male and female students in relation with parenting style and parents' socio-economic status.



KEYWORDS: Parenting; Parenting Style; Socio-Economic status; Typology; Authoritative; Authoritarian; Permissive; Uninvolved; Adults.

1. INTRODUCTION:

Family is the first social institution to a child, where child becomes social from an asocial organism. In this family child gets love, affection, security, trust, sympathy, discipline, freedom, co-operation etc. and knows the right way to conduct these. As the child grown up he or she expresses all the good and bad things, that he or she receives from his or her family. Therefore, every member of a family plays an important role to the child. Among all family members, parents take the most important place in bringing up the child. Appropriate child rearing practices taken by the parents make a child competent in all aspects of development and the child becomes a fully flourished organism. Type of practices those are used by the parents or the ways and procedures adopted by the parents in rearing a child are known as child rearing practices or parenting style. Parenting Style is the most recently used terminology used by the researchers. A

parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting is more important than the quantity of time spent with the child. For example, children can spend lots of time with his or her parents but his or her parents may involve or may give concentrate in other activities. (Spera, C. 2005)

1.1. Understanding Parenting Style and Parenting Practice:

For understanding better, the concept of parenting style, one should understand the distinction between the concept of parenting style and parenting practice. According to Spera, C. (2005); Darling and Steinberg (1993), "Parenting Practices are defined as specific behaviors that parents use to socialize their children" while "Parenting Style is the emotional climate in which parents raise their children." The example of some specific behaviors or parenting practices are parental involvement, warmth, approval, control, monitoring, harsh punishment etc.

1.2. Theories of Parenting Style:

From the middle nineteenth century, decades of researches have been dedicated for developing a framework of parenting styles as for example, Symonds in 1939, Baldwin in 1948, Becker in 1964, Schaefer in 1959 and late in 1965 etc. (Kimble, A. B. 2014). In the late 1960s and in early 1970s a theory of parenting style developed by Diana Baumrind becomes most important and popular by using systematic approaches in explaining parenting style. From 1966 to 1971 based on her research findings she proposed three types of parenting styles, known as typologies of parenting style. The three types of parenting style suggested by Baumrind are, Authoritative, Authoritarian and Permissive. This typology was based on the two dimensions: Responsiveness and Demandingness. 'Responsiveness' refers to parental warmth, acceptance, support and reasoned communication. On the other hand, 'Demandingness' refers to behavior regulation, control and supervision of children's activities. (Payne, R.P. 2013). Being influenced by the work of Diana Baumrind, Maccoby and Martin in 1983 reclassified Baumrind's parenting style typologies and added a fourth type of parenting style namely uninvolved parenting style. (Maccoby and Martin, 1983). This fourth parenting style was accepted by Baumrind later in 1989 as rejecting-neglecting, 1991 as unengaged, in 2010 as disengaged and finally in 2013 as rejecting-neglecting. (Kimble, A. B. 2014)

1.3. Definition of Parenting Style:

Parenting encompasses the provision of care directed at children's physical, emotional and social needs. Thus, the two key tasks of parenting are nurturance and socialization. (Karz, I; Corlyon, J; Placa, V.L and Hunter, S. 2007)

According to Darling and Steinberg (1993), The overall emotional climate of the parent-child relationship – an affective context of sorts that sets the tone for the parent's interactions with the child. (George, M.E, 2004)

Collins and Laursen (1999), stated that, what children learn and how they react in certain situation is affected by their relationships with parents and parenting styles and behavior. (Batool, S.S and Mumtaz, A.N, 2015)

1.4. Parenting Style Typologies:

By conducting numerous researches in parent-child relationship, different researchers came up with different dimensions and their interaction gave birth to different types of parenting style. The typology of parenting style given by Diana Baumrind (1971) and Maccoby & Martin (1983) is the most globally important and accepted prototypes. These four types of parenting styles are Authoritative, Authoritarian, Permissive (also known as permissive indulgent) and Uninvolved (also known as permissive neglectful or rejecting-neglecting).

Authoritative Parenting Style:

Baumrind in 1966 conceptualized authoritative parents as rational, warm, encouraging and controlling in a way that promotes child autonomy. Like the same Maccoby and Martin in 1983 described that authoritative parents set clear rules and use reasoning to enforce those rules, support children's independence and express love and affection to them. (Kimble, A.B. 2009) Authoritative parents have high demandingness and high responsiveness characteristics. (Berger, S. K. 2011)

Authoritarian Parenting Style:

In 1971 Baumrind suggested that authoritarian parents are low in responsiveness dimension but high in controlling dimension. This type of parent tries to shape, control and evaluate their children's behavior based on the absolute set of standards. They have high maturity demands. They have on their children high coercive and domineering type of control. They often become punitive and forceful in order to get absolute standard of behavior in children. According to Baumrind in 2013 Authoritarian parents are rejecting and psychologically controlling. (Kimble, A.B. 2009)

Permissive Parenting Style:

Indulgent or permissive parents are very involved and over protecting about their children but they place few demands or controls on them. (Santrock, J. W. 2007) Baumrind in 1971 described that this type parents are less controlling and highly warm and accepting. Comparing to the other two parenting styles this type of parents have very low maturity demands on children and high autonomy granting. They do not punish their children for any misbehavior. (Kimble, A. B. 2009)

Uninvolved Parenting Style:

Lastly but not the least, uninvolved parenting style is the fourth type of parenting style added by Maccoby and Martin in 1983. They described uninvolved parents as neglecting to child's need. They ignore all types of parental responsibilities. This type of parents are low in both the responsiveness and demandingness dimension. In 2013, Baumrind suggested that uninvolved parents are rejecting and have lax behavioral control on their child. (Kimble, A. B. 2009)

1.5. Definition of Socio-Economic Status:

Socio-Economic Status is an indicator of economic and sociological measure of a person's work experience and his or her social and economic position in the society in relation to others. It may be an individual's or measure of his or her total family. Socio-Economic Status is based on person's education, occupation, residential location, income etc. These dimensions may vary from one scale to another. (Khairnar, M.R; Wadgave, U and Shimpi, P.V. 2016)

According to Terry and Lochman, (2000) Socio-Economic Status is a group-oriented concept that indexes the degree to which an individual is liked and disliked by the general peer group. (George, M.E. 2004)

Here, in this research the researcher considers Socio-Economic Status as one's or family's social and economic position in the society, considering the educational, occupational, residential and income level.

2. STATEMENT OF THE PROBLEM:

The study aims to study the relationship among different types of parenting styles and the socio-economic status of the families of university students.

3. OBJECTIVES OF THE STUDY:

The objectives of the paper are to-

1. Find out the parenting styles of the parents of university students.
2. Assess gender differences in the parenting styles among the parents of university students.
3. Find out the socio-economic status of the parents of university students.

4. Explore the relationship of parenting style and socio-economic status of the parents of university students.
5. Compare parents' parenting style and socio-economic status in respect of gender of the students.

4. DELIMITATIONS OF THE STUDY:

The study is delimited in the following aspects-

1. Only the students of University of Kalyani are selected as the sample for data collection.
2. The total numbers of students are also small. Students are from M.Phil. and Ph.D. course work.
3. Only close-ended questionnaire is used for data collection.
4. No statistical calculation has been possible, as the total number of sample is small.
5. The reliability and validity of the questionnaire are also unfounded.

5. SIGNIFICANCE OF THE STUDY:

The study contains significance in many aspects, these are following:

1. It has its implication on identifying the dominating parenting style of the parents of the students in West Bengal.
2. Not only identify it will make understand that how are the parents about their responsibilities.
3. Through the findings of this research every individual will understand what should be parental role in their child rearing.
4. Parents can be very conscious about their socio-economic status level by knowing its relationship with parenting style.
5. Through this research parents will know about the effective parenting style.

6. METHODOLOGY:

The study is descriptive in nature. Collected data was analyzed through simple descriptive statistics.

6.1. Sample:

The sample of this study is the students from the University of Kalyani, who are studying M.Phil. and Ph.D. The total number of representative sample was 21. All the sample students were adults between the age range of 25 to 40.

6.2. Tools and Statistics used:

For assessing the parents' parenting style of the university students, a self-constructed questionnaire is used. The questionnaire has 32 question items, 8 items in each parenting style dimension. The second tool that is applied for measuring the socio-economic status of the students' family is also self-constructed. No statistics, only simple mathematical calculations are done for analysis the collected data.

7. DATA ANALYSIS AND INTERPRETATION:

The researcher has done the analysis of collected data in respect of the above stated objectives, which are presented by the use of tables and diagrams.

a) Frequency distribution of students' responses for parent's parenting style in each dimension:

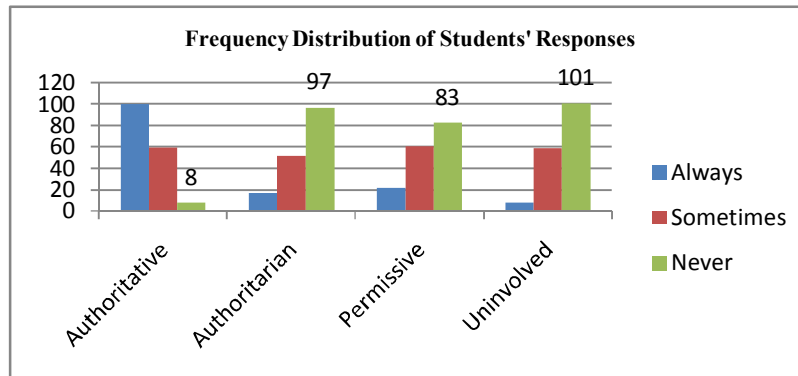


Figure: a.1

Interpretation: The calculation and analysis of collected data about parent's parenting styles are shown in Figure a.1. The interpretation has done and presented by the researcher dimensionally.

Authoritative Dimension Analysis:

In Authoritative dimension the items are in positive statements form. In the three points rating scale, the highest number of frequencies of sample responses fall in the 'Always' column. Among 168, 100 responses fall in the 'Always' column, which make this dimension most accepted by the sample as their parent's parenting style. Most of the high frequencies of responses are fall in this column.

Authoritarian Dimension Analysis:

In Authoritarian dimension, also all items are in positive statements with no negative scoring. According to the nature of this dimension, as expected by the researcher most of the responses of the sample fall in the column of 'Never'. These frequencies of responses show that sample do not establish their parents as authoritarian. But a number of 52 and 17 frequencies of responses fall in the 'Sometimes' and 'Never' columns.

Permissive Dimension Analysis:

This is the second highest accepted parenting style by the sample. In respect of the nature of dimension all the items are in positive form except one. The highest number of frequency fall in the column of 'Never'. Although in 'Always' column the frequency of responses is below than the other two columns, but after authoritative responses show there are some permissive characteristics present in their parents' parenting style.

Uninvolved Dimension Analysis:

This is the last dimension, in which all the items are in positive form except item number 8. The frequency of responses shows that sample rated this dimension as most unaccepted and opposite to authoritative. This finding prove that parents are not uninvolved by their characteristics. So, most of the frequency of responses fall in the column 'Never'. Very little responses fall in 'Always' and 'Sometimes' columns.

Therefore, the above findings prove that parents of the representative sample of the university students are in general authoritative in their parenting style and not uninvolved to their children. However, a little permissive, which is notable. The finding supports much of the review of previous studies. One of them is "A Study to assess Parenting Styles and academic Performance of School Children" by Joseph, R. and Radhika, M. in 2015. The research has been done in Indian context and the result found same.

b) Percentage Distribution of Parents’ Parenting Style and Gender of the students:

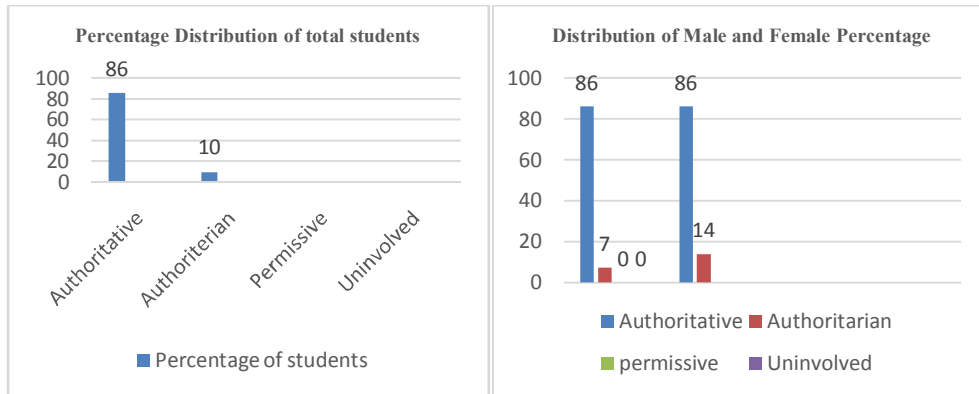


Figure: b. 1

Figure: b. 2

Interpretation:

By doing the analysis of above data, researcher found that a high percentage of authoritative parents have both of male (86%) and female (86%) students. As the total number of male and female students was not same in this sample, so the findings did not match to the findings of Kashahu, L; Dibra, G; Osmanga, F and Bushati, J. But if the number of sample would be same, then the findings surely support the findings of the review. From the above data analysis shown in Figure b.1 and Figure b.2 it is clearly seen that here the dominating parenting style is authoritative. This result is similar to the result of Dehyadegary, F; Yaccob, S. N.; Juhari, R. B. and Talib, M. A. But the other two parenting style- permissive and uninvolved are not found to choose by any students.

c) Percentage Distribution of Students at different Socio-Economic Status level:

SES LEVEL	NO. OF SAMPLE	% OF SAMPLE
Upper level	1	5%
Middle level	12	57%
Lower level	8	38%
TOTAL	21	100

Table c.1

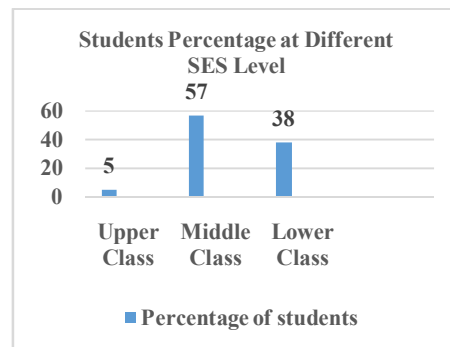


Figure c.1

Interpretation:

In Table c.1 and Figure c.1 are shown that more than half of the total students belong to the middle-class family, i.e. 57% adult students. Majority fall in this level of socio-economic status. After that all about 38% adults belong to lower class family or having low socio-economic status. And very few adult students i.e. 5% are from upper level or having high socio-economic status. The findings do not support the findings of study done in Bangalore, India, by Masthi, R.; Gangaboraiah. And Kulkarni, P. It may be for the difference in measuring tools or the difference in overall SES according to geographical location of the state.

d) Percentage Distribution of Parenting Style in Relation with SES of students' family:

SES Level	Au. P.S (%)	An. P.S (%)	Per. P.S (%)	Un. P.S (%)
Upper Level	0	1 (5%)	0	0
Middle Level	12 (57%)	0	0	0
Lower Level	7 (33%)	1 (5%)	0	0

Table: d.1

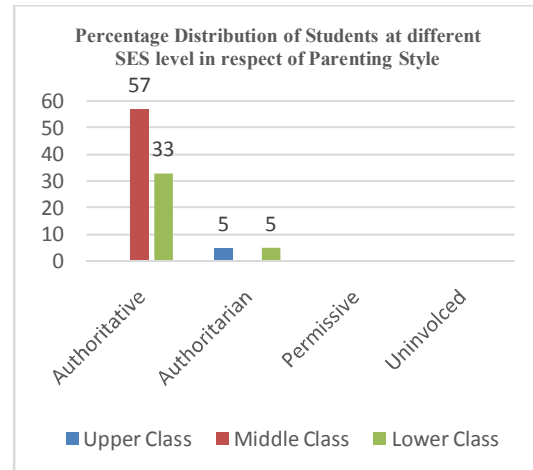


Figure: d. 1

Interpretation:

From the above diagram that there exists some relationship between authoritative parenting style and middle socio-economic status of the sample parents. Although a relationship is found between lower socio-economic status and authoritative parenting style, but the percentage is smaller than authoritative. This finding is consistent with the findings of Hassan N.C and Sen, H.M. They also found no significant relationship exist between SES and Parenting Style. But if we consider the majority it can be said that there exists some relationship, but the magnitude is unfounded. The result shows parents who belong to middle and low socio-economic classes practice authoritative parenting style in rearing children in Indian context.

e) Percentage Distribution of Male and Female adults in relation with Parenting Style and Socio-Economic Status:

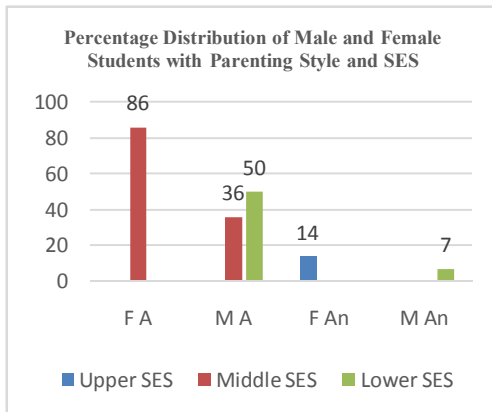


Figure: e. 1

Interpretation:

Without applying any statistics, common mathematical calculation it has found in Figure e.1 that there exists difference in parents' parenting style and socio-economic status in respect of gender of the students. 86% percent of female students belong to middle class family with authoritative parenting style. On the other hand, 36% of male students with authoritative parenting style belong to middle class family. Others 50% of male students are found with low SES having authoritative parents. No female students are found in this category. 7% of male students and 14% of female students are found with authoritarian parents belong to low and high SES respectively.

So, it is visible from the above diagram that male and female adults vary in their percentage in respect to SES and parents' parenting style.

CONCLUSION:

It can be concluded from the above data analysis and interpretation that most of the university students have authoritative parents and gender differences present among them. We saw that most of the students are from middle class family with authoritative parenting style. However, this parenting style has no relation with authoritarian style. As this parenting style is considered as, most accepted and suitable for all round development of students so, parents should practice this parenting style for rearing child.

RECOMMENDATIONS:

As the research has many limitations so the researcher recommends some areas for future research. These are:

1. In this research the sample were all adults and their parents past parenting styles were measured by the researcher. In future by taking children or adolescents as sample research can be done, which will be very useful.
2. The researcher recommends a large sample so that statistical analysis can be done.
3. Along with parenting style a relation of academic performance of the students of West Bengal can be done.
4. And finally, researchers can find through their research study which parenting practice parents should adopt in all round development of their children. It is now in major research trends.

REFERENCES

- Buri, J.P. (4-6th May, 1989). An Instrument for the Measurement of Parental Authority Prototypes. *Paper Presented at the Annual Meeting of the Midwestern Psychological Association*, 1-14. Retrieved from <https://dtreboux.files.wordpress.com>
- Frick, P.J. (1991). Alabama Parenting Questionnaire. Retrieved from <https://cyfar.org>
- Gafoor, A. and Kurukkan, A. (Oct-Dec, 2014). Construction and Validation of Scale of Parenting Style. *Guru Journal of Behavioral and Social Sciences*, 2(4), 315-323. Retrieved from <https://files.eric.ed.gov>
- George, M.E. (2004). Relations Between Parenting Styles and the Social Status of School-Age Children with their Peers. *Florida State University Libraries*, 1-64. Retrieved from www.fsu.digital.flvc.org
- Gururaj, M.S.; Shilpa, S. and Maheshwaram, R. (2015). Revised Socio-Economic Status Scale for Urban and Rural India-Revision for 2015. *Socioeconomica-The Scientific Journal for Theory and Practice of Socio-economic Development*, 4(7), 167-174. Retrieved from www.socioeconomica.info
- Hassan, N.C. and Sen, H.M. (12th-15th Oct, 2015). Relationship Between Parenting Styles and Academic Performance among Undergraduates at University Putra, Malaysia. *International Conference on Advances in Education and Social Sciences*, 549-557. Retrieved from www.hrmars.com
- Hoff, E.; Laursen, B. and Tardif, T. (Jan, 2002). Socioeconomic Status and Parenting. *Research Gate*, 231-252. Retrieved from <https://www.researchgate.net>
- Kashahu, L.; Dibra, G.; Osmanga, F. and Bushati, J. (May, 2014). The Relationship Between Parental Demographics, Parenting Styles and Student Academic Achievement. *European Scientific Journal*, 10(13), 237-251. Retrieved from <http://eujournal.org>
- Kimble, A.B. (2009). The parenting style and dimension questionnaire: A reconceptualization and validation. *Oklahoma State University*, 1-85. Retrieved from <https://shareok.org>
- Lata, A. and Tripathi, K.N. (July, 2017). Parenting Style and Academic Achievement. *International Journal of English Language*, 5(7), 413-432. Retrieved from www.ijellh.com
- Masthi, R.; Gangaboraiah. And Kulkarni, P. (Jan-Mar, 2013). An Exploratory Study on Socio-Economic Status Scale in a Rural and Urban Setting. *Journal of Family Medicine and Primary Care*, 2(1), 69-73. Retrieved from <https://www.ncbi.nlm.nih.gov>
- Mumtaz, A.N. and Batool, S.S. (2015). Development and Validation of Parenting Style Scale. *Pakistan Journal of Psychological Research*, 30(2), 225-248. Retrieved from: www.pjprnip.edu.pk

- Pasquali, L.; Gouveia, V.V.; Santos, W.S.; Fonseca, P.N.; Andrade, J.M. and Lima, T.J.S. (May-Aug, 2012). Perceptions of Parents Questionnaire: Evidence for a measure of Parenting Style. *Paideia*, 22(52), 155-164. Retrieved from www.scielo.br
- Radhika, M. and Joseph, R. (4th April, 2015). A Study to Assess the Parenting Styles and Academic Performance of School Children. *International Journal of Science and Research (IJSR)*, 4(4), 644-647. Retrieved from <https://www.ijsr.net>
- Ribeiro, L.L. (Aug, 2009). Construction and Validation of a four Parenting Style Scale. *The Faculty of Humboldt State University*, 1-82. Retrieved from www.citeseerx.ist.psu.edu
- Robinson, C.C.; Hart, C. and others. (1st Jan, 2001). The Parenting Style and Dimension Questionnaire (PSDQ). *Handbook of Family Measurement Techniques*, 3, 319-321. Retrieved from www.academia.edu
- Robinson, C.C.; Mandleco, B.; Roper, S.O. and Hart, C.H. (1995). Authoritative, Authoritarian and Permissive Parenting Practices: Development of a new measure. *Psychological Reports*, 77, 819-830. Retrieved from <https://www.researchgate.net>
- Steinberg, L.; Dornbusch, S.M.; Lamborn, S.D. and Mounts, N.S. (1991). Patterns of Competence and Adjustment among Adolescents from Authoritative, Authoritarian, Indulgent and Neglectful Families. *Child Development*, 62, 1049-1065. Retrieved from <https://www.jstor.org>
- Tagliabue, S.; Olivari, M.G.; Bacchini, D.; Affuso,, G. and Confalonieri, E. (Jul-Sept, 2014). Measuring Adolescents' Perceptions of Parenting Style During Childhood: Psychometric Properties of the Parenting Styles and Dimension Questionnaire. *Psicologia: Teoria e Pesquisa*, 30(3), 251-258. Retrieved from www.scielo.br
- Watabe, A. (Spring, 2011). The Influence of Parenting on Children's Academic Achievement: Comparison Between the United States and Japan. *California State University, Chico*. 1-70. Retrieved from www.search.ebscohost.com



Roni Ghosh
M.Phil Scholar, Dept. of Education, Kalyani University.



Bijan Sarkar
Associate Professor, Dept. of Education, Kalyani University.