



PARENTAL DISCIPLINARY PRACTICES AND STUDENTS ACHIEVEMENTS

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ABSTRACT :

Adolescence is perhaps the most difficult period of child rearing for parents. Discipline is to mould the child so that he will conform to the traditional expectations of the cultural group to which he belongs. Parental discipline is an important variable in connection that ultimately would reveal the behaviour of the child in different situations, which would determine the child's capacity to adjust to different surroundings, particularly in school. This study was thus taken up to identify the differences in disciplinary practices perceived by parents from different occupational strata and their adolescent children.



KEYWORDS : Parents, Disciplinary techniques, training children.

INTRODUCTION:

Discipline is the process of teaching children the values and normative behaviours of their society (Wissow, 2002). A distinction has been drawn between power-assertive disciplinary methods (i.e. physical punishment, threats or withdrawal of privileges), love-withdrawal disciplinary methods (i.e. withholding attention, affection or approval, or expressing disappointment or disapproval) and inductive discipline strategies (i.e. reasoning, reminding children of rules and explaining the impact of children's behavior on others). Inductive discipline has been found to be more effective in terms of promoting children's internalization of moral and social values (Kerr et al, 2004). Holden (2002) further draws a distinction between discipline and punishment, highlighting the important role that discipline plays in emphasizing instruction about what is valuable and the consequences of actions. Durrant (2005, p. 49) defines corporal or physical punishment as 'an action taken by a parent, teacher or caregiver that is intended to cause physical pain or discomfort to a child. It is the application of punishment to the body.'

Discipline is teaching the child the way he should go. Child discipline is the most important element of successful parenting. Discipline (or training) might simply be defined as a process to help children to learn appropriate behaviour and make good choices. In addition to loving, effective discipline aids a child in exercising self-control, accountability and mutual respect. (www.allaboutparenting.org). Garg (1983) explained that, the mind of the child is like a sheet on which minute to minute impressions are formed. Parents can shape the personality and behaviour based on their actions and temperament. According to www.childdiscipline.withlove, if the child is not learning to recognize limits, he is learning to ignore them. The more he learns to ignore them, the harder it is for him to recognize any boundary in the future. By the time the child reaches teenage, the process become irreversible. In the words of O'Leary (1995) children are not born knowing how to act in accordance with the rules of their families or society. Most children learn (i.e. are taught) to behave appropriately

(and inappropriately). Such teaching is one aspect of child rearing, and parents play a key role in disciplining or teaching their children to behave according to a wide range of rules. Although parental rules vary across families, children's age, cultures and historical periods, most people know a rule.

Goldstein (2006) suggests that all children need adults in their lives who will assist them to think before they act, to reflect upon various options to challenging situations, to realize that different consequences follow from their choices, and to take responsibility for their behaviour. O'Leary (1995), stated that methods of discipline are social standards as to who, when, why and how people are disciplined. Typically it is not socially acceptable for anyone other than the parents to spank a child. According to Goldstein (2006), discipline has two major functions. The first is to ensure that children have a consistent, safe and secure environment in which they can learn reasonable rules, limits and consequences as well as develop an understanding as to why these are important. The second function is equally important but not as readily emphasized as is to nurture self-discipline or self-control.

Goldstein (2006) further explains that when parents are reactive, crisis oriented, overly punitive, harsh, belittling, arbitrary, or inconsistent, the positive goals of discipline are likely to suffer. The development of self-discipline is also compromised when parents have very different disciplinary styles or when parents are hesitant to set limits for fear that their children will be angry with them. Some children take advantage of this fear by telling parents they don't love them. Finally, children will struggle to develop self-discipline when parents insist on unrealistic expectations for behaviour, resulting in children becoming increasingly frustrated and angry.

Adolescence is perhaps the most difficult period of child rearing for parents. Discipline is to mould the child so that he will conform to the traditional expectations of the cultural group to which he belongs. Parental discipline is an important variable in connection that ultimately would reveal the behaviour of the child in different situations, which would determine the child's capacity to adjust to different surroundings, particularly in school. It is quite natural that every parent behaves differently towards their child. It has also been seen that mother and father of one child behaves in a different manner with him. Although a teacher is also responsible to a certain extent, parents play a more important and major role mainly because the child spends much more time at home with the parents than what he does in school. Studies also show that parent child relationship and child rearing practices among different socioeconomic classes suggest that parents of different classes treat their children quite differently. Thus parental disciplinary practices play an important role in the psychosocial development of the child as well making the good or bad personality of the child. Therefore, after proper understanding and evaluation of the above aspects the present study was selected to identify the differences in disciplinary practices perceived by parents from different occupational strata and their adolescent children.

Parenting is a most challenging yet rewarding experience. Baumrind, who studied parenting styles during the early 1960s, concluded that they differ in four important areas: parents' warmth/nurturance, discipline strategy, communication skills, and expectations of maturity. She posited three types of parenting styles: authoritarian, permissive, and authoritative (Berger 2001). Parents are the major influence in their children's lives. Thus their perception of how children think, and should be raised is crucial in determining children's behavior. Other factors, such as genes, peers, culture, gender, and financial status, are of lesser importance. Studies reveal a correlation between parenting styles and school competence, delinquency, violence, sexual activity, antisocial behavior, alcohol and substance abuse, depression, anxiety, and self-perception.

A strong relationship between parental involvement and children's school achievements has been reported in the literature. Research has shown that the relationship between parenting style and academic achievement found that psychosocial maturity (expansion of social knowledge and wellbeing) mediated this relationship. In other words, authoritative parenting impacts psychosocial maturity, which in turn, influences how students perform in school. Conversely, psychosocial maturity was measured by self-reliance (control over life), work orientation (students work skills & work goals), and self identity (self esteem & life goals). Each of these variables, both separately and collectively correlated with higher grades.

PARENTAL DISCIPLINARY PRACTICES

The word 'discipline' refers to punishment intended to decrease misbehavior (Larzelere & Kuhn 1993). However, the word is derived from "discipline", referring to a system of teaching or instruction (Howard 1996). John B. Watson (Watson 1928, cited in Howard 1996), argued that mothers should avoid being nurturant with their children. However, the importance of parental nurturance made its mark with Benjamin Spock's "Common sense book of baby and child care" (Spock 1946, cited in Howard 1996). Since then, advice on discipline has changed from Watson's strict discipline to the permissiveness of the 1950's and 1960's to today's mixed messages (Farehand & Mckinney 1993).

Two major groups of social scientists have studied parental discipline.

1. **Cognitive Developmental Psychologists**
2. **Behavioral Parent Trainers**

The first group, **cognitive developmental psychologists**, has emphasized moral internalization and autonomy as important goals of discipline (Grusec & Kuczyski 1997). Moral internalization is a process whereby children adopt a set of values as their own. Autonomy refers to the children's growing ability to act independently.

The goal of **behavioral parent trainers**, the second group, has been to improve children's compliance, whilst misbehaviors are reduced (Roberts & Powers 1988). The goals of both these groups are, in fact, complementary, as non-compliance and defiance is a major risk factor for poor moral internalization (e.g. Kochanska & Thompson 1997).

Parental discipline responses

Parents self-reported on the overall incidence of a range of disciplinary responses to their child's misbehaviour in the past year. Discipline responses included both physical and non-physical punishment, ranging from *inductive strategies* such as 'discussed issue calmly with child' to psychologically and physically *coercive strategies* such as 'called child stupid or lazy' and 'kicked or knocked child down'. Twenty-two strategies in total were included and findings are presented below under three headings: non-aggressive discipline strategies, psychologically aggressive discipline strategies and physical punishment.

Types of Parental Disciplinary Practices :

1. Physically
2. Non-Physically

Physically forceful parental disciplinary practices:

**Corporal punishment,
physical abuse and psychological aggression**

A definition of corporal punishment and physical abuse :

Physical discipline concerns two methods - corporal punishment and physical abuse. Most researchers view corporal punishment and physical abuse as two points on a continuum of physically forceful acts (Whipple & Richey 1997).

Physical abuse is considered as an outcome of increasing frequency and severity of corporal punishment (Straus & Kantor 1994). However, a consensus on the demarcation between corporal punishment and physical abuse is absent in the literature (Whipple & Richey 1997).

There is no globally accepted definition of either corporal punishment or physical abuse. In such an absence, the present study adopted the following definition of corporal punishment that has guided much research on this topic. Corporal punishment "is the use of physical force with the intention of causing a child to experience pain but not injury for the purposes of correction or control of the child's behaviour" (Straus 1994, p. 4). Corporal punishment therefore includes strategies such as spanking, slapping, pinching, or hitting with objects such as sticks or belts (Straus & Stewart 1999).

A definition of psychological aggression:

The definition of psychological aggression that guided this research was “a communication intended to cause the child to experience psychological pain. The communicative act may be active or passive or verbal or nonverbal” (Solomon & Serres 1999, p. 339). Examples include name calling (active, verbal), smashing something (active, nonverbal), or ignoring (passive, nonverbal: Vissing et al. 1991).

Psychological aggression generally involves a psychological or an emotional rejection of the child by verbal or symbolic forms of aggressive behavior or both (Straus & Field 2003). Psychological aggression has been shown to be a precursor to the use of corporal punishment (Berkowitz 1993), which in turn could lead to physical abuse (Libby & Bybee 1979, cited in Straus & Runyan 1997).

ACADEMIC ACHIEVEMENT:

Academic achievement generally refers to a child's performance in academic areas (e.g. reading, language arts, and math). The definition of academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies.

Scholastic accomplishment is ordinarily estimated by examinations or persistent appraisal yet there is no broad concurrence on how it is best tried or which viewpoints are most critical — procedural information, for example, abilities or definitive learning, for example, certainties.

Scholastic accomplishment is the learning procured and aptitudes created in school subject for the most part demonstrated by imprints or score got the tests.

Scholarly accomplishment speaks to execution results that demonstrate the degree to which an individual has achieved explicit objectives that were the focal point of exercises in instructional situations, explicitly in school, school, and college. Educational systems for the most part characterize psychological objectives that either apply over numerous branches of knowledge (e.g., basic reasoning) or incorporate the obtaining of learning and comprehension in a particular scholarly area (e.g., numeracy, proficiency, science, history). In this manner, scholastic accomplishment ought to be viewed as a multifaceted build that includes diverse areas of learning. Since the field of scholarly accomplishment is extremely wide-running and covers an expansive assortment of instructive results, the meaning of scholastic accomplishment relies upon the markers used to quantify it. Among the numerous criteria that show scholastic accomplishment, there are exceptionally broad markers, for example, procedural and definitive learning procured in an instructive framework, progressively curricular-based criteria, for example, levels or execution on an instructive accomplishment test, and total pointers of scholarly accomplishment, for example, instructive degrees and endorsements. All criteria share for all intents and purpose that they speak to scholarly undertakings and consequently, pretty much, reflect the scholarly limit of an individual.

In created social orders, scholastic accomplishment assumes an essential job in each individual's life. Scholarly accomplishment as estimated by the GPA (grade point normal) or by institutionalized appraisals intended for choice reason, for example, the SAT (Scholastic Assessment Test) decides if an understudy will have the chance to proceed with his or her instruction (e.g., to go to a college). Along these lines, scholarly accomplishment characterizes whether one can participate in advanced education, and dependent on the instructive degrees one achieves, impacts one's professional vocation after training. Other than the pertinence for an individual, scholarly accomplishment is of most extreme significance for the abundance of a country and its thriving. The solid relationship between a general public's dimension of scholarly accomplishment and positive financial improvement is one explanation behind directing universal examinations on scholastic accomplishment, for example, PISA (Program for International Student Assessment), regulated by the OECD (Organization for Economic Co-activity and Development). The consequences of these investigations give data about various markers of a country's scholarly accomplishment; such data is utilized to break down the qualities and shortcomings of a country's instructive framework and to manage instructive strategy choices. Given the individual and societal significance of scholastic accomplishment, it isn't amazing that scholarly accomplishment is the examination focal point of numerous researchers; for instance, in brain research

or instructive controls. This article centers around the parental disciplinary practices and scholastic accomplishment as researched by instructive analysts.

CONCLUSIONS OF THE STUDY:

The mothers and fathers of boys and girls were equally concerned about disciplining their children. But the parents of boys were stricter than parents of girls in disciplining. It is mainly due to the difficulty involved in disciplining boys. The area of living, family status and background influence the disciplinary practices adopted by the parents. As majority of respondents of the study were from urban area, hailing from middle-income family and majority of them are from nuclear family there was no difference in disciplinary practices of parents

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