

Need of Parental Training of Mothers in the Current Scenario

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Abstract: *The present research paper is an attempt to find out the Need of parental training of mothers in the current scenario. For this purpose, the sample was consisted of 100 home making educated mothers of children of age range 11-17 years. These mothers were belonging to medium economic status group and residency in localized Meerut city. The present study was a qualitative research. A need of parental training of mothers was measured by need based parental involvement questionnaire was constructed on the basis of the pilot study and case record sheet. Obtained data were analyzed by content analysis, percentage and chi-square test. The result indicate that the need of parental training was found to be significantly influencing of these mothers in the current scenario.*

Keywords: Parenting, Adolescents, Parental training

1. Introduction

Parenting is the most important phase in the life of an adolescence. Looking at growing children is a pleasure. But if the parents are not ready to take the responsibility of the child, than it may be very difficult phase of their life. The parenting of a person is affected by many factors. Some of the factors are internal and some are external in nature. 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 (Maccoby & Martin, 1983). Parenting has been playing very crucial roles in adolescents' transition to adulthood. Parenting has been recognized as a major vehicle in socializing the child. Parenting is the act of parenthood, the child upbringing, training rearing or child education (Utti, 2006).

2. Parental Training

Parental training is a programme that is designed to help parents develop the skills necessary to manage their child's behaviour and development. The techniques learnt in parental training allow parents to correctly indentify. Parental training or parent therapy is a growing area of psychological intervention for parents whose children have been diagnose with certain mental and behavioural problems. Growing up in a comforting home and experiencing a stable and secure relationship with one's parents is an important prerequisite for socialization (Vandeleur et. al., 2007).

Parental training is a service to help parent improve their parenting and communication with their children with a goal of reducing the risk of child abuse and neglect and reducing disruptive behaviour. Parent training may be delivered in several formats, including one on one group, class room based and internet based but requires some sort of direct intervention with parents. This service is frequently cited as a prerequisite to the return of children to their parent's care and the dismissal of court dependency. Parenting encompasses a number of different aspects, including beliefs, attitudes, values, expectations, goals, practices and

behaviours. Parenting has emerged as playing a critical role in child development and family well being (Kotchick & Forehand, 2002).

Parsons (1955) defined the family as the "factory where personality is made". Families today can take many forms—single parent, shared custody, adoptive, blended, foster, traditional dual parent, to name a few. Regardless of family form, a strong sense of bonding, closeness, and attachment to family have been found to be associated with better emotional development, better school performance, and engagement in fewer high-risk activities, such as drug use (Resnick et al., 1997). Poor parenting as an adult problem behaviour: General deviance, deviant attitudes, inadequate family support and bonding, or just bad parents and the result revealed that Poor Parenting was related to more poly drug problems, more property crimes, and less social conformity. These correlations were accounted for by a higher order factor of general deviance, although deviant attitudes did not explain the associations among behaviours. Specific correlations delineated associations between types of parenting and deviance. Adolescent family support and bonding reduced mother's poor parenting and was unrelated to other adult deviant behaviors Newcomb et. al. (1999). Forehand et al. (1993) investigated the maternal and paternal parenting: critical dimensions in adolescent functioning and result revealed that (1) mothers reported exhibiting each parenting dimensions more than fathers; (2) acceptance by each parent predicted that parent's relationship with the adolescent; (3) the father's acceptance score was the primary predictor of adolescent functioning outside the home; and (4) the mother's and the father's parenting styles interacted to predict some areas of adolescent functioning. Paulso E. Sharon & Supta L. Chery. (1996) conducted a study on patterns of parenting during adolescence: Perceptions of adolescents and parents and result revealed that both adolescence and parents perceived mother to be more involved in parenting than were not found to be different regarding their values toward achievement. Additionally, both mother and father perceived themselves to be higher on all aspects of parenting than their adolescents perceived than to be during both ninth and twelfth grades.

Types of Parenting

The three parenting training authoritative, authoritarian and permissive from how parent of children differ from each other on responsiveness and demandingness variables. The types are:

Authoritative Parenting

Authoritative parents are reasonable and nurturing, and set high, clear expectations. Children with parents who demonstrate this style tend to be self-disciplined and think for themselves. This style is thought to be most beneficial to children.

- Disciplinary rules are clear and the reasons behind them are explained.
- Communication is frequent and appropriate to the child's level of understanding.
- Authoritative parents are nurturing.
- Expectations and goals are high but stated clearly. Children may have input into goals.
- Expectations are high with limited flexibility.

Authoritarian Parenting

Authoritarian parents are often thought of as disciplinarians.

- They use a strict discipline style with little negotiation possible. Punishment is common.
- Communication is mostly one way: from parent to child. Rules usually are not explained.
- Parents with this style are typically less nurturing.

Permissive Parenting

Permissive or Indulgent parents mostly let their children do what they want, and offer limited guidance or direction. They are more like friends than parents.

- Their discipline style is the opposite of strict. They have limited or no rules and mostly let children figure problems out on their own.
- Communication is open but these parents let children decide for themselves rather than giving direction.
- Parents in this category tend to be warm and nurturing.
- Expectations are typically minimal or not set by these parents.

In general, authoritative parenting is negatively associated with internalizing and externalizing problems in childhood and adolescence (Steinberg et al., 2006). On the other hand, both permissive and authoritarian parenting are positively associated with internalizing and externalizing problems, including internalized distress, conduct disorder, and delinquent behaviour (Thompson et al., 2003). Laissez-faire parenting style effectively predicts adolescents' delinquency while authoritarian and authoritative did not. Parents who are positively oriented in their styles (demandingness and responsiveness) will make their adolescents socially competent and goal – directed. Parents who exerted control and monitored adolescent activities and promoted self-autonomy were found to have the most positive effects on adolescents' behaviour. Uninvolved parents and also non responsive to adolescents needs had negative impacts on their behaviour Okorodudu GN (2010).

The role of parents is most vital in the life of a disabled child. All the members of the immediate and extended

family, the neighborhood and the community at large are important in training disabled child. Parents should be motivated to accept the child's capacity and not to compare with other children. Parent training helps parents to manage their better coping mechanisms which in turn provides a heal their more controlled home environment. It is aimed at helping parents sensitive to the possible adverse effect of their behaviour on their children.

3. Methodology

Research problem

To study the need of parental training of mothers in the current scenario.

Hypothesis

The study was guided by the null hypothesis that there will be no significant effect of the need of parental training of mothers in the current scenario.

Sample

The sample for the study was consisted of 100 home making educated mothers of children of age range 11-17 years. These mothers were belonging to medium economic status group and residency in localized Meerut city.

Design

The study was a qualitative cum quantitative comparative research. The aim of the study was to find out different aspects of parental reactions on problematic behaviour of their children in different situations of social life and to investigate the need of the parental training. A between group design was used of the study.

Tools

In the present research paper of following tool were used:-

- 1) **Case record sheet:** It was used to get general information about subjects, like name, age, gender, education of parents, economic status, interpersonal relationship of child with parents, type of family, and so on.
- 2) **Semi- structured interview:** The semi structured interview was done with the mother to find out that weather they are able to manage problematic behaviour of their children. It was also intended to find out that weather the parents are ready for training or not and if they need parental training.
- 3) **Need based parental involvement questionnaire:** The need based parental involvement questionnaire was constructed on the basis of the pilot study done on 30 mothers before the data collection for the study.

For this purpose a pilot study was done on 30 mothers and some open-ended question and some closed questions were asked to know details about need of parental training. Few questions were as follows:

Q.1 what do you mean by quality time with child.

Q.2 Do you theme that there is a need of parental training and so on.

The dimensions used in the questionnaire were as follow-

- 1) Quality time
- 2) Solving quires about sexual relation
- 3) Guiding children

- 4) Level of satisfaction on children
- 5) Need of parental training
- 6) Ability to manage unusual behaviour
- 7) Desire to participation on in parenting training
- 8) Inability to manage problematic behaviour.

In the present research based on the last fourth dimensions.

Procedure for data collection

The data was collected individually from each subject after random selection from the different localities of Meerut city and healthy established rapport and explained them. Each subject was administered the schedule individually and the information was collected from each subjects. The obtained data was statistically analyzed by content analysis, percentage and chi-square test.

4. Result and discussion

The main purpose of the present study was to study the need of parental training of mothers in the current scenario. The whole data was obtained by the need based parental involvement questionnaire was constructed on the basis of

the pilot study. The obtained data on the need of parental training of mothers was systematically tabulated and organised and statistically treated in term of content analysis, percentage and chi-square test and interpreted in the light of obtained results as indicated in following table-1.

Table no. 1 showing responses of mothers for **need of parenting training**. The table indicated that 61.90% mothers felt need of parenting training but 33.33% mother refused for the same and only 4.76% mothers were confused to feel the need of parental training or not. The obtained χ^2 value was 20.58 (df-2) which was found significant at 0.01 level of significant indicated a significant difference between the response of need of parental training showing that mothers feel that need of parental training in the current situation. **Spera C. (2005)** investigated a review of the relationship among parenting Practices, parenting styles, and adolescent school achievement. Result revealed that authoritative parenting styles are often associated with higher levels of student achievement, although these findings are not consistent across culture, ethnicity, and socioeconomic status.

Table 1: Showing parental responses (%) of different issues related to need of parental training:

Sr.No.	Dimensions	Mother's responses (%)			χ^2
		Yes	No	Unclear	
1	Need of parenting training	(61.90%)	(33.33%)	(4.76%)	20.58**
2	Ability to manage unusual behaviour	(44.44%)	(37.77%)	(17.77%)	5.18
3	Desire to participation in parenting training	(63.33%)	(20%)	(16.66%)	12.2**
4	Inability to manage problematic behaviour	(80.95%)	(11.90%)	(7.14%)	42.91**

The frequencies of responses of mothers for **ability to manage unusual behaviour** of children. The table showing the 44.44% of mothers agreed to manage unusual behaviour of children but 37.77% mothers were not agree to have ability to manage unusual behaviour of their children and 17.77% mothers told to be depend on condition of problematic behaviour of child. The obtained χ^2 value was 5.18 (df-2) which may found insignificant at 0.05 level of significant indicated that all the mothers don't accept that they can manage unusual behaviour of their children. **Vostanis P. et al. (2006)**. The relationship between parental psychopathology, parenting strategies and child mental health and the result revealed that non-physical punishment is strongly related to mental health problems in children.

Table 2: Showing parental raw score of different issues related to need of parental training:

Sr. No.	Dimensios	Mothers raw score		
		Yes	No	Unclear
1	Need of parenting training	26	14	2
2	Ability to manage unusual behaviour	20	17	8
3	Desire to participation in parenting training	19	6	5
4	Inability to manage problematic behaviour	34	5	3

The same indicated the responses of mothers regarding **desire to participation in parental training** indicated the majority of mother 63.33% were ready to participate in parental training were as 20% mothers were not and 16.66% of mothers were unclearly about their responses. The obtained χ^2 value was 12.2 (df-2) which was found significant at 0.01 level of significant revealed that in the current scenario mothers need parental training and these are

significantly desired to do so. **Bunting, (2010)**, Parenting programmes can have a positive impact on a range of outcomes, including improved child behaviour, increased maternal self-esteem and relationship adjustment, improved mother-child interaction and knowledge and decreased maternal depression and stress.

The responses of mothers regarding **inability to manage problematic behaviour revealed** that 80.95% mother were accepted to be unable to manage problematic behaviour of their children and only 11.90% mothers refused to accept and 7.14% mothers were unclear about the same. The obtained χ^2 value was 42.91 (df-2) which was found significant at 0.01 level of significant indicated the three group of acceptance of inability to manage to problematic behaviour were significantly different from each other and majority of mother accepted to be unable as compared to non- accepted group of mothers. **Vora K. (2015)** conduct a study on perceived parenting: a correlate of mental health and social maturity among adolescents. Result revealed that the critical importance of perceived parenting as a correlate of mental health and social maturity among adolescents.

The study indicated that mothers are not ready to manage behaviour problem of their children and they need parental training and a significant need of parental training was posed by mothers of current scenario. The reason behind this also coming from the present situation of adolescents behaviour. It is often observed in the families around us that every mother have one or the other type of complain for their children related to their behaviour education, interpersonal relationship, orientation to words love and sexuality and so

on. Today, the mother are highly educated successful in their occupation and home making specially mothers but managing their growing children is always a question in front of them they feel helpless to control and manage behaviour and queries of their children.

5. Conclusion

On the basis of the above results and discussion it can concluded that, mother of current scenario are not much aware about quality time, guiding their children, feel satisfaction and they were highly dissatisfied and tend to express of parental training in the current scenario.

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