



GOOD PARENTING: SUCCESS OF HUMAN RACE

Prof. (Dr) D.P. Asija, *Director- Principal,*

MMCE M. M. University Campus, Mullana- Ambala

Parents are the chief architects in shaping of an individual. The quality of relationship with parents is key factor for the wholesome development of an individual. Parents are supposed to create a most congenial, happy, democratic, lucid and warm atmosphere (Erickson, 1974), where a child can blossom his own hidden potentialities and may develop social interaction skills (Bhardwaj, 1995). Thus, parenting is an ultimate runway on which the complete development of a child's personality i.e. intellectual, social, economic and spiritual growth can be enhanced. Parenting is both a biological and a social process; and is fundamental to the survival and success of the human race (Lerner et al., 2002).

The term "parenting", rooted in the Latin word "pario" meaning life-giver, captures the focused and differentiated relationship that the young child has with the adults who are most emotionally invested in and consistently available to him or her (Scher & Sharabany, 2005; Shonkoff & Phillips, 2002). Biological and adoptive mothers, fathers, single-parents, divorced and re-married parents can be children's principal caregivers, but when siblings, grand-parents and non-familial caregivers mind children their parenting is pertinent as well (Bornstein, 2005).

Parenting is carried out by members of a species that function to ensure the reproduction, survival, nurturance, and socialization of the next birth cohort or generation of that species (Lerner et al., 2002). It is the set of behaviour that work individually or together to influence child outcomes (Sharma, 2004), beginning with the assumption of responsibility, wherein the primary object of attention and action is the child and involving giving birth to, and caring for a child's physical,

psychological, emotional, moral and intellectual development (Baumrind & Thompson, 2002; Karraker & Coleman, 2005). It includes genetic endowment and direct effects of experience that manifest themselves through parents' beliefs and behaviors as well as indirect influences take place through parents' relationships with each other and their connections to community networks (Bornstein, 2005). Thus, parenting encompasses a number of different aspects, including beliefs, attitudes, values, expectations, goals, practices and behaviours (Bornstein, 2002; Wise & da Silva, 2007).

Parenting has emerged as playing a critical role in child development and family well being (Kotchick & Forehand, 2002). It comprises the physical protection, emotional nurturing and socialization of children. Parenting is taking care of their children until they are mature enough to take care of themselves. It means to grow their child aside from the biological relationship. Parenting has some important goals which include ensuring their child health and safety, preparing their child to become adult and to transmit moral and cultural values among them. A healthy parent-child relationship is important for proper development of the child.

Parenting is to promote and support the physical, social, emotional, economic and intellectual development of a child from infancy to adulthood. It provides safe, secure and nurturing environment for the children. It is essential for parents to meet the unique needs of individuals and remain firm to set the required limits and maturity for the benefit of the children.

Parenting means implementing a series of decisions about the socialization of our children (Kagan, 1998). It makes them a responsible and contributing member of society. It also includes decision about what to do when children cry, become aggressive, tell lie; do not perform satisfactorily in school etc. Parents sometimes find these decisions confusing and overwhelming. Such decisions are confusing as there is a little consensus as to what children should be like when they grow up or what we do to get them there. Another reason for these confusing decisions is that it is bidirectional and dynamic. An adult's behavior toward a child is often a reaction to

that child's temperament and behavior, changing with time as the child develops (Lerner, 1998; Putnam, Sanson & Rothbart 2002). Thus, by influencing adults, children influence their own development.

Good parenting is to carry out the responsibilities of upbringing of child in such a manner that the child is well prepared to explore his full potential as an individual. Parenting is a style of growing the child in such a manner so that the chances of becoming the most capable adult increases. For example, in guiding a child's emotional development, which includes helping a child feel worthy and capable, and in guiding his social development, which includes them to learn how to socialize, to get interact and how to meet the society which helps to do well at school.

Parenting involves the behavior of parents and its relation with the different characteristics of their children. Methods of child development have a profound effect on the creativity and cognition of the children. It involves applying difficult activities and conducts affecting child development process. Diana Baumrind is the pioneer among who classically studied educational approaches of child rearing. Baumrind (1991) proposed various dimensions of parenting viz. a) warmth or nurturance; b) levels of expectation (maturity demands); c) clarity and consistency of rules (control); and d) communication between parent and child. She also classifies three types of parenting styles:

- Democratic,
- Authoritarian and
- Permissive

Democratic parenting style: In this style, parents give their children warm family environment and possibility of autonomy but place limitations as well. They nurture their children personality, individuality and involve them in discussions. These parents explain discipline issues for their children, take their children's view point and provide them with guidance. Some characteristics of democratic parents include introducing regulations and limitations and presenting their children the right to

choose. They always try to do their best so that their children do not make a mistake again. With these accomplishments, democratic parents exert the decisive effect on the development of creativity and cognitive behaviors of the children. Children of democratic parents are provided with mental security and have a comfortable feeling to their parents. They are more confident in their own creative practices without being worried about obstacles or being blamed or being troubled by the rejection of their social behaviors by their parents.

Authoritarian style: Parent's power-display is the first factor discriminating this style with others two. These parents place high demands on the child but are not responsive to their child's needs. Authoritarian parents bring a negative effect on the development of cognitive behavior and creativity of their children. Children who are always threatened by their parents have a tendency for isolation, stress, depression, low self-esteem and curiosity and hostility to others. Researchers have found that authoritarian parents nurture children with lack of autonomy, creativity and curiosity.

Permissive style: In this style, parents give more freedom and there is a little control or punishment. They spend little time and prefer to be indifferent with their children. Permissive manner has a negative effect on cognitive development and creativity of the children. Children of this category tends to be immature and rebellious, make immediate decisions, have low self-esteem, depend on adults and show less stability in doing their homework (Leylabadi, 1986).

Raising children is one of the most difficult and fulfilling job and the one for which parents may be the least prepared. Learning "on the job" how to be a parent can be fraught with pitfalls because every child has fundamental needs which are to be met for a healthy and stable life. Every child must feel safe, secure, loved and valued as a child and these needs must be met by the parents. As there are many ways to effective parenting, with different styles and methods, but the positive parenting only rests upon the attribute of love. In parenting, let love is your guide. To help parents grow physically and emotionally stable children, there are some basics of good parenting:

BASICS OF GOOD PARENTING

Be a good role model

Children mostly learn about how to act by watching parents. The way we treat other people, our children are learning from what we do. "This is one of the important principle," Steinberg explains. "What you do makes a difference...Don't just react on the spur of the moment. Ask yourself, what do I want to accomplish, and is this likely to produce that result?" we should be constantly aware that we are being observed by our children. Results of various studies have shown that the children who hit usually have a role model for aggression at home.

As a role model, we can cultivate the traits in our child i.e. respect, honesty, unselfishness, friendliness, kindness etc. To interact and cooperate with other people without expecting a reward, such as taking dinner for sick friend or neighbor. Express gratitude and to offer compliments and to treat the children the way you expect other people to treat you.

Make communication a priority

We can't expect our children to do everything of our choice because we, as parents, "say so." Children deserve explanations of their doing as much as adults do. If we don't give our children time to explain, they will begin to wonder our values and motives and whether they have any basis. Parents should give reason and allow them to understand and learn in a non-judgmental way. Parents should make their expectations clear. If there is a problem, explain it to your child, describes your feelings about it and tell your child to interact with you and try to work on a solution. Offer choices and make suggestions. Parents should be open to their child's suggestions and negotiate with her properly. Children who participate in decisions are more motivated to carry them out.

Avoid harsh discipline; Discipline with love

To many people, discipline means punishment. But, actually, "to discipline means to teach." Rather than punishment, discipline should be in a positive way of guiding children to achieve self-control. Discipline provides parents to recognize the needs for successful living and to allow experiences that will provide guidance. These experiences include those activities of an emotionally bonded relationship and consequences for a child's behavior.

Parents should never slap or hit a child, whatever the circumstances, Steinberg says, "Children who are spanked, hit, or slapped are more prone to fighting with other children. They are more likely to use aggression to solve their disputes with others.

The main aim of discipline is to guide children to choose acceptable behaviors. Children need some limits to grow into the responsible adults. Establishing the rules in the house may include: homework is to be done before any television are granted, or hitting, slapping, name-calling and teasing are unacceptable.

Love Unconditionally

Children need adults in their lives who understand and accept them unconditionally as unique individuals throughout life. They need the nurturing relationships for most of their time.

As a parent, we must responsible for correcting and guiding our child and our corrective guidance makes all the difference in the child. When we have to confront with our child, we should avoid criticizing, blaming, faultfinding which undermines their self-esteem and can lead to resentment. Instead of this, we should strive to encourage even when we are disciplining our child. Make sure he knows that while you want and expect him to do better next time, you love him-no matter what. Never tell a child that he is bad. That tears his self-esteem. Help the child to judge that isn't that the parents don't like him, but it is his behavior that they are unwilling to tolerate. In order to a child have high self-esteem, he must know that he is loved unconditionally no matter what he does.

Nurture child's self-esteem

Children start developing their sense of self as they see themselves through their parent's eyes. Our tone of voice, our body language, and our every expression is absorbed by the child. Words, actions and reaction of parents affect child's developing self-image than anything else. Consequently, praising child for his tasks will make him feel proud and letting him to do things for him will make him feel more independent and capable. By contrast comparing the child unfavorably to another will make him feel worthless.

The child's self-esteem is influenced by the quality of time spend with him and not the *amount* of time that spend with him. With our busy schedule, we are often thinking about the other things or next task we have to do instead of putting more attention on what our child is saying to us. We often pretend to ignore our child's attempts to communicate with us. Parents should always avoid using words as a weapons like "What a stupid thing you are doing!" These kinds of comments bruise the inside of a child as much as blows the outside. Parents should use the words carefully and be compassionate.

Be a keen observer

Observation is essential for better understanding and responding to their children. It is our basic tools -our eyes and ears- that gives us the important information about children's needs, interests, and strengths. Knowing typical behaviour at certain ages enables us to observe and compare against expected behaviour. When children's development is not typical, your documented observations provide the evidence needed to identify a child who may need additional services from other professionals or counselors.

Create safe, caring and appropriate environment

Children must feel safe and valued. Their world must be predictable and include at least one adult whom they can depend. They need parents who view them as unique, who know as much as they can about them. Feelings of security influence children's

ability to take risks, explore and establish a positive sense of self (Maslow, 1987). They also require to live in an environment that protects them from physical and psychological harm and exposure to violence.

Show warmth and affection

Children of all ages need love, warmth and affection from the parents. Parents should use different strategies to socialize their child which includes supportive and controlling behaviors. An important type of supportive parenting behavior is parental warmth (MacDonald, 1992). Warmth comprises behaviors such as showing empathy and affection, and expressing an interest in the child's life (Davidov & Grusec, 2006; Locke & Prinz, 2002). Warmth is important for the formation of a secure attachment (MacDonald, 1992; Rothbaum & Weisz, 1994).

Spend time together

Nowadays, working parent don't find time for their children. They even not spend time to get together for a family meal. Quantity of time is not as important but the quality of time we spend with the child is meaningful. It is many little things that can be done together like cooking, playing games, shopping that the child will remember. Children who are not getting much attention from their parents often misbehave so that they are noticed and attended to by their parents. Many parents find prescheduled time with their child on a regular basis. For instance, tell your child Tuesday is day for outing or spend weekend together. Look for different ways to connect with your child without actually being there i.e. put something special in her lunchbox, buy a surprise gift for her.

Adolescents need the undivided attention of their parent's so parents should do their best to be available when their teen does express a desire to talk or to participate in family activities as there are fewer windows of opportunity for parents and teen to get together.

Possess a thorough knowledge of child development

Educators rank knowledge of child development as the major competency parents need. As children develop, they face new and different demands and challenges. Knowing what children like at these times will help us better use best practices to help them learn and develop.

All children develop in a universal sequence that is often referred to as periods of development. Approximate age ranges that depict typical behaviors and abilities of children characterize each of these periods. Children develop faster during the first 5 years than at any other stage of their lives. In these years, they are not only establishing the basic foundations for physical, cognitive, and social/emotional development, but also are forming beliefs, attitudes, and behaviour patterns that influence how they view themselves and the world in which they live. So, parents must know about the influences on children's development.

Unscientific attitude of parents

Sometimes parents use such words to scare their child which is against law of nature like when the parents tell their children not to go to a particular place or dark area because that area is haunted by ghost as they do not want their children to go there. This averment of parents is against the law of nature, it is unscientific. Similarly, when parents ask their children not to visit a particular family because that family is a *tantric* family. They say so because they do not want their children to have any relation with that family. This assertion is also against law of nature. Swami Dayanand in his scripture 'Satyarth Parkash' has enlightened people on going with the way of nature and not to act against the law of nature. It discovers the truth unfold

Thus, parents play a major role in the lives of their children including meeting basic needs for food, clothing, shelter, protection and security (O'Connor et al., 2000; Perry, 2002). A warm and supportive parent-child relationship is seen as the cornerstone of effective parenting (Dishion & McMahon, 1998). Supervision of children's peer group and activities is of utmost important and to save them for

indulging in the problematic situations, such as antisocial behaviour. Parenting plays critical role in child development and family well being. The teachers, socializing agents and providers for children's are the fundamental needs but parents are critical to the development of the children. Successful parenting involves rearing children who themselves rear children. However, this survival goal is only one of the many goals of parenthood (Bornstien, 2005).

Within the context of parent-child relationships, parenting style directly as well as indirectly influences children's social development in a variety of ways by guiding the development of socially skilled behaviour patterns and by arranging peer experience and fostering friendship.

Parenting is an ongoing process. A parent's role changes as child grow up. When children are young, this role is to nurture, protect and guide them. Parents must continue to do this, but to a lesser extent, as children grow older. As children mature, the important role parents take on is to help prepare them to be independent. Thus, when in doubt about parenting, parents should consult other parents and gather information from books, television, and internet or from professionals who are more experienced and specialized in working with parents and children.

References

- Baumrind, D. & Thompson, R. A. (2002). *The ethics of parenting*. In M. H. Bornstein (Eds.), *Handbook of parenting: Vol. 5: Practical issues in parenting*. NJ: Erlbaum.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.
- Bhardwaj, R.L. (1995). Development of parenting scale. *Indian Journal of Psychometry and Education*. 26 (2), 109-112.
- Bornstein, M.H. (2002). *Parenting infants*. In M.H. Bornstein (Ed.), *Handbook of parenting: Vol. 1* (pp. 3-43). Children and parenting. NJ: Lawrence Erlbaum Associates, Inc.

Bornstein, M.H. (2005). *Handbook of parenting: Practical Issues in Parenting*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Davidov, M., & Grusec, J. E. (2006). Untangling the links of parental responsiveness to distress and warmth to child outcomes. *Child Development*, 77, 44–58.

Dishion, T. J., & McMahon, R. J. (1998). Parental monitoring and the prevention of child and adolescent problem behaviour: A conceptual and empirical formulation. *Clinical Child and Family Psychology Review*, 1, 61–75.

Erickson, K. (1974). Parents who care more or less. *Journal of Parents and Children*, 12(2), 78-88.

Jassar, A.K. (2013). *Single parenting and its effects on the educational development of the adolescents*. Unpublished Ph.D Thesis, Maharishi Markandeshwar University, Mullana (Ambala).

Kagan, J. (1998). *Biology and the child*. NY: Wiley & Sons.

Karraker, KH, & Coleman, PK. (2005). *Effects of child characteristics on parenting*. In T. Luster & L. Okagaki (Eds.). *Parenting: an ecological perspective* (pp. 147-176). Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Kerby T. & Alvy, K.T. (2007). *The positive parent: Raising healthy, happy and successful children, birth through adolescence*. Columbia University's Teachers College Press.

Kotchick, B.A., & Forehand, R. (2002). Putting parenting in perspective: A discussion of the contextual factors that shape parenting practices. *Journal of Child and Family Studies*, 11(3), 255-269.

Lerner, R. M., Rothbaum, F., Boulos, S., & Castellino, D. R. (2002). *Developmental systems perspective on parenting*. In M. H. Bornstein (Ed.), *Handbook of parenting: Biology and ecology of parenting* (2nd ed., Vol. 2, pp. 315-344). Mahwah: LEA.

Locke, L. M., & Prinz, R. J. (2002). Measurement of parental discipline and nurturance. *Clinical Psychology Review*, 22, 895–929.

MacDonald, K. (1992). Warmth as a developmental construct: An evolutionary analysis. *Child Development*, 63, 753–773.

O'Connor, T. G., Plomin, R., Caspi, A., & DeFries, J.C. (2000). Are associations between parental divorce and children's adjustment genetically mediated? An adoption study. *Developmental Psychology*, 36, 429-437.

Putnam, S., Sanson, A. & Rothbart, M. (2002). *Child temperament and parenting*. In: H.M. Bornstein (ed.), *Handbook of Parenting*, Vol. 1. NJ: LEA.

Rothbaum, F., & Weisz, J. R. (1994). Parental care giving and child externalizing behavior in nonclinical samples: A meta-analysis. *Psychological Bulletin*, 116, 55–74.

Scher, A. & Sharabany, R. (2005). Parenting anxiety and stress: Does gender play a part at 3 months of age? *The Journal of Genetic Psychology*, 166 (2), 203-213.

Sharma, I. (2004). Parenting, a challenge in the new millennium: Implications for mental health of children. *Journal of Indian Association for Child and Adolescent Mental Health*, 1(1), 48-57.

Shonkoff, J., & Phillips, D. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

Wise, S. & da Silva, L. (2007). *Differential parenting of children from diverse cultural backgrounds attending child care*. Melbourne, VIC: AIFS.

Websites

www.ciccparenting.org

www.EffectiveParentingUSA.org