

Disciplinary Techniques Used by Parents and Its Effects on Children's Understanding of Parental Authority

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ABSTRACT

The study explored disciplinary techniques used by parents and its effect on children's understanding of parental authority in Agra. It used the disciplinary techniques questionnaire to assess the pattern of discipline used by parents and understanding of parental authority questionnaire, for the assessment of children's understanding of parental authority in six areas: moral, conventional, personal, multifaceted, prudential, and friendship. The findings revealed that most children (44.0%) were having democratic parents, 35.0% children having authoritarian, and the minimum children (21.0%) were having permissive parents. Children of permissive disciplinary technique gave least rule legitimacy for the various parenting issues, children of all three disciplinary techniques believed personal issues to be least rule obligatory. Highest rule obligation was given to conventional issues by children of all three disciplinary techniques. The highest frequency and intensity of conflict was reported by children of permissive families.

Keywords: Disciplinary Techniques, Authority, Children, Understanding

INTRODUCTION

Early childhood lays all the foundation for the personality development. This is also the period when habits are formed, behaviour patterns are established and attitudes toward parents and life are developed. Affectionate relationship between parents and children is important because it builds the feeling of self-respect and confidence referred to as the sense of security. Discipline is essential for the child, without it the world is too disorganized to permit his adjustment to it. If there are no rules to the game of living, he cannot learn to play it. A paradoxical condition of social living is that for full development to occur child and adult alike one must give up some of one's freedom. Without limits by discipline a child cannot learn to deal with the demands set by the environment when they run counter to his own inclinations. A balance or a compromise must be set between his needs and the restrictions placed by the environment. Discipline is very much an instrument of the process of socialization, through discipline parents' guide the child in the direction of what is socially acceptable in the culture.

Baumrind [1971, 1972 and 1989] distinguished democratic, authoritarian and permissive techniques of control. Democratic parents are both responsive and demanding. They provide directions for a child's

overall activities but give the child considerable freedom within reasonable limits. Parental control is not rigid, punitive, intrusive or unnecessarily restrictive. The parent provides reasons for given policies and engages in verbal give and take with the child, mean while responding to the child's wishes and needs. Authoritarian parents are demanding but not responsive. They attempt to shape, control and evaluate a child's behaviour in accordance with traditional and absolute values and standards of conduct obedience is stressed verbal give and take discouraged and punitive forceful discipline preferred.

Permissive parents are responsive but not demanding. They seek to provide a nonpunitive, acceptance and affirmative environment in which the children regulate their own behaviour as much as possible. Children are consulted about family policies and decisions. Parents make few demands upon children for household responsibility or orderly behaviour. They can eat meals and go to bed when they feel like it and watch as much television as they want. They do not have to learn good manners or any household chores. Although some permissive parents truly believe this approach to child rearing is best many other lack confidence in their ability to influence their child behaviour and are disorganized and ineffective in running their households.

REVIEW OF LITERATURE –

1. KanuMahajan et.al. (2024), A study with 70 adolescents and their parents was conducted in Punjab. This research aim to assessed parenting style and adolescents perception of parental authority, as well as the relationship between these perception and socio-demographic variables. The researcher employed parenting style and parental authority questionnaire. The findings revealed that most parents favoured an authoritative parenting style (mean = 4.29) and permissive (mean = 2.25) styles and adolescents perceived their parents as more authoritative (mean = 37.56) than permissive (mean = 32.61) and less authoritarian (mean = 31.20). The study concluded that there is a positive correlation between parenting style and the parental adolescent relationship
2. Pritha Saha, Rekha Wagani (2017), discovered a link between parenting style, self esteem, and violence. The study used a sample of 130 student of Kolkata, they filled up the parenting style cooper smith self esteem scale and aggression questionnaire were employed as a tools. The findings that whereas self esteem is strongly linked to diverse parenting method, violence is unrelated to any parenting style.
3. Laura Lara, Mahia Saracosti (2019), examined the effect of parental involvement on children's academic achievement in chill. The aim of this study to assessed the relationship between parental involvement in school and children's academic progress. Results of the study indicated that there are differences in children's academic achievement between the parental involvement profiles, indicating children whose parents have a low involvement have lower academic achievement.
4. M. Goswami, D. Bhattacharya (2024), examined the effect of parenting style on the value orientation and personality traits of college students in Kolkata. The study used the parental authority questionnaire and the value rating questionnaire, NEO-FIVE Factor Inventory to analysed the effects of parenting styles on personality traits. The study indicated positive correlation between permissive parenting style on neuroticism and extraversion and authoritarian parenting style on religious value orientation and agreeableness. Permissive parenting style positively affects religious moral and extraversion traits, while authoritarian parenting style positively affects social, religious and moral values.

NEED OF STUDY

The present age is a progressive age. Also, due to dual earning families parents have less time to interact with their children in comparison to single earning families. Non-working mothers also have many interest outside home as a result they are not completely home bound. Therefore, children often spend long period of the day without any supervision. At a result they make few demands on their parents children need some balance between sufficient independence to foster their individuality and initiative and sufficient supervision to protect them from undesirable psychological influences. Youngsters who are rigidly and excessively controlled by their parents may become withdrawn, unhappy, unspontaneous over conforming.

Children who reject their parents rules and values, may become angry, aggressive, rebellious. Children whose parents impose few if any restrictions on them fail to develop adequate internal controls and tend grow into impulsive inconsiderate and potentially antisocial youngsters. In modern age media has more effect on children. Today children want freedom and non interference because they identify with the changes projected by mass media. The result is that they are less likely to accept their parents when they check them for their wrong acts. But man is a social animal and if he has to live in the society, it becomes very necessary for him to follow the moral, social code of the society.

Disciplinary techniques have a deep effect on the development. The present study is an attempt to investigate the issues for which parental discipline is accepted and expected. It throws light on the issues that are of concern for the parents of the three disciplinary techniques.

OBJECTIVES

- To study the disciplinary techniques used by parents.
- To study children's understanding of rule legitimacy for various parenting issues in permissive, democratic and authoritarian families.
- To study children's understanding of rule obligation for various parenting issues in permissive, democratic and authoritarian families.
- To study the children's understanding of rule contingency for various parenting issues.
- To study the frequency of family conflict for various parenting issues in permissive, authoritarian and democratic families.
- To study the intensity of family conflict for various family issues in permissive, authoritarian and democratic families.

PARTICIPATION IN THE STUDY –

The present study was conducted on randomly selected 100 children (50 boys and 50 girls) studying in the selected school of Agra City.

TOOLS USED IN THE STUDY –

- **Disciplinary Techniques Questionnaire** : This questionnaire was prepared to assess the pattern of discipline used by parents which would be either permissive, authoritarian or democratic disciplinary techniques.
- **Understanding of Parental Authority Questionnaire** : Parental authority was assessed under the five components of :
 - Legitimacy of parental authority

- Rule obligation
- Contingency of the act of parental authority
- Family conflict
- Intensity of family conflict

This total has been prepared to study the children's understanding of parental authority in six areas that is, moral, conventional, personal, multifaceted, prudential and friendship for each of these six areas four situations were present in which questions regarding parental authority were assessed.

STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA-

Keeping in the view of the specific objectives of the study, the data was analysed by applying Percentage, mean, standard deviation and test of significance (students t-test) for drawing the conclusion.

FINDINGS OF THE STUDY -

To study the disciplinary techniques used by parents.

- Most children 44.0%, were having democratic parents, 35.0% children having authoritarian parents and the minimum children 21.0%, were having permissive parents.
- Most boys were brought up in authoritarian environment and least were brought up by permissive technique. Most girls were reared by democratic technique, where as the use of permissive discipline was least for girls.
- Most first born children were reared by democratic technique and least were reared in permissive environment. Most second born children were brought up in authoritarian families. Most of third born children were controlled in democratic environment. In case of last born children an equal number was controlled by permissive and democratic environment where as the use of authoritarian discipline was least for last born.
- Majority of the educated fathers professional, post graduate, intermediate and high school used democratic technique while graduate fathers used authoritarian technique. Majority of the professional post graduate, graduate and high school used democratic technique while educated intermediate used authoritarian technique.
- Most housewife mothers used authoritarian disciplinary technique and very few housewife mothers used permissive disciplinary technique. Business woman mother used permissive disciplinary technique.
- In nuclear families most children were democratically controlled and least children were controlled by permissive disciplinary technique. Most children in joint families were controlled by authoritarian parents and least were reared by permissive parents.

To study children's understanding of rule legitimacy for various parenting issues in permissive authoritarian and democratic families.

- Mean of rule legitimacy scores for moral issues was found to be highest among the children of democratic parents and least in the children of permissive parents. Significant differences were observed between children of permissive and authoritarian parents as well as children of permissive and democratic parents. However no significant difference was observed between children of authoritarian and democratic families regarding rule legitimacy for moral issues.

- The mean value of rule legitimacy for conventional issues in three disciplinary techniques was more in children of authoritarian disciplinary techniques and least in children of permissive disciplinary techniques. Significant differences were found between children of permissive and authoritarian families as well as children of permissive and democratic families regarding rule legitimacy for conventional issues.
- Children of authoritarian parents give highest legitimacy to personal rules, where as children of permissive techniques give least legitimacy to personal rules. Significant differences were obtained in the children of all three groups regarding rule legitimacy for personal issues.
- The highest mean score has been obtained by children of democratic families and lowest mean score has been obtained by children of permissive parents regarding rule legitimacy for multifaceted issues. Significant differences were observed between children of permissive and authoritarian families as well as children of permissive and democratic families in this regard.
- Children of democratic parents consider prudential issues to be most legitimate and children of permissive parents consider these rules to be least legitimate. Significant differences were obtained between children of permissive and authoritarian families as well as children of permissive and democratic families regarding rule legitimacy for prudential issues.
- Children of democratic and authoritarian parents consider friendship rules to be equally legitimate and children of permissive parents consider these rules to be least legitimate. Significant differences were found between children of permissive and democratic disciplinary techniques as well as children of permissive and authoritarian disciplinary techniques.

To study children's understanding of rule obligation for various parenting issues in permissive, authoritarian and democratic families.

- The mean value obtained for moral issues in three disciplinary techniques was more in children of democratic disciplinary technique and least in children of permissive disciplinary technique. Significant differences were obtained in the children of all three groups regarding moral issues.
- Children of authoritarian parents consider conventional issues to be most obligatory and children of permissive parents consider these rules to be least obligatory. Significant differences were obtained between children of permissive and authoritarian families as well as children of permissive and democratic families regarding rule obligation for conventional issues.
- Mean of rule obligation scores for personal issues was found to be highest among the children of authoritarian parents and least in the children of permissive parents. Significant differences were observed in children of all three groups regarding personal issues.
- Children of democratic parents give highest rule obligation to multifaceted rules, where as children of permissive technique give least rule obligation to multifaceted rules. Significant differences were obtained between children of permissive and authoritarian families as well as children of permissive and democratic families regarding rule obligation for multifaceted issues.
- The highest mean scores have been obtained by children of democratic parents and lowest mean scores have been obtained by children of permissive parents regarding rule obligation for prudential issues. Significant difference was observed between children of permissive and democratic families.
- Children of authoritarian parents consider friendship issues to be most obligatory and children of permissive parents consider these rules to be least obligatory. Significant differences were found in the children of all three group regarding friendship issues.

To study the children's understanding of rule contingency for various parenting issues.

- Most children consider moral issues to be independent of authority and least children consider this issues to be under personal jurisdictions. Significant differences were observed between children of permissive, authoritarian and democratic families regarding moral issues being independent of authority and significant differences were obtained between children of permissive and authoritarian families as well as children of authoritarian and democratic families regarding moral issues being under personal jurisdictions.
- Most children had a belief that conventional issues are independent of authority and very few children believed that conventional issues are under personal jurisdictions. Significant difference was observed between children of permissive and democratic families for conventional issue as being independent of authority.
- Personal issues are sorted as contingent on parental authority according to most children and very few children sorted personal issues as being independent of authority. Significant difference was found between children of permissive and authoritarian families over personal issues to be contingent on parental authority. Significant difference was found between children of permissive and authoritarian families.
- Most children consider multifaceted issues to be independent of authority and very few children consider multifaceted issues to be under personal jurisdictions. There were no significant differences found in the children of all three groups regarding rule contingency of multifaceted issues.
- Prudential issues are sorted as independent of authority according to most children and very few children sorted prudential issues as being under personal jurisdictions. Significant difference was obtained between children of permissive and democratic families regarding prudential issues as being under personal jurisdiction.
- Most children consider friendship issues to be contingent on parental authority and few children consider them under personal jurisdictions. Children of democratic families have a stronger belief as compared to children of permissive families that friendship issues are independent of authority.

To study the frequency of family conflict for various parenting issues in permissive, authoritarian and democratic families.

- The family conflict for moral issues was found to be highest in permissive families and least in the democratic families. Children of permissive and authoritarian families as well as children of permissive and democratic families differ significantly in frequency of family conflict over moral issues.
- Highest frequency of family conflict over conventional issues was seen in permissive families and least frequency of family conflict was seen in of democratic families. Significant difference was observed between children of permissive and democratic families over frequency of family conflict over conventional issues.
- The frequency of family conflict for personal issues was more in permissive families and least in democratic families. Significant differences were found between children of permissive and democratic families as well as children of authoritarian and democratic families in frequency of family conflict for personal issues.
- Highest frequency of family conflict was observed in the permissive families and least in democratic families over multifaceted issues. Children of permissive and authoritarian families as well as

children of permissive and democratic families reported significant differences in the frequency of family conflict over multifaceted issues.

- The highest scores of frequency of family conflict for prudential issues was in the permissive families and the lowest frequency of family conflict was seen in the children of democratic families. Significant difference was observed between children of permissive and democratic families in frequency of family conflict over prudential issues.
- The frequency of family conflict for friendship issues was highest in the democratic families and this conflict was lowest in authoritarian families. Significant difference was observed in the children of permissive and authoritarian families for frequency of family conflict over friendship issues.

To study the intensity of family conflict for various parenting issues in permissive, authoritarian and democratic families.

- The intensity of conflict for moral issues was highest in permissive families and this intensity was least in democratic families. Children of permissive and democratic families differed significantly in the intensity of family conflict.
- The intensity of family conflict over conventional issues is somewhat low in all three type of families. The intensity of family conflict for conventional issue was more in permissive families and least in democratic families. Children of permissive and democratic families differed significantly in the intensity of family conflict over conventional issues.
- The intensity of family conflict for personal issues was highest in permissive families and lowest in democratic families for personal issues. No significant differences were found in the intensity of family conflict in the children of three disciplinary techniques.
- The highest intensity of family conflict for prudential issues was seen in permissive families and this intensity was least in democratic families. Significant differences were observed between children of permissive and authoritarian families as well as children of permissive and democratic families in intensity of family conflict over prudential issues.
- The intensity of family conflict over friendship issues was found to be highest in the permissive families and least in authoritarian families. Significant difference was found in the intensity of conflict in children of permissive and authoritarian families.

DELIMITATIONS -

1. This study was restricted to the students studying in classes seventh to eighth in Agra.
2. This study was restricted to the children of urban areas, it will not include the children of rural areas.

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