Parenting Styles and Child Development

A Research Paper

Presented to

The Faculty of the Adler Graduate School

In Partial Fulfillment of the Requirements for

the Degree of Master of Arts in

Adlerian Counseling and Psychotherapy

By:

Elizabeth Ann Rainwater

January 2011
# TABLE OF CONTENTS

Abstract ........................................................................................................................................... 2

CHAPTER 1: INTRODUCTION

Introduction of the Problem ............................................................................................................. 4
Hypothesis ......................................................................................................................................... 4
Significance of the Study .................................................................................................................. 4

CHAPTER 2: REVIEW OF THE LITERATURE

Literature Review ............................................................................................................................. 5
The developmental Stages of a Child .............................................................................................. 5-6
Erik Erikson’s Developmental Stages ............................................................................................... 6-10
Introduction to Parenting Styles .................................................................................................... 10-14
  Parenting Styles .......................................................................................................................... 14-16
  Parenting Behavior ...................................................................................................................... 17-19
Impact of Parenting Styles ............................................................................................................ 19-21
Positive Parenting and the affects it has on Child Development ................................................... 21-22
Perceptions of Relationships .......................................................................................................... 22-37
Summary ........................................................................................................................................ 37

CHAPTER 3: METHODOLOGY

Methodology ................................................................................................................................... 38

CHAPTER 4: RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results ............................................................................................................................................. 38
Conclusions ..................................................................................................................................... 38-40
Recommendations ........................................................................................................................ 40-41
REFERENCES ................................................................................................................................. 42-45

Appendixes ......................................................................................................................................
  Appendix A ................................................................................................................................. 46-47
  Appendix B ................................................................................................................................. 48-51
  Appendix C ................................................................................................................................. 52-53
Abstract
This project will determine how certain parenting styles impact child development. Within this project, the behavior of children and its outcome will be studied. Many studies have been conducted to find out in what ways do parent’s influence a child’s development. Many different forms of parenting exist. From birth, a child seeks someone to guide him down the right path. The actual effect of parenting is sometimes not detected until a child reaches adulthood. When a parent enforces certain parenting styles on a child it can lead to either a child’s success or failure. A child can often have low self-esteem, exhibit poor performance in school, isolate himself from others, or become extremely unhappy. Other parenting styles have a positive effect on children, which increases the chance of being successful and worthwhile as individuals.

This researcher believes that a child models his parents’ behavior based on the observation of each gender and the captured idea of what is expected and set by society and the generations that came before. Many children have the tendency to take on a parent’s traditional way of thinking whether it relates to his beliefs, values, or judgmental process. For instance, if a parent is an alcoholic or a drug addict, this kind of lifestyle can highly affect the choices that a child may make.
CHAPTER 1. INTRODUCTION

Introduction to the problem

Hypothesis; “Children model their parent’s behavior in order to succeed in their lives.”

The significance of the study is that once a child comes to realize that he is in search for his own truth he will begin to develop into an independent person with a different view of life. It is important for a parent to get into his child’s world in order for him to learn how to see life through his child’s eyes. Throughout a child’s life, he spends a significant amount of time trying to find his own identity. Once his identity is discovered he will have mastered a new way of surviving in the world and connecting with others.
CHAPTER 2: LITERATURE REVIEW

*Literature Review*

All children resemble their parents in some form, whether it is a certain mannerism or a behavior. As a child comes into this world, he immediately begins to model after his parents because a mother and father is a child’s first role model. Parents being our initial role models, their beliefs and opinions tend to affect the way we think as children. Modeling starts from birth because as infants and throughout childhood we are dependent on our parents. The teachings that a parent bestows on a child influences him because it affects how he will interact with others. A child also formulates a vision of the world around him through his parent’s view of life and his shared experiences in general. As a child grows from an infant into an adult he, seek out advice and follows his mother and father’s footsteps by attempting to live up to set standards and expectations. As a child grows and matures into an adult, he begins to discern how the world truly operates.

**The Developmental Stages of a Child**

A child goes through many physical and psychological changes from infancy all the way, until he reaches adulthood, which determines what roles he will take on in life. Adolescence can be the most challenging time when raising a child even with a healthy path created for a parent to follow. With this said it is extremely hard to determine what is considered normal adolescent development, because every child is different. Children go through different phases when growing and developing into adults. A child goes through several emotional experiences throughout life that help shape who he will become as an individual.

When an adolescent is growing into an adult many things, begin to alter biologically, cognitively, socially, and physically. At this time, a child is starting to mature and take on a new
aspect of life such as decision-making and forming relationships. An adolescent’s self-esteem is associated with family communication and learning how to cope in certain situations. With this, said mothers are more communicative and willing to share and be open. A father on the other hand is selective with what kind of information he shares with his child and has a protective nature about himself (Commendador, 2010).

A parent sees a child’s behavior and reactions to certain situations as a reflection of whom he is and who a child is now becoming. A child inherits traits from his parents. A child’s developmental process all depends on the environment and parenting styles bestowed on a child. Time can change and repair a broken relationship between a parent and a child. This is very important to be aware of because a child is only acting his age according to the developmental stage he is approaching Vogel-Scibilia, 2009).

**Erik Erickson’s Developmental Stages**

Children are growing up everyday and are learning what is acceptable and not acceptable in society as well as in their immediate family. During the formation of a child’s existence he goes through several stages according to a psychoanalyst named Erik Erikson. Eight stages refer to the human development process, which are:

The first stage that a child goes through is trust versus mistrust. This stage takes place during the first year of a baby’s life. At this time, a baby is just beginning to learn how to trust for the first time when a parent responds to its needs. If a child is showed, love and is encouraged a connection will be made between a parent and child. An infant learns to trust the environment, himself, and some of the people in it based upon his needs being met. Once this takes place, a child is able to foresee the environment and his future from a different point of view. An infant can develop a suspicious nature about himself and can often become frightened, and full of
anxiety related to security (Vogel-Scibilia, 2009).

The second stage is autonomy versus shame. In this phase, a child is approaching the first three years of his life. A child is developing physically, and becoming more independent, discovering the world around him. A child learns how to walk, grasp, grip and manage his own bodily functions all by himself. When a child is unsuccessful after several attempts at trying to obtain certain skills, he becomes discouraged. When a parent demeans or puts down his child’s accomplishments and attempts at earning praise he develops feelings of shame and lowliness (Vogel-Scibilia, 2009).

The third stage is initiative versus guilt. This stage takes place between ages three and 6. At this time, a child becomes increasingly active, undertaking new projects, making plans and manipulating the environment around him. A child also learns how to overcome challenges that he might face. If a child is chastised for being adventurous and exploring new things, he develops a guilty conscious, feelings of shame, dishonor, and bitterness (Vogel-Scibilia, 2009).

The fourth stage is industry versus inferiority. This takes place from six to seven years of age. The expectations of a child is clearly apparent around his home and school life. A child learns to develop new skills that will help him become an upstanding model and adult. A child learns what it takes to care for himself as an individual, becoming productive, and socially independent. If a child does not grow to live up to set standards, he will feel as though he is insufficient, average, or lesser than others are. A child may also become discouraged and feel as though he is inadequate (Vogel-Scibilia, 2009).

The fifth stage is identity versus role confusion. This stage takes place during puberty. The days of adolescence are officially over and a child begins to take on more responsibilities developing into an adult. A child begins to explore what his identity is. These roles are
developed through the many positions one takes on in life. Some of those roles are being a parent, child, sister, brother, friend and more. Each of these roles allows an individual to get a good sense of stability and individuality. Skills that do not develop may cause some forms of confusion and depression in a child (Vogel-Scibilia, 2009).

The sixth stage is intimacy versus isolation. When a child is approaching young adulthood, he begins to endure a significant amount of issues and starts to question intimacy. In order to form any relationship a person must find a solution to his past problems and feel validated within his own identity. In order to develop a close relationship, both partners must be willing to trust one another. A sense of independence and self-direction must be shown for an individual to be seen as competent and mature. If some form of intimacy is not established it will create a sense of incapability and solitude (Vogel-Scibilia, 2009).

The seventh stage is generativity versus stagnation. This stage takes place when an individual reaches middle adulthood, which is between ages 25 and 60 years old. During this stage, it is essential for an individual to stay active and involved. Those who have reached this stage will discover the true meaning of life through past careers, family life, and by being more involved in the community. Not everyone who reaches this stage is happy some are bitter about aging and feel as though life has taken a turn for the worst (Vogel-Scibilia, 2009).

The eighth stage is ego integrity versus despair. This is the final stage of life for every individual. Within this stage, adults who have begun to approach old age must come to realize that death is near. At this time, an adult may become depressed and lose hope because he will soon have to retire from his former roles. These roles for example could be as a parent, grandparent, employee, employer and so forth. Erikson explained that this stage also creates an opportunity for an individual to fulfill one’s journey in life in order to feel complete. Once an
individual has found a solution to his old conflicts and learns how let go he will be able to move forward and face death with no sense of panic or concern (Vogel-Scibilia, 2009).

As an adolescent grow into his own sense of a mature adult, he learns how to be independent compared to his own parents. Although at times, an adolescent reverts to relying on his parents wanting the care he once received as a child. The independence and qualities of a child all depends upon the values and behavior a parent demonstrates to a child when parenting. A child’s upbringing is highly influenced by his parents and it tends to affect his adulthood. Even though a child soon longs for the distance between himself and his parents, he still relies on the knowledge and guidance provided by a positive role model.

It is essential for parents and adults in general to be communicative, open minded, and aware of the values and behaviors being illustrated to the youth. A teenager is always willing to acknowledge and take on values passed down or given by parents. Sometimes it takes awhile for a teenager to recognize how meaningful values truly are. A child discovers this by going through numerous life-changing circumstances because of his rebellious behavior. When a child separates from his parents, he seeks guidance from other adult figures. Non-related adult figures step in and take on the role of a mentor when biological parents are not present in a child’s life. A birth parent sometimes does not approve of another adult parenting or being a role model to his child.

The self-worth of a child is determined based upon the support given by his parents. When self-worth is developed a sense of stability and well-being begins to take place. If a parent does not show support towards his child signs of anxiety, insecurity, and low self-esteem may begin to show. When a parent sets boundaries, it creates a sense of responsibility and self-control within a child (Rothrauff, Cooney & An, 2009).
Rules and guidelines are put in place by parents to teach children how to cope with the standards of society regarding behavior and the pressure that may be encountered through peers. Once a child has gone through several years of rules attached with consequences for disobedience, he learns how to make decisions alone and to control his own behavior (Rothrauff, Cooney & An, 2009).

If parents do not enforce any form of rules or boundaries, children may grow to have a hard time surviving and managing in the real world. Children learn how to adapt in today’s society according to the standards that exist concerning everyone’s conduct. Rules and boundaries have been proven to be connected to a child’s emotional, psychological, behavioral well-being and development (Rothrauff, Cooney & An, 2009).

**Introduction to Parenting Styles**

There is no perfect format or style to follow when rearing a child, but for many years, several forms of parenting styles have surfaced that demonstrate to parents what works and does not work. Parenting styles are a guide that previous parents used and passed down to demonstrate to other parent’s ways for a child to develop in a healthy and logical manner. Parents for years have been used to the reward and punishment method. When parents give a child some form of appreciation through gifts, it illustrates the reward method (Grogan-Kaylor & Otis, 2007).

Punishment was displayed in the form of a parent either spanking a child or reverting to taking away a child’s prized possessions such as toys, or some source of entertainment. Corporal punishment is a system for childrearing that has been around for years. Physical punishment is meant to cause some form of pain or regret for the behavior displayed through a child. Corporal punishment is used only for correcting and decreasing unacceptable behavior. It displays no form of affection at any given time. It also normally consists mostly of aggression.
with or without physical punishment taking place (Grogan-Kaylor & Otis, 2007).

Research has proven that parents use spanking as a form of punishment to chastise a child. Parents have spanked children a form of punishment far into early adolescent years. Most parents have reported the using the spanking method on children that are preschool-age ranging from zero to 4 years old. The ages that children endure spanking are rapidly decreasing (Grogan-Kaylor & Otis, 2007).

Another important factor that plays a role in a child being spanked is gender. Gender is highly related to whether a child receives a spanking for his behavior or not. With this said, studies have shown that males are the gender that is most likely to receive a spanking. This does not exclude any age range regarding males. Girls are less likely to receive a spanking (Grogan-Kaylor & Otis, 2007).

Numerous factors can further explain why a parent spanks his child and how often a child receives a spanking. In the United States, spankings are the most common form of corporal punishment for children. Over 90% of parents that have toddlers have reported spanking their child at least once at some point of time. Internal and external behavior problems are highly connected to the possibility that a parent is using corporal punishment as a form of discipline (Grogan-Kaylor & Otis, 2007). Internal behavior is related to the common beliefs that an individual has about the environment and the well-being of others but keeps it to himself. External behavior is displayed in an outwardly manner.

In the data collected below it will explain how this research helped parents gain an awareness of were parenting styles originate from and how it affects the relationship formed between a parent and child. The parents who participated in the group designed by the parent-training program reported with the results. The results showed that all participants felt as though
a sense of awareness was gained regarding parenting styles that have been utilized for years (Levac, McCay, Merka & Reddon-D’Arcy, 2008).

Every parent was able to recognize how his parents were the role models being emulated before and after becoming a parent. Future parents view other parents as an example seeking to know what is required of a parent’s role. Each participant shared personal experiences related to childhood, parental role, and parenting styles regarding his own parents. The program also helped the participants see how repetitive behavior was being detected when comparing the parenting styles of the participant’s parents when reared as a child. For instance, when a child misbehaves the same method of parenting was implemented as their parents, ending with no change in the child’s behavior. By attending the program parents learned new ways to deal with children in an effective manner (Levac, McCay, Merka & Reddon-D’Arcy, 2008).

Through this experience, parents discovered how culture and family background influence the parenting styles that each parent uses today. Each generation has an affect on the parenting styles that will be implemented within a family dynamic. Each generation also plays a big part in the changes that will take place in the developmental process of a child. Sometimes a parent or even an individual can inherit negative behaviors and ways to approach to life. Overall, once each parent reviewed his own parenting style, a sense of openness towards being more sympathetic regarding a child’s needs and emotions were established (Levac, McCay, Merka & Reddon-D’Arcy, 2008).

Through research, studies have shown that parental childrearing practices are consistent in expressing two things, which are affection and control (Dwairy, 2008).

When foster parents use the authoritative parenting style it helps decrease issues that may occur and avoids problematic behavior that could develop, as a child gets older. Research has
shown that among the four parenting styles which are: authoritarian, authoritative, permissive, and neglectful, authoritative parenting provides a child with stability, love, and security. This style helps children adjust to society and gain self-confident (King, Kraemer, Bernard & Vidourek, 2007).

Children who have parents that do not implement the authoritative parenting style have a hard time adjusting to certain situations. Parenting styles influence whether a child will develop in a healthy manner or not. Positive parenting and a stable home environment promotes a healthy developmental process for a child. Authoritative parenting allows a child to develop trust, autonomy, initiative, and industry according to Erik Erikson (King, Kraemer, Bernard & Vidourek, 2007).

Studies have shown that parental involvement increases a positive out in a child. When a parent is more involved in a child’s educational process the child is less likely to drop out of school and to continue receiving an education. Some signs of a parent being involved in a child’s educational process include being engaged in a child’s curricular activities, communicating about what takes place in school, assisting a child with his homework and constantly encouraging him. When a parent communicates with his child it, helps increase his child’s grade average (Blondal & Adalbjarnardottir, 2009).

Studies show that parenting styles have two features that effect the social and moral development of a child. The first stage is parental warmth and openness, which relates to the amount of affection received in a parent-child relationship. The second stage is demandingness. Demandingness relates to the rules and boundaries expressed by a parent in order to direct a child in a path that is preferred and ensures success (Carlo, McGinley, Hayes, Batenhorst & Wilkinson, 2007).
Parents who display a high level of openness are parents who are more involved and accepting of a child’s way of expressing himself. A positive, close, and healthy relationship is also developing with a child. Parents who express a certain amount of sensitivity and openness are more likely to display well-mannered moral emotions, which may assist in sympathy and prosocial behaviors (Carlo, McGinley, Hayes, Batenhorst & Wilkinson, 2007).

A parent who constantly demands and dictates a child’s life tends to have high expectations of a child and observes every move made. A demanding parent tends to have strong moral values. If a parent portrays signs of non-communication and is, neglectful of his child it may result in antisocial and aggressive behavior. Adolescents who take on a helping nature about themselves tend to do so in the presence of others showing that a high concern about gaining the approval and acceptance of others is evident (Carlo, McGinley, Hayes, Batenhorst & Wilkinson, 2007).

**Parenting Styles**

- **Authoritarian** - This style of parenting consists of a parent, who tends to dominate a child’s behavior in an inflexible manner and requires obedience without questioning. In turn, authoritarian parent’s have children that display poor communication skills including mood swings, withdrawal, and distrustfulness. An authoritarian parent enforces decisions and beliefs, onto a child and tends to have the “do what I say” type of attitude. With this said, based upon what parents model as an appropriate behavior a child could turn out to be bossy, wanting to be in control of every situation. For example, bobby’s teacher might call home reporting that bobby did not complete his homework and attempted to copy off another student’s work. When Bobby arrived home, his mother was furious, and started yelling, sending him to his room, until she felt that he had learned his
lesson (McGillicuddy-De Lisi & de Lisi, 2007).

- **Permissive-indifferent** – In this style parents have very little or no control over a child. The parents who adopt this style do not set any limits or boundaries concerning a child’s behavior. In this particular kind of parenting style, parents can often neglect or show a great lack of concentration, which in turn provides children with little or no encouragement. Children who have parents that use this form of parenting often display puerile, disrespectful, spontaneous, and undisciplined characteristics. These particular types of parents act more like a friend and give children space to experience life.

  For example, Kimberly asked her mom if she could go out to the movies with her friends and then spend the night at her friend Karen’s house. Kimberly’s mom responded back to her saying, “No you may not go to the movies or spend the night at Karen’s because your homework and chores are not done.” Kimberly then began to complain saying that she never gets to do anything fun or hang out with her friends. She continued to complain telling her mother how unfair her decision was until she gave in allowing her to go out with her friends and stay the night at Karen’s without doing any homework or chores (McGillicuddy-De Lisi & de Lisi, 2007).

- **Authoritative** – This style of parenting is one of the most successful parenting styles used. A parent who enforces this particular style on a child is able to create a stable structure for the child without having full control over a child’s life. A parent may also feel as though he is directing a child down a positive path. Parents that use this style tend to listen more to a child and explain why decisions are made in the manner it was presented. While this parenting style allows a child to have an open relationship with his parents the child is still aware of the rules that he is obligated to follow. The children who are reared
with this style grow up to be independent and generally responsible (McGillicuddy-De Lisi & de Lisi, 2007).

For example, Brain came home with a bunch of his friends and went into his room to hang out. After his friends went home Brain’s room and the kitchen was a mess. Brain had promised his dad before his friends came over that he would clean up after, placing everything back in its proper area. Brain did not do as he promised. Brain’s father arrived home and found Brain explaining to him that being able to trust him is very important. He also told Brian that it is not fair for the entire family to see the mess he made. After the discussion, Brain’s father continued to stand firm in stating that Brain must clean up the mess he made (McGillicuddy-De Lisi & de Lisi, 2007).

- **Neglectful** – this style parenting consists of parents who are uninvolved in a child’s life. The parents of this style do not attempt to connect nor try to chastise or support a child’s personal development. For example, Hanna and her friend Jordan were tossing a ball back and fourth when the front window in the kitchen broke. Hanna’s father heard the racket from the glass shattering on the floor and turned up the television to finish his show (McGillicuddy-De Lisi & de Lisi, 2007).

From the example, it clearly shows that a parent who implements this parenting style does not want to discipline his child nor does he care to correct his child when negative and inappropriate behavior is displayed. The parents care more about fulfilling the needs of themselves and giving a child space. A neglectful parent does not expect a lot from a child nor does he invest time in nurturing or supporting a child. The involvement of a parent in a child’s life is essential because it has a lot to do with how a child socially and emotionally adjusts to his peers and the society (Kausar & Shafique, 2008).
**Parenting Behavior**

Support can be illustrated through many different forms. Support is designed to help create a sense of comfort in a child and to allow the development of an acceptable relationship with both parents. A supportive parenting relationship consists of acceptance, warmth, and sensitivity. When a supportive relationship is formed, a child will feel secure. A child will also establish a bond with its parents, which in turn helps the child develop in a positive and healthy manner. When a parent does not support his child, problematic behavior begins to develop (Paulussen-Hoogeboom, Stams, Hermanns, Peetsma & Van den Wittenboer, 2008).

Parents also use control, as a source to guide children in the direction seen as acceptable. When a parent uses control, he is directing a child’s behavior to insure a positive outcome. In authoritative parenting, a child will feel a strong sense of affection, discipline and a good use of reasonable boundaries. When a child is aware of the limitations set within a family regarding what he is able to do, he works hard to please his parents. The authoritarian parenting style allows a parent to form a connection with a child through affection, support, and by establishing a communicative relationship with one another. Authoritative parenting is valuable regarding a child’s development (Paulussen-Hoogeboom, Stams, Hermanns, Peetsma & Van den Wittenboer, 2008).

Mother’s are more likely to take on the authoritative parenting style. Fathers usually do not use this style of parenting. A mother invests her emotions into caring for her child. She is also are more willing to take on the full responsibility of being a parent. When a parent uses mediation as a tool to rear a child the child’s negative behavior tends to affect the parenting process. In as much parenting, styles affect the way a child behaves (Paulussen-Hoogeboom, Stams, Hermanns, Peetsma & Van den Wittenboer, 2008).
A man’s idea of what a father figure is and the responsibility of a father are determined by his inner expectations. A man learns how to on the role of being a parent from viewing those who have already taken on this particular role before him. Men tend to base a father figures role on the hierarchy. The hierarchy regarding men consists of roles such as a father, employee, husband, son, teammate, and a member of an organization (Nicholson, Howard & Borkowski, 2008).

An in-depth interview was conducted with the participation of first time fathers to find out what response would be given towards five levels of subscale questions. The questions are categorized into five sections, which are responding, preventing, monitoring, mentoring, and modeling. The questions within this interview pertain to four distinct influences on effective parenting, which are empathic awareness, physical punishment, abuse/neglect, and authoritarianism. The questions are rated based on a scale ranging from one to five. The ratings are according to whether each participant “strongly agrees” or “strongly disagrees” when answering each question (Nicholson, Howard & Borkowski, 2008). (See Appendix A as reference).

A father will take on several identities throughout his life. For example, once a man becomes a father all of the non-parenting roles will slowly fade away allowing him to devout more of his time into being a parent. Some father figures feel that making money is the main thing that is of importance in a family. While other father figures find supporting a spouse and his children as something that is essential. Some fathers look forward to becoming a father and assume all responsibilities and duties that come with being a parent (Nicholson, Howard & Borkowski, 2008).

According to research when a parent expresses any form of disappointment, a child feels
as though he failed to live up to set expectations. The three forms of discipline are power assertion, induction, and love withdrawal. Power assertion uses the technique of control or force over a child’s environment. The second is withdrawal, which is when a parent disapproves by showing his child no form of support. The third technique is induction, which allows a parent to indicate how his child’s actions affect others. The way that a parent expresses his opinion regarding what his child does is correlated with how his child will behave or accept what is said to him (Patrick & Gibbs, 2007).

An important question that many parents want to know is “How do children develop strong moral guides?” Through research the RFT suggested that a child experiences pleasure when negativity is absent from his life. Parents tend to childproof, caution, and teach a child to mind his manners. Parents attempt to teach children that safety, responsibility, following rules, and keeping prior commitments are important (Manian, Papadakis, Strauman & Essex, 2006).

**Impact of Parenting Styles**

When considering the impact that parenting styles may have on a child numerous factors must be examined such as family’s culture, size, personality, parental background, level of education, socioeconomic status, and religion. It is also important to remember that parenting styles become interlinked once a family is joined together. Meaning a household could have parents that are inflicting two different styles of parenting on a child. A parent must compare the most important aspect of his parenting style and combine all of it together to fit the needs of a child. The goal of this research is to determine whether a child models his parent’s behavior.

A child is eager to receive positive feedback that will help edify where he is in the present. A parent has to be able to recognize what stage his child is in and be aware that with age behavior changes. Meaning that if a child is entering into his teenage years he will automatically
want to be considered as an adult and receive more responsibility. A role model that is not a child’s biological parent can influence the development process of a child (Nicholson, Howard, & Borkowski, 2008).

A parent must discover who his child is as a person. Parents are always trying to direct, and have an agenda for children to follow. When a parent fails a sense of disappointment overwhelms him. It is important for a parent to start meeting his child were he is currently in life. Each year of a child’s life is spent learning more about the ways of the world and how to function in it. Children begin to advance and grow up more and more as individuals.

A parent must learn how to live with a child and not try to change the child but more so learn how to adjust to his lifestyle and needs. Sometimes being able to relate to a child is the hardest thing for a parent to do. A parent should eliminate the created image of what he sees his child as and start connecting and communicating with the child. Individuals who consider children spontaneous, organized, and well put together more than often are liable to utilize the authoritarian approach (McGillicuddy-De lisi & De Lisi, 2007).

The style of parenting that a parent takes on is determined by the response given related to the needs, demands, and the form of discipline used regarding the outcome of a child’s development as adulthood is approached. Parenting styles differ in other cultures. A parent’s way of showing a child love and affection is often through setting boundaries and being overly involved in a child’s life. A child holds a certain amount of value in different cultures and parents work hard to insure the success of a child (Ijaz & Mahmood, 2009).

Pampering a child can also affect the development of a child’s personality. The four types of pampering are overindulgence, permissiveness, domineering, and overprotection.
Overindulgence is a form of pampering where a parent does everything to please his child without requiring the child to make an effort for himself (Capron, 2004).

A child who takes on the role of a caretaker is impacted in numerous ways such as the limited amount of whom he can socialize with, school attendance, and poor performance in educational studies. A child may also develop emotional and psychological problems. Children at times have numerous roles to play which limit time to enjoy a normal childhood and increase the adult like responsibilities given. A child sometimes takes on the role of a parent. In turn, this places a great amount of weight on a child. A child who is unable to participate in childlike activities does not experience a full childhood. Parents at times do not take the full responsibility of caring for a child leaving another sibling, spouse or child to take on the role of a mother or father figure (Aldridge, 2008).

Children who have siblings being parented in the same home can be very different from one another. Sometimes parents rear each child differently. In turn, this can affect the outcome of a child’s cognitive development and behavior. An example of non-shared environmental influences are accidents, illnesses, peer groups, hobbies, and differences in the way parents treat each child (Mullineaux, Deater-Deckard, Petrill & Thompson, 2009).

Parents spend a significant amount of time worrying about how younger children will deal with sibling conflict. Bickering causes a parent to stress, which can affect the relationship formed between a parent and child (Yu & Gamble, 2008).

**Positive Parenting and the affects it has on Child Development**

Positive parenting allows a parent to show his child support, encouragement and work hard to maintain a healthy and secure environment. When parents support autonomy, a sense of belonging is established providing a child with a strong sense of security. Cognitive development
is connected to the maturity and emotional development of a child. It is also linked to the happiness, which is obtained through this developmental process. Cognitive development allows a child to process information that is transferred back and fourth when making logical decisions. It is also associated the development of the brain. Children today are highly affected by what a parent does. Positive parenting allows a child to mature and grow into an adult while still being able to depend on his parents (Dumas, Lawford, Tieu & Pratt, 2009).

**Perceptions of Relationships**

When a child perceives everything that a parent or role model does, he mimics that behavior. A child learns how to resolve conflicts and approach situations by watching his parents. Parents are a child’s primary example of an adult therefore if parents do something that a child finds intriguing he will attempt to do the same. How a parent interacts with another person teaches a child how to socialize and form relationships with others outside of the family.

When a parent inflicts educational and career goals onto a child, it can affect his inner thoughts and feeling about forming a parent-child relationship and the requirements of that relationship. Older adults are able to control and manage emotions by creating illusions or displaying positive emotions. Ambivalence is created within a parent-child relationship in order to establish harmony and a bond (Peters, Hooker & Zvonkovic, 2006).

As an adolescent begins to reach adulthood, the close relationship with his parents rapidly decreases. Support and comfort is then replaced by the companionship of peers. At this time, depression may also occur because a lot of time is spent alone. The child does not spend a significant amount of time involved in activities and being surrounded by friends (Liem, Cavell & Lustig, 2010).

Parenting behaviors are highly affected by the friends and company that a child keeps.
Parents send most of the time worrying about how friends will influence a child’s behavior as a child reaches adulthood. The way a parent handles certain situations with a child related to peer-pressure, and set boundaries may cause young adults to develop signs of depression (Liem, Cavell & Lustig, 2010).

The relationship between a parent and child changes as a child enters into adulthood. Some parents begin to give a child more breathing space and responsibility. Other parents like to have a significant amount of control and be involved in every aspect of a child’s life. This is a time when parent-child relationships become hard to maintain because both have a difference in opinions and tend to disagree often. Depressive symptoms are likely to occur at an early stage of development making it is less likely to occur when adolescents reach young adulthood (Liem, Cavell & Lustig, 2010).

Positive parenting seeks to decrease the amount of frustration that a child endures. It also attempts to stop the negative behavior that may follow without reverting to punishing a child. In order for a positive outcome to take place with a child, a parent must find a way to encourage and build the level of self-confidence in a child. A parent may begin to spend more time with his child in order to build a parent-child relationship. This will result in the child wanting to do good things in order to please his parents. Time equals love in a child’s eyes; less time makes a child feel abandoned and not cared for (Wiggins, Sofronoff & Sanders, 2009).

Positive parenting will be examined through an article titled the “Pathways Triple P-Positive Parenting Program: Effects on Parent-Child Relationships and Child Behavior Problems.” The purpose of this article is to examine the effects of the Pathways Triple P-Positive Parenting Program (PTP), which is an intervention program, designed to promote positive parent-child relationships. Within, the research it will determine if any amount of change took
place regarding the improvement of parent-child relationships. It will also focus of whether a decrease was found in problematic behaviors that occur when parenting a child (Wiggins, Sofronoff & Sanders, 2009).

The research conducted for this study was supposed to determine if parents who receive PTP would report a decrease in both a child’s external and internal behavior problems. It also wanted to obtain data regarding the improvements in parent-child relationships, parent-child attachment, parent involvement, parenting confidence, relational frustration, parenting styles, and parenting attributions concerning a child's behavior difference in those apart of the wait-list (WL) control group (Wiggins, Sofronoff & Sanders, 2009).

The intervention for this study was a 9-week program involving 2-hour weekly sessions. The sessions were group orientated. In this program, each parent was asked to set relational goals regarding changes that need to be made for both the parent and child’s behavior. During this program, parents went to sessions that spoke of 17 core strategies for parenting (Wiggins, Sofronoff & Sanders, 2009).

The strategies obtained by each parent help promote child development by establishing a positive parent-child relationship. The outcome of these strategies are based on encouraging pleasing behavior, and educating parents with the skills needed to create a bond and relationship with a child. Parents were taught seven strategies to help manage misbehavior, time spent with a child, communication, and the amount of love and affection shown towards a child (Wiggins, Sofronoff & Sanders, 2009).

The strengths of this article are that it was able to provide interventions that helped build and strengthen the relationships between a parent and child. It provided each parent involved in the study with skills to help connect and parent a child properly. The parents were given several
methods to use with a child to see if anything works regarding the establishment of a parent-child relationship. The article provided an in-depth section for each area presented about a parent and child. The article also provided an appendix with the strategies used and where to get further information.

Many things influence a child, parent, and family’s well-being. The experiences that an individual faces in life affect the response that will be given to every situation that occurs from adolescence to adulthood. Negative experiences cause a parent or child to develop insecurity. A parent and child may also find it hard to trust anyone because if bad experiences take place often in an individual’s life some begin to believe that every situation will end with similar results.

To examine this particular subject an article titled the “Influences of Contrasting Natural Learning Environment Experiences on Child, Parent, and Family Well-Being” was reviewed. The main purpose of this article is to determine if different ways of applying natural learning environmental practices have like or unlike effects on children, parents, and a family’s well-being (Dunst, Trivette, Hamby & Bruder, 2006).

The question and hypothesis that the authors are trying to answer is whether everyday activities regarding infants’ and toddlers relate to a high level of well-being or a significant amount of negative well-being. The authors also believe that by professionals applying interventions in everyday activities it will somehow relate to an increase in negative and a decrease in positive well being (Dunst, Trivette, Hamby & Bruder, 2006).

In conclusion, the authors found that the way, a human develops and functions are highly influenced by both personal and environmental factors. Facts drawn from an article show that a child's condition correlates with personal factors and activity-setting practices relate to environmental factors (Dunst, Trivette, Hamby & Bruder, 2006).
As parenting practices, change parents are beginning to try new methods in order to reduce problematic behavior displayed in a child. A parent is not as involved in a child’s life as most parents were many generation’s ago. In the past time used to be spent as a family and with a child to ensure that a sense of stability was established and that all needs were met. A child spends more time outside of his home or with peers than in the past. Most parents today are rearing children to be able to care for themselves and take on roles more advanced than the age presented.

With this said an article will be examined titled the “Intergenerational Continuity in parenting behavior: Mediating Pathways and child effects.” The purpose of this article is to determine why parents behave differently towards children as childrearing practices change every year (Neppl, Conger, Scaramella & Ontai, 2009). The question that this article wants to answer is do children develop childhood characteristics that promote harsh childrearing practices throughout each generation?

Parenting, practices have changed drastically over the years. A parent does not spend a lot time with his child therefore parent-child relationships are not formed as quickly. A child often takes on an adult role in his household before he is able to obtain the skills necessary to carry such a heavy weight. Jobs and careers in some families take the front seat, leaving a child to fend and care for himself. Sometimes the main reason why a parent and child are unable to connect is that both share similarities that cause a power struggle.

With numerous adaptations of scientific studies, researchers were able to determine exactly what type of parenting style a parent was implementing when rearing a child. The parents involved in the study below took part in a study requiring all to divulge some personal information about themselves. Throughout the process, participants will be placed into selective
categories to collect accurate data on each parenting style (Neppl, Conger, Scaramella & Ontai, 2009).

The two-parent families involved in this study were originally recruited for a study on economic stress in the rural Midwest. The parents and the children were rated based off the signs (G2), and (G1). Parenting and behavior was measured and rated based on the categories that were answered and scored. The categories made were the following: G1 harsh parenting, G2 harsh parenting, G2 adult externalizing behavior, G3 harsh behavior, G1 positive parenting, G2 positive parenting, G2 adolescent academic achievement, G2 adult academic attainment, G3 positive behavior and control variables (Neppl, Conger, Scaramella & Ontai, 2009).

Observer ratings were utilized to gain access of the G1 parents’ hostility, antisocial behavior, and angry actions towards the targeted youth (G2). This took place when an adolescent needed to complete certain takes during family functions. A videotaped puzzle task was used to direct observations when accessing G2 harsh parenting behaviors. This specific task evaluated how a parent interacts with his child when experiencing times of frustration. The parents were allowed to help the child, but overall the child had to solve the puzzle alone (Neppl, Conger, Scaramella & Ontai, 2009).

Another unique technique that was used was an index of delinquent behaviors. The data for this technique was obtained through self-report. The participants were instructed to provide the amount of times a variety of delinquent activities was engaged in. The activities were separated into three areas, in which the adolescent measured, revolved around the way a behavior is formed. The reports showed crimes that were related to people, property, and careless driving (Neppl, Conger, Scaramella & Ontai, 2009).

Direct observation methods and ratings were used to obtain information about parenting
communication, listener responsiveness and assertive behavior that took place during family functions. During this process, it was very crucial to be able to understand how to interpret the data found through scales and scores that were averaged from the methods used (Neppl, Conger, Scaramella & Ontai, 2009).

Lastly, trained observers rated the behaviors related to positive parenting and the academic data accessed through target reports. Each participant was asked to specify his grade point average and the highest grade of schooling he completed. All together, this research consisted of controlled variables that included both G1 and G2 parent relationship information (Neppl, Conger, Scaramella & Ontai, 2009).

In conclusion, the authors found that there was no change shown between G1 and G2’s parenting that took place during G2’s adolescence. Researchers also discovered that no change occurred regarding G2 through G3’s parenting during G3’s early childhood. According to the data collected from the article, each prediction was proven true. The facts stated within the article showed that both harsh and positive G1 parenting predicted separately that G1 harsh parenting would correlate with G2 harsh parenting. It also proved that G1 positive parenting would reflect G2 positive parenting (Neppl, Conger, Scaramella & Ontai, 2009).

The weaknesses of this article are that there was very little data presented about how genetics influenced parenting behaviors when observed in an individual. There was not a lot of information provided about the effects that parenting has on a child. The researchers could have used experimental data to collect this type of information. Another weakness in this article is that it lacked diversity (Neppl, Conger, Scaramella & Ontai, 2009).

A sample of different ethnic and racial backgrounds should have been a part of this study. It also should have consists of more geographical setting to reach other target markets. The
methods performed within this study should have also met the needs of the children. The article presented too much information at once, further research would be needed in order to consider the findings solid (Neppl, Conger, Scaramella & Ontai, 2009).

A mother and father’s involvement plays a very important role. As a child approaches his adolescent years, he will begin to take a closer look at the different roles presented regarding his gender. While examining these roles a child will determine what responsibilities are required of him in order to fulfill certain roles. A child depends on his parents to guide him during this period because it will determine how he views the world around him and each gender. An article titled “Mother and father connectedness and involvement during early adolescence” will go more in-depth on how a parent’s involvement affects a child during his years of adolescence.

The purpose of this article was to investigate and discover how the connectedness and involvement of a mother and father individually and collectively influences a child’s life. For this particular study, the researchers were trying to determine whether the connectedness and behavioral involvement of both parents influence problematic behaviors and positive outcomes during early adolescence (Day & Padilla-Walker, 2009).

Both parents should be involved in a child’s life from the very beginning. It is essential for a child to have an authority figure and role model in his life. A mother and father have different perspectives on how to rear a child. It is not abnormal for a child to have a stronger connection with one parent over the other. In some families, the daughter may have a closer connection with the father and the son may be closer to his mother. Sometimes a parent and child connect based on the similarities shared amongst each other. The way a parent rears his child is associated with the positive and negative outcomes of a child’s behavior (Day & Padilla-Walker, 2009).
With this study, the hypothesis that both the connectedness and behavioral involvement of both parents relates to a child’s positive and negative outcome in life. This research also explores the option of whether a parent’s connectedness and involvement differed in the association with the outcome variables related to the gender of a parent and child. Lastly, the research will determine if one parent’s connectedness or involvement protects against low-level parenting when comparing it to other parents and high levels of parenting from each parent regarding positive outcomes (Day & Padilla-Walker, 2009).

The way that a parent connects with his child is very important. Through this particular study, it will determine exactly how close a parent, child is to each other, and the behavior displayed when interacting with one another. Mothering is highly connected to a boy’s antisocial behavior. Data has determined that depression in girls is associated with fathering (Day & Padilla-Walker, 2009).

For this particular study, several measurements were used to obtain information regarding a parent and child’s connectedness. The measurements used were obtained from child self-regulation, child negative behaviors, and child positive behaviors. Child self-regulation consisted of a self-reported using a 5-item measure of emotional self-regulation. The scores that were high represented a high level of self-regulation. In order to measure a child's negative behaviors his external and internal behaviors were evaluated by using a child behavior checklist.

Within this checklist, the adolescents replied to 13 items measuring internalizing behaviors and 9 items measuring externalizing behaviors. Lastly, child positive behaviors were measured by using the Values in Action Inventory of Strengths. In this assessment, the high scores represented high levels of prosocial behavior. The adolescents also completed a self-reported hope assessment using nine items from the Children’s Hope Scale. The high scores on
this scale represented high levels of hope. For instance, this could relate to a child’s hope for the future (Day & Padilla-Walker, 2009).

In conclusion, it was determined that mothers and fathers play an important role in a child’s life. Children really do matter. This research determined and examined the contribution that one parent made, when being controlling over the other when attempting to contribute to a child’s welfare. After numerous studies, the outcomes showed that both parents are needed in different ways when it comes to parenting. A father is needed when it comes to preventing negative behavior. A mother is needed to encourage positive behavior and isolate a child from all harm that could be endured in the world. If the opposite findings were obtained regarding both parents, the behavior of a child would look remarkably different.

The bond that a mother and father share with a child will be reviewed based on the data collected from an article titled “Mother and father connectedness and involvement during early adolescence.” The main purpose of this article is to distinguish how parenting concepts vary within and between other families. Some questions that are being addressed within this particular research are whether parenting concepts vary within a family towards siblings or between both parents. Data will also be collected between the families according to the children, parent and family characteristics. This information will be processed by reviewing the three parenting concepts presented in this study, which are styles, differential treatment and co-parenting consistency (Roskam & Meunier, 2009).

Based on the data collected the authors concluded that parenting was referred to as a complex family process and the results united support the assumptions made. Parenting was displayed through three concepts, which reflected numerous forms of family interactions between a parent and child, and both parents and the child. The correlations were supposed to
show numerous forms of independence but the results turned out not to be fully independent. The parenting styles were associated with the positive results for the children. The negative results are connected with the different treatments and co-parenting within different parenting styles (Roskam & Meunier, 2009).

With this said these styles normally display negative outcomes for a child because a positive outcome is connected with the degree of difference in treatment and co-parenting styles. It also has a lot to do with the consistency shown in the results. In order to make a conclusion the parenting styles with the harsh treatment and the positive treatment were compared. The children were exposed to each style to see if the results would be different. Some children found out that a parent could model the same behavior. The siblings were separated making the results turn out different for each group because one would be a part of the harsh punishment and one would be a part of the positive punishment (Roskam & Meunier, 2009).

A father figure is a very important model to have in a child’s life. This study will focus on how a father bonds and forms a relationship with his child. It also talks about how a father’s presence within a family setting affects a child’s development. A father is a very important role for a man to take on. It calls for a great deal of maturity and responsibility. A child is very dependent on its parent and turns to both to get all of his needs met.

A man often struggles to take the role of a father figure simply because he is afraid of making a mistake or being inadequate as a parent. Every parent goes through the same exact thing hoping that he can support and show his child love and provide a sense of security within the child. Family environment has a lot to do with how a child will adjust and grow as an individual.

Research was conducted to examine the role of fathers through the data collected from
an article titled “Fathering in Family Context and Child Adjustment: A Longitudinal Analysis.”

The purpose of this study is to focus on the relationship between a fathers’ behavior within a family context and a child’s development. The hypothesis for this particular study is that parental change is connected to parents regarding marital conflict behaviors and few positive parenting behaviors that adjust over time (Schacht, Cummings & Davies, 2009).

There were several methods used for this particular study. The participants recruited for this study were families with the community that lived in South Bend, IN, Rochester, NY, and the surrounding areas. The researchers used postcards and flyers to attract a certain target market for this study. The researchers involved in this study sent these items out to several locations such as neighborhoods, schools, and booths at community functions. Participants already involved in the study referred more people to become participants. A good effort was made to recruit participants who were of a low socioeconomic status and of a racial and ethnic diversity (Schacht, Cummings & Davies, 2009).

There were certain requirements that needed to be met before families could be participants in this study. Participants first had to provide information regarding if each had been living together for at least 3 years having one child enrolled in kindergarten. The child must be at least 5 or 6 years old. A family’s race and financial status played a significant role in this particular study (Schacht, Cummings & Davies, 2009).

In order to measure marital conflict the conflict and problem solving scale was given to all parents to complete. This would allow the researcher to assess behaviors during a marital conflict. Once the parents were finished, taking the test it was scored. Lastly, parenting was measured by using the Alabama Parenting Questionnaire (Schacht, Cummings & Davies, 2009). (See Appendix B as a reference).
Within this test, it included the parental acceptance and rejection questionnaire, which is a parent report index. A father’s psychological symptoms were also measured in order to assess if he was experiencing any signs of depression. In order to detect these symptoms, researchers used the CES-D, which is a 20-item measure (Schacht, Cummings & Davies, 2009). (See Appendix C as a reference).

Most importantly, a child’s emotional security and adjustment was determined by using the Security in the Interparental Subsystems Scale and a Child Behavior Checklist. The Security in the Interparental Subsystems Scale allows us to measure a child’s emotional security about marital relationships. The checklist is a form that the parents fill out that describes the child’s aggressive and untamable behavior (Schacht, Cummings & Davies, 2009).

In conclusion, the authors discovered that the results showed that the behavior of a parent play an important role in the way a child adjusts over the years. A fathers’ behavior and child adjustment can be either negative or positive depending on the reactions given in certain situations. If the father performs positive parenting, a change may occur within the child’s behavior (Schacht, Cummings & Davies, 2009).

The parental drinking was related to the marital conflict behavior and the child was witnessing this behavior, and it was causing negative outcomes to take place. By a father, not providing his child with positive parenting a child can suffer from a lack of emotional security. Therefore, a child can have trouble controlling his feelings. Once these problems change by enforcing positive parenting a child, will go through an adjustment causing the child’s behavior to change, as did his father’s (Schacht, Cummings & Davies, 2009).

The weaknesses found within this article are that it may contain some biases because the information being reported is based on the parental reports of a child’s behavior. There was not
enough information regarding the results and the outcome of this study. In addition, because this study focused on the parenting aspect it should have included data about mother and child relationships. The gender of a child would have been very helpful for this particular study because it could have explained why the child was not connecting with his father or vice versa. To review the data collected from the Alabama Parenting Questionnaire please refer to the appendix section of this document.

In this particular article, below it will describe how parenting contributes to social competencies and positive values within middle school youth. It will give information about the relationship between a parent and child and communication and promoting positivity is essential when rearing a child. A child needs to feel as though he can approach his parents about any situation no matter if it is good or bad.

The title of the article is “The Contributions of Parenting to Social Competencies and Positive Values in Middle School Youth: Positive Family Communication, Maintaining Standards, and Supportive Family Relationships.” The purpose of this article is to examine the role of three parenting processes which are to promote positive family communication, positive family relationships, and to obtain standards and values, that will be observed by the youth and middle school youth. The question that this article is trying to answer is whether the effects of the communication between a parent and adolescent affects the attitudes and behaviors displayed amongst both (Hilaker, Brophy-Herb, Villarruel & Haas, 2008).

It is very important for a family to be able to communicate with each other. In a family, many things go on and if a line of communication is not developed between a parent and child both will never learn to accept one other. At times, a parent does not communicate with his child and in return, both seek answers from another source. A Child wants to be able to have a
conversation with his parents and for his perspectives regarding certain situations to be acknowledged.

In conclusion, the authors found that the data collected supported the hypothesis, which was that by upholding standards, supporting relationships and positive family communication it will promote the growth of social competency, positive values, independence and interactions with others. With this said, it was apparent throughout the process that the older children were receiving a lower level of parenting (Hilaker, Brophy-Herb, Villarruel & Haas, 2008).

The weaknesses of this article were that it did not provide many methods to conduct further research related to this topic. This article only provided one method, which was the PSL-AB survey. This survey was created towards middle school students only. The parents were not involved in the process of providing any feedback. Other studies would have included parents in order to collect more information. There also was no ethnic or racial diversity within this study. Without this kind of data, it was difficult to determine if this study would work for other cultures. Another weakness was that this study did not provide a parent report to collect data showing how parents felt the process went and what methods could be improve. Overall, a parent and child’s insight matters when conducting a study that is designed to promote growth (Hilaker, Brophy-Herb, Villarruel & Haas, 2008).

Parenting within a family setting maybe connected to the negative interactions with non-related caretakers, which in turn contributes to the rearing a of child. Through this data links between family processes and a child’s negative outcome was indicated. Within families, variations exist regarding the difference in the treatment of each sibling. When siblings are treated in an unequal manner child behavior problems begin to form. Differential parenting appears to have the strongest impact on a child’s adjustment because he experiences lower
parental warmth and a great amount of parental negativity. Siblings who are reared in the same home can be remarkably different from one another (Mullineaux, Deater-Deckard, Petrill & Thompson, 2009).

A child’s maladjustments, is relatively similar to his biological siblings when making a comparison to external and internal problems. Thus, considerable behavioral and emotional differences exist between siblings. These siblings share, on average, half of their siblings’ genes, as well as differences in non-genetic environmental or experiential influences. Parents treat most siblings in a family differently. Sometimes a mother and father choose a child that both categorize as special or see as a favorite (Mullineaux, Deater-Deckard, Petrill & Thompson, 2009).

**Overall Summary**

An important thought for parents to keep in mind is that it is not what is being done but more so, the perception of what is being done that affects a child. Parents who do not pity a child learn how to get by with what both are already able to provide to a child. The relationship that a child has with his parents reflects how a relationship with his peers will be built. A child who forms an encouraging, and supportive relationship with his family is able to build a stable relationship with others because parents will have adopted positive social skills, which are essential in any relationship (Liem, Cavell & Lustig, 2010).

With this said, the behavior that is displayed by a parent influences peer relationships and the outcome of an adolescents self-development. Today an adolescent spends most of his time at school, home, or relying on his parents. As time goes by the relationships formed between parents and a child,’s peers will stay consistent and repeat the same cycle (Liem, Cavell & Lustig, 2010).
CHAPTER 3: METHODOLOGY

Methodology

The methods used to study the hypothesis of this paper were to conduct an in-depth research. When conducting this research three distinct areas were the focus, which are parenting styles, child development, and humanistic behavior. Each aspect was based on encouragement versus punishment. Numerous resources were collected to gather facts and review previous data collected from other researchers. Through this research, it is expected that the findings will relate to the hypothesis. The data will prove that a child does in fact model his parent’s in some form, whether it is through behavior or decision-making.

CHAPTER 4. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The results that were retrieved from numerous research methods yielded information that was compatible to the hypothesis of this study. A child is highly affected by the way he is parented and by the time invested in nurturing and forming a relationship with him. A child’s behavior and his development connect with how he is reared. Parents used several methods to discipline their children. Children rebel because some parents do not allow any relationships outside of home to be formed. A parent sometimes does not allow his child to make any mistakes, which is natural and can be a healthy learning process. Parents have preconceived notions about parenting a child and what form of nurture and discipline is useful.

Conclusions

In conclusion based on the data collected from research the hypothesis reflects the results. A child does in fact model its parent’s behavior and the generations after will go on to use the same methods of rearing a child as a guide. Parents for years have told children not to follow the
examples that are illustrated, but instead to do the opposite in order to have a positive outcome in life. This is all because a parent wants more in life for his child than was accomplished when he was young.

A parental figure plays an important part in a child’s life. A child inherits some of the same traits that his parent’s carry which in result helps a child make his decisions in life. A child is very dependent on his parents from the time of birth. Parents contribute a lot regarding a child’s welfare. A mother and father are expected to uphold different roles and fulfill a child’s needs. A mother is able to adjust to being a parent, but a father tends to need more time to adapt to his role. A child takes on the values installed in him from his childhood. These values often do not surface until an important decision has to be made. Communication is essential and must be established within a parent-child relationship. It helps a child learn how to communicate with others.

The style of parenting that a parent takes on determines the outcome of a child. A child is a reflection of his parent. Parents enforce rules and expectations in order to prevent children from making the same mistakes as both did when young. Sometimes parents restrict children holding a tight grip on freedom and involvement with others to the point that children become rebellious. In as much some parenting styles do help promote growth in a child’s life. In order to have a strong bond with a child parents must first understand who a child is as an individual.

Some parents give children a certain amount of space to grow and express themselves intervening only when necessary. This problem has been highlighted several times throughout the data collected within this research. Parents set standards according to what each expect a child to uphold. As an adolescent reaches adulthood, a sense of independence is gained. Parenting is a 24-hour job that is time consuming and holds a lot of power, think about the
consequences that a negative action may cause before inflicted it on a child.

**Recommendations**

The developmental process of a child is important. As a child grows into an adult, guidance, support and the love of those close to him is needed. A parent is the biggest influence in a child’s life. If a parent inflicts negativity onto a child, he may grow, up to either rear a child in the same manner or find a new method of parenting that is less harsh and more involved. Time spent with a child allows a parent to build a strong relationship with his child and to gain a sense of trust and security.

When a parent is uninvolved in a child’s life, the child tends to feel unwanted and as though his parent does not love him. A parent must pay attention to the behavior displayed and the actions inflicted on a child. A child pays close attention to his parents and watches to both to learn how to handle certain situations in life. Most of all as a child gets older he pays close attention to the way a parent chastises and disciplines. As time passes in the mind of a child he, gains a sense of what is wrong and right based on the beliefs taught to him. The decisions and the way both carry themselves as individuals is based on the beliefs both have about the world, gender, and standards created everyday for everyone follow. All parents or potential parents need to evaluate themselves before inflicting rules, regulations and boundaries because if a parent does not abide by his own restrictions then his child will feel as though he should not have to either.

A parent must realize that the outcome of his child is intertwined with what influences a child. A leader by example is a method that highly affects a child because he is able to observe what parents do that is deemed as wrong or right. It is important to remember that a child is extremely smart and tends to use defense mechanisms such as “Why should I do this or that?
You don’t.” A child is able to see his parent’s flaws and therefore wait for an opportune time to present what is observed. Parents at times underestimate the impact that both have on a child.
References


Appendix A

Table 1
*RPM3 Interview*

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Please describe what it means for you to be a father:</td>
</tr>
<tr>
<td></td>
<td>2. How do you think you developed these ideas?</td>
</tr>
<tr>
<td></td>
<td>3. What are some of the responsibilities that you now have as a father that you do not have before?</td>
</tr>
<tr>
<td></td>
<td>4. What do you feel are the most important things a father can do for his child?</td>
</tr>
<tr>
<td></td>
<td>5. Can you tell me a few specific ways that you father your child?</td>
</tr>
</tbody>
</table>

Responding:

|          | 6. Have you ever seen your child doing something new? What do you do in situations where your child is doing something new? |
|          | 7. When your child does something that, you do not want him/her to do, how do you handle the situation? |
|          | 8. How do you think babies communicate? |

Preventing:

|          | 9. What are some problems that you could possibly foresee occurring in your Child’s life? |
|          | 10. As a father, what do you think you will do about these problems? |

Monitoring:

|          | 11. What kinds of things do you think a father should do when spending time with his child? |
12. How well do you know your child? How do you see this changing as your child grows older?

Mentoring:

13. Describe how you see your relationship with your child developing as he/she grows older.

14. What are some things that you hope to do as your child grows up in order to be an important person in your child’s life?

15. How do you think that children learn things?

Modeling:

16. What are some things that your father did that you want to do for your child?

17. What are some things that your father did that you don’t want to do with your child?

18. What are some things that you would like to change about your own fathering?

19. What are some of the things that you think make you a good father?
Appendix B

The University of New Orleans
Alabama Parenting Questionnaire (APQ)
(Parent Form)

Child’s Name: ___________________________ ID#: ____________________

Parent Completing Form (Circle one): Mother Father Other: _____________

Instructions: The following are a number of statements about your family. Please rate each item as to how often it typically occurs in your home. The possible answers are Never (1), Almost Never (2), Sometimes (3), Often (4), Always (5). PLEASE ANSWER ALL ITEMS.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
9. You ask your child about his/her day in school.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

10. Your child stays out in the evening past the time he/she is supposed to be home.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

11. You help your child with his/her homework.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

12. You feel that getting your child to obey you is more trouble that it's worth.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

13. You compliment your child when he/she does something well.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

14. You ask your child what his/her plans are for the coming day.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

15. You drive your child to a special activity.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

16. You praise your child if he/she behaves well.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

17. Your child is out with friends you don't know.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

18. You hug or kiss your child when he/she has done something well.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

19. Your child goes out without a set time to be home.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

20. You talk to your child about his/her friends.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

21. Your child is out after dark without an adult with him/her.  
<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>--------------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>22. You let your child out of a punishment early (like lift restrictions earlier than you originally said).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. Your child helps plan family activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. You get so busy that you forget where your child is and what he/she is doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. Your child is not punished when he/she has done something wrong.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26. You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27. You tell your child that you like it when he/she helps out around the house.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28. You don't check that your child comes home at the time she/he was supposed to.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. You don't tell your child where you are going.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30. Your child comes home from school more than an hour past the time you expect him/her.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31. The punishment you give your child depends on your mood.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32. Your child is at home without adult supervision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>33. You spank your child with your hand when he/she has done something wrong.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34. You ignore your child when he/she is misbehaving.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35. You slap your child when he/she has done something wrong.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36. You take away privileges or money from your child as a punishment.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37. You send your child to his/her room as a punishment.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38. You hit your child with a belt, switch, or other object when he/she has done something wrong.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>39. You yell or scream at your child when he/she has done something wrong.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>40. You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>41. You use time out (make him/her sit or stand in a corner) as a punishment.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>42. You give your child extra chores as a punishment.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix C

Center for Epidemiologic Studies Depression Scale (CES-D), NIMH

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way during the past week.

**During the Past**

<table>
<thead>
<tr>
<th>Week</th>
<th>Rarely or none of the time (less than 1 day)</th>
<th>Some or a little of the time (1-2 days)</th>
<th>Occasionally or a moderate amount of time (3-4 days)</th>
<th>Most or all of the time (5-7 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was bothered by things that usually do not bother me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I did not feel like eating; my appetite was poor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I felt that I could not shake off the blues even with help from my family or friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I felt I was just as good as other people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I had trouble keeping my mind on what I was doing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I felt depressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I felt that everything I did was an effort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I felt hopeful about the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I thought my life had been a failure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I felt fearful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. My sleep was restless.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I was happy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I talked less than usual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. People were unfriendly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. I enjoyed life.
17. I had crying spells.
18. I felt sad.
19. I felt that people dislike me.
20. I could not get “going.”

SCORING: zero for answers in the first column, 1 for answers in the second column, 2 for answers in the third column, 3 for answers in the fourth column. The scoring of positive items is reversed. Possible range of scores is zero to 60, with the higher scores indicating the presence of more symptomatology.