Empirical Dataset on Parenting Styles:
Link with Post Millennium Development Goals' Global Development Agenda

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Abstract

This study explored the field of parenting to generate empirical data and how it can be linked to post millennium development goals' global development agenda in the angles of responsible parenthood and teachers' role in the classroom. The data were elicited through the ex post facto and prospective designs on specific type of parenting style under the parenting dimensions the father and mother were practicing as experienced by 322 students selected through purposive sampling and stratified random sampling by proportional allocation from multisite nursing schools in Cebu City, Philippines. The findings of the study revealed as follows: (1) the parents practiced a combination of the three parenting styles namely, authoritative, authoritarian and permissive; (2) the indifferent style was less experienced by the respondents; (3) the authoritative style of parenting appeared to be the most dominant.

Keywords: Behavior management strategies; parenting styles; parenting dimensions

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1. Introduction

As the timeframe for the 2000 Millennium Declaration comes to completion this 2015, empirically generated data relevant to any of the millennium development goals (MDG) can greatly contribute to the post MDG agenda for global development, under the Sustainable Development Goals [1]. Further, a paper discussing the MDG and how to close the gap successfully, stressed vigilance on responsible parenting and strongly contended that the children are a priority obligation and commitment [1]. In view of this intention, the dataset in this study were orchestrated in a constructionist's approach of thematic analysis in order to focus on a certain reality implied by the data which was the reality of childrearing. Thus this investigation would have to take the readers through the research process of this particular investigation.

Nursing students are a growing population in today's educational arena. A remarkable number of these students come from broken homes, with problematic families or their parents are working abroad. A good number of them dropped school or failed in their courses, although a significant number performed well academically. Focusing on nursing students as subjects in this study was advantageous since recent empirical data on nursing students' experience with parenting styles seemed scarce.

Parenting practices in the Philippines (a developing and very progressive country) needed to be studied for some obvious reasons directed towards understanding the Filipino child, advising parents and the need for the teachers to be widely informed about the Filipino child. The child may be passive, assertive or aggressive. He uses these modes of behaviors in his relationship with his parents and teachers. They, in turn will treat him in many ways that seem right and proper to the parent or teacher in the context of their own culture. Increased understanding of local children will clarify the role of the parent and classroom teacher. More studies about parent-child relationships are needed in Philippine setting since results from abroad, no matter how carefully obtained, to an unknown degree do not apply to the Filipino child.

The fundamental idea of parenting is caring which takes as its focus the person. Nursing as compared with other professions primarily builds on the basic human needs approach as its strong vehicle to deliver care in whatever dimensions it may be to various types of individuals. Creditable to mention are the families in the communities. From this aligned perspective, the nurse has an obligation to guide parents to be responsible for their children and for them to be the best they can be as members of society. Sooner or later, the nursing students will become parents themselves and hopefully will employ healthy parenting styles learned in the classroom.

The objective of this empirical investigation was to determine the type of parenting style in terms of its five dimensions as experienced by the nursing students. The aspects of responsible parenthood and teachers' role in the classroom were linked to the post millennium development goals' global development agenda.

1.1 Parenting Styles and Its Five Dimensions

Considering the gravity of the role of parents in molding their children, parenting styles are further grouped into five dimensions as follows: (1) parental attitude; (2) parental control; (3) parental communication; (4) home atmosphere; (5) importance of child's needs and (6) discipline tools [2, 3, and 4]. Table 1 presents a conspicuous portrayal and descriptions of the various parenting dimensions in view of the different parenting styles namely authoritative, authoritarian, permissive and indifferent. It should be realized that, rearing children is a continuous process of analyzing which style best fits for each child. Most common impressions based on observations relay a scenario where new couples are very excited to take care of their child, caring and loving are salient concerns especially for the first born, however, the more children grow in number in the household, one may find that the care and love at the very beginning and for the succeeding children may become inconsistent as the interplay of the parents with their respective jobs, children's needs, basic family concerns such as food, clothing, shelter and even more, appear to contribute to variations in rearing children. There may not be one parenting style that should be assumed as most effective anchored on the fact that each child is unique thus has to be dealt with by the parents in consideration to the situation arising from the development of the child, many factors within and outside the family arena such as individual differences, internal and external environment, idiosyncrasies of the key players namely the parents, teachers and significant others [5].

In view of the parenting experts' [2,3] descriptions of the four parenting styles, these salient information are highlighted: the interrelatedness of the parenting styles, control and support are intertwined in a parenting formula that obviously depicts the following: authoritative style = high support + high control; authoritarian style = high control + low support; permissive style = high support + low control; indifferent style = low support + low control; from the standpoint of values orientation and formation, the four parenting styles are distinctly differentiated in the way God is perceived in which children from authoritative homes see God as one who forgives their misdeeds and helps them grow in grace and faith; God is a blend of mercy and justice; using the authoritative style in homes, gives the children a chance to see a true picture of God and all the other styles distort and misrepresent God [3]. Unfortunately, the authoritarian style of parenting is quite common among conservative religious families who often tend to hide behind a misconception of God's authority as the mandate for their actions. Meanwhile, in permissive parenting there are no limits so there is total freedom perhaps to the extent that the child is left to decide which religion he chooses to believe in. On the other hand, indifferent or neglectful parents see God as a distant ruler of the universe who is not involved in people's everyday lives and One who does not care what happens on earth.

From the angle of underlying principles behind the parenting styles, the authoritative type (democratic/balanced or effective parenting), advocates teaching independence and self responsibility to

the child; the authoritarian style (traditional style) is action discipline, punishment for discipline and firm setting of values and consistent limits; few or no restraints placed on the child's behavior and relationships discipline are reflective of permissive parenting principle while the indifferent style manifests various types of neglect for the child.

The research among Philippine college women revealed modesty, submission to parents and sensitivity as manifested cluster of characteristics [6]. On the other hand, in another study, majority of the respondents described their parents as authoritarian [7]. While in a case study, it illustrated a mother's quality time with her son and emphasized disciplining children in private [8]. Further, a case analysis articulated the father's and mother's impact as equally important [9]. Another angle of an evidence-based data found out that shouting and physical punishment were not effective in curbing behavior [10].

Table 1: Parenting Styles and its Five Dimensions

Parenting Dimensions	Authoritative Style	Authoritarian Style	Permissive Style	Indifferent Style
Parental Attitude	Accepting	Demanding	Submissive	Neglecting
Parental Control	Discusses house rules and regulations	Issues house rules and regulations and expects them to be obeyed without question	Requires few house rules and regulations	Sets no house rules and regulations
Parental Communication	Communicates warmly through eye or body contact	Communicates strictly through hands on hips, sighing, pointing a finger and shaking head	Communicates carefully through reason and manipulation	Communicates indifferently through objections and accusations
Home Atmosphere	Creates a relaxed home atmosphere	Creates a tensed atmosphere	Creates an uncontrollable home atmosphere	Creates a negativistic home atmosphere
Importance of Child's needs	Considers the child's needs equally important as his/her needs	Considers the child's needs less important than his/her needs	Considers the child's needs more important than his/her needs	Child's needs are never important than his /her needs
Discipline Tools	Enforces discipline through negotiation and incentive	Enforces discipline through yelling and punishment	Enforces discipline through giving in and giving up	Enforces very little or no guidance

Sources: D. Baumrind. *Effective parenting during early adolescent transition*. New York: Worth Publisher, 1991.

D. Habenict, "What kind of a leader are you?" *Health and Home*, vol. 37 (3), pp. 45-47, 1996.

H.T. Stein."Impact of parenting styles on children." Internet: www.adlerian.us/parentin.htm [Apr 12, 2015].

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2. Materials and Methods

Based on the elaborations of research experts [10: 25] about the ex post facto strategy, this investigation utilized the ex post facto exploratory and prospective designs where the past and present data using a researcher devised questionnaire (Parenting Styles Checklist) were gathered from a computed sample size of 322 adolescent nursing students (first year to fourth year levels) out of 1,645 finite target population from nine nursing schools/colleges. The respondents were selected through purposive sampling and stratified random sampling by proportional allocation. The respondents were chosen based on the criteria that they must had both father and mother alive and the respondents were living with their parents. The qualified nursing students were identified with the assistance of their class or record advisers who knew their family background data.

The items in the questionnaire were based from the discussions of parenting authors and experts [2, 3, 4, 6]. The parenting styles measured in this study were the authoritative, authoritarian, permissive and indifferent styles while the five parenting dimensions were parental attitude, parental control, parental communication, home atmosphere, importance of child's needs and discipline tools. The parenting styles and the five parenting dimensions in Table 1 were also used in the questionnaire for both the father and mother. To obtain the profile on parenting styles and its dimensions, the following were done logically: (1) the computed values of the weighed mean for each subscale (parenting styles) were interpreted as very high (3.26-4.00); high (2.51-3.25); moderate (1.76-2.50) and low (1.00-1.75). The weighted mean of the numerical values of the responses were computed for each subscale and the frequency and percentage distribution was used to summarize the parenting styles.

3. Results

3.1 Parenting styles and its five dimensions as experienced by the nursing students

3.1.1 Authoritative Style

The findings revealed very high average mean scores for the fathers which were 3.69, 3.33, 3.34 and 3.32 for parental attitude parental control, importance of child's needs and home atmosphere respectively. Further, the fathers had these high average mean scores: 2.92 for parental communication and 3.02 for discipline tools. A similar scenario was true for the mothers in terms of parenting dimensions with these very high average mean scores: 3.75 for parental attitude; 3.54 for parental control; 3.47 for importance of child's needs and 3.43 for home atmosphere. In terms of parental communication and discipline tools the mothers were also rated high, with 3.23 and 3.08 average mean scores respectively. Evidently, it was pointed out that there was a very high to high authoritative style of parenting for both the fathers and

mothers. Hence, the dominant parenting style experienced by most student respondents was the authoritative style, otherwise known as democratic, balanced or effective parenting. Within this context, the results reflected a parenting approach among the selected nursing students that worked on values of cooperation, equality and responsibility for self, thus encouraged independence; one that taught and explained while respecting their children; a parenting style that discussed house rules and regulations, communicated warmly through eye or body contact, created a relaxed home atmosphere, enforced discipline through negotiation and incentives and accepted the growing autonomy of his/her children as well as his/her uniqueness. As described, authoritative parenting combines a high degree of control and warmth; the parents explain the reasons for setting limits and willing to listen to objections from their children [2].

As revealed in an empirical investigation among 272 students in grades 9 and 11 in a Northeastern US public high school, higher self-esteem, life-satisfaction, lower depression were accounted to authoritative mothering while psychological adjustment to paternal parenting styles [12]. A review [13] also noted authoritative parenting styles and higher levels of student achievement as correlated. Culture, ethnicity, and socioeconomic status though, were considered as somehow intervening variables in these findings.

3.1.2 Authoritarian Style

The authoritarian or autocratic style was also experienced by the nursing students from their father and mother. Rated high were the dimensions on parental attitude, 2.47 (father), 2.56 (mother) and parental control. 2.90 (father), 2.90 (mother) while the dimensions on parental communication, 1.93 (father), 2.18 (mother), importance of child's needs, 2.18 (father), 2.15 (mother), home atmosphere, 1.88 (father), 1.93 (mother) and discipline tools, 2.27 (father), 2.28 (mother) were rated moderate. Having a high control was a common denominator for both authoritative and authoritarian styles, while in terms of parental attitude, the authoritative parent was accepting while the authoritarian was demanding meaning that the parents issued commands and were expected to establish the standards of behavior to which the children must adhere. It was conspicuously revealed that in terms of parental attitude, the nursing students pointed out that their parents were a blend of the authoritative and authoritarian styles. A review on empirical studies [14] analyzed on cultural differences and parenting styles reflecting the authoritarian parenting as not an adverse style.

3.1.3 Permissive Style

Creditable to indicate was the tendency of the parents to be highly permissive in the aspects of parental control, parental communication and importance of child's needs, the average mean scores of which were 3.00, 2.77, and 2.91 for the father; 3.20, 2.85, for the mother, respectively. Based on the fact that the

student respondents were pursuing a nursing course, in this stage of their life, they were expected to develop autonomy/independence slowly. The parents' authoritative style supported this aspect hence more permissiveness was exhibited by the parents in terms of requiring few rules, communicating carefully through reason, considering their child's needs more important realizing the obligations, financial, emotional and physical support that accompany with having a child pursuing a career. The permissive approach gives the child extreme freedom. It results in chaos and consequently disrespect for and in consideration of other family members according to Puno as cited in [15:16].

Among adolescents who characterized their parents as non-authoritative, attributions of achievements to low ability and external causality were visibly noted [16]. This finding however may or may not mean a definite and total characteristic of permissive parenting.

3.1.4 Indifferent Style

Contrary to what was described for indifferent or neglectful parenting style having low control and low warmth [3], the items to determine indifferent parenting in this study, indicated low average mean scores, 1.34-1.50 for the father and 1.34-1.57 for the mother, in four out of the five parenting dimensions (parental attitude, parental control, importance of child's needs, home atmosphere, discipline tools) which signified that most of the student respondents believed that their parents were not neglecting them; that they set rules for them ; that their needs were more important instead of never important ; that their parents did not create a negativistic home atmosphere but relaxed instead and that discipline was properly enforced with guidance instead of very little or no guidance. However, parental communication (communicates with their children through objections and accusations) of the father was rated 1.98 while the mother's rating was 2.03.

These average mean ratings interpreted as moderate were just as important to point out notably identified only in the authoritarian, permissive and indifferent styles. This conspicuously showed that these were moderately experienced by the nursing students from their parents who were practicing part of these authoritarian style: (1) communicating either through hands on hips, pointing fingers and shaking head; (2) considering their child's needs less important; (3) creating a tense home atmosphere; (3) yelling and employing punishment. Some of the parents' permissive parenting rated moderate were these practices: (1) submissiveness and (2) giving in and giving up. Knowing that their parents were more accepting and negotiating perhaps their submissiveness/giving in were manifested for the reasons that they found it beneficial or therapeutic to use for a particular situation. Meanwhile, they also gave up, believing that this strategy could somehow develop independence and self –confidence in their child.

On the premise that the parents are human beings, whose moods and emotions vary from other human beings, this may account for the nursing students experiencing a moderate indifferent parenting style

expressed by the parents through communicating with objections and accusations with their children. With the parents dominantly authoritative, more of their accepting qualities can consequently overrule these unpleasant practices. In an investigative result, adolescents with authoritative parents scored highest on measures of psychosocial competence, however they had lowest scores on measures of psychological and behavioral dysfunction while there was a reverse scenario for adolescents with neglectful parents [17].

3.2 Profile of Parenting Styles

It was clearly evident that of the 322 student respondents, 59.01% and 69.25% rated very high the authoritative parenting as their father's and mother's dominant parenting style respectively. Further, the results reflected the parents as child centered; they explained rules in an overall climate of warmth; treated all his/her children equally in terms of needs; exercised leadership with direction; communicated with their children at the same level, created a home atmosphere which was calm and accepted the child's uniqueness and capabilities.

According to Puno as cited in [15], the Filipino parent utilizes two parenting approaches, the authoritative and the authoritarian. The findings precisely indicated that a moderate authoritarian style of parenting was experienced by the selected nursing students from their fathers (54.36%) and from their mothers (60.31%). Similarly, moderate degrees of their parents' permissive style were experienced by the nursing students with 50.31% for the father and 49.69% for the mother. This scenario proved that the parents' parenting practices were less directed to being permissive, hence, they did not permit their children to behave completely as they wish for the reasons that they may become selfish, insecure and immature.

Majority of the student respondents,76.78% and 72.05% of the total respondents' population, pointed out a low indifferent style of their father's and mother's parenting, proving that majority of the nursing students did not experience abusive parenting .

4. Conclusion

Within the confines of the findings of this study, the parents' parenting style is a combination of the authoritative, authoritarian and permissive parenting with the authoritative style as dominant among the three. Each parenting style has its weaknesses and strengths. In view of this angle, an elaboration of this study employing a follow up interview of the respondents and parents can highlight more insights. Indeed, parenting is not a stagnant process but a continuous one. Raising children is not always a bed of roses. Parents just have to vary their parenting strategies to cope with the way children view life at the present time. The children of today are growing at a faster pace so they need to learn sooner how to cope with the tremendous challenges and pressures of contemporary life.

5. Recommendations: Responsible parenthood and teachers' role in the classroom as linked to post millennium development goals' global development agenda

The following strategies be captured as a knowledge resource for the global sustainable development goals towards intensification of teachers' training and parents' seminar.

For the Parents

1. Quality time with the children is a cost effective means of discovering children's challenges and concerns.

2. Healthy relationship and an atmosphere of mutual understanding with the teachers for the child to experience a meaningful synchrony of teaching learning from home to the school.

3. The child should be made to understand that being with others is fun rather than doing harm and parents must appreciate their children's attempts to be independent and the practice of responsibility as they flourish with age.

5. Communicate with the child on individual basis and express your care and love for your child everyday. It maybe so costly to make that mistake of inflicting fear in your child.

For the Teachers

1. Show concern for the child in school and create a climate of freedom to learn in the classroom

2. Utilize behavior management techniques (BMTs) in the classroom such as the following:

2.1 Idle moments can bring about behavioral problems. The teacher can initiate activities such as singing and exercises. A lot of small problems can be avoided during extra minutes.

2.2 Deal with most disruptive incidents through immediate interventional reactions to a child's behavior.

2.3 The teacher should be a source of protection, strength and identification and help the child by establishing closeness in distance when with the child.

2.4 Make the child comfortable by making funny comments and cracking jokes without sarcasm

2.5 Intervene in a problem situation by. appealing to the child's values.

2.6 Help the child recover from a disruption by having an adult or trusted company to leave the room with the child to get a drink, deliver a message or other types of errands. This is used when the child's behavior cannot be controlled by the teacher verbally.

2.7 Help the child calm down without losing control through listening to music, taking a walk outside or just sitting back without doing anything.

2.8 Rearrange the classroom surroundings that may distract the child, or remove harmful objects such as scissors, staple wires that may be picked up by the children who cannot control their impulse.

2.9 Utilize negotiation and compromise in instances where there are conflicts among the children.

3. Establish a behavior outlet / crisis center (BEHO or CRIC)

Any comfortable section in the school which is accessible to the children is designated as a crisis center where both the teacher and child can meet person to person. This area allows free flow of conversation and release of feelings. The teacher's main role here is to listen and make decisions on what of counseling technique would be effective for the child.

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