



## GOOD PARENTING: SUCCESS OF HUMAN RACE

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### ABSTRACT

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

**KEYWORDS :** Good Parenting.

### INTRODUCTION

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

Parenting is carried out by members of a species that function to ensure the reproduction, survival, nurturance, and socialization of the next birth cohort or generation of that species (Lerner et al., 2002). It refers to the set of behaviours that work individually or together to influence child outcomes (Sharma, 2004), beginning with the assumption of responsibility, wherein the primary object of attention and action is the child and involving giving birth to, and caring for a child's physical, psychological, emotional, moral and intellectual development (Baumrind & Thompson, 2002; Karraker & Coleman, 2005). It includes genetic endowment and direct effects of experience that manifest themselves through parents' beliefs and behaviors as well as indirect influences take place through parents' relationships with each other and their connections to community networks (Bornstein, 2005). Thus, parenting encompasses a number of different aspects, including beliefs, attitudes, values, expectations, goals, practices and behaviours (Bornstein, 2002; Wise & da Silva, 2007).

Parenting has emerged as playing a critical role in child development and family well being (Kotchick & Forehand, 2002). It refers to the physical protection, emotional nurturing and socialization of children. Parenting is the process of taking care of children until they are old enough to take care of themselves. It refers to the aspects of raising a child aside from the biological relationship. Parenting has three major goals: ensuring children's health and safety, preparing children for life as productive adults and transmitting cultural values. A high-quality parent-child relationship is critical for healthy development.

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Parenting (or child rearing) is the process of promoting and supporting the physical, emotional, social, financial and intellectual development of a child from infancy to adulthood. It provides safe, secure and nurturing environment for the children. It requires flexibility to meet the unique needs of individuals, the firmness to set needed limits and maturity for the benefit of the children.

Parenting means implementing a series of decisions about the socialization of our children (Kagan, 1998). It enables them to become responsible and contributing members of society. It also includes decision about what to do when children cry, become aggressive, tell lie; do not perform satisfactorily in school etc. Parents sometimes find these decisions confusing and overwhelming. Such decisions are confusing because there is a little consensus as to what children should be like when they grow up or what we do to get them there. Another reason for these confusing decisions is that it is bidirectional and dynamic. An adult's behavior toward a child is often a reaction to that child's temperament and behavior, changing with time as the child develops (Lerner, 1998; Putnam, Sanson & Rothbart 2002). Thus, by influencing adults, children influence their own development.

Good parenting refers to carrying out the responsibilities of raising and relating to children in such a manner that the child is well prepared to realize his or her full potential as a human being. It is a style of raising children that increases the chances of a child becoming the most capable adult. For example, in guiding a child's emotional development, which includes helping a child feel worthy and capable, and in guiding a child's social development, which includes helping them learn how to get along with others, and even in guiding their educational development, which involves helping them learn how to do well at school.

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

- Democratic,
- Authoritarian, and
- Permissive

**Democratic Parenting Style:** by adopting this style parents give their children warm family environment and possibility of autonomy but place limitations as well. They nurture the children's individuality and independence and involve them in discussions. These parents explain discipline issues for their children, take the point of view of their children and provide them with guidance. Some characteristics of these parents include introducing regulations and limitations and presenting their children the right to choose. They do their best so that their children not make a mistake again. Through these accomplishments democratic parents exert decisive effect on the development of cognitive behaviors and creativity of the children. Children of these families are provided with mental security and have a comfortable feeling to their parents. They continue with more confidence in their own creative practices without being worried about obstacles or being blamed or being troubled by the rejection of their social behaviors by their parents.

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

**Permissive Style:** In this kind, parents tend to give more freedom and there is little control or punishment or direction. They prefer to be indifferent. They spend little time with their children. Permissive

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manner has a negative effect on cognitive development and creativity of the children. Children of this class tend to be immature and rebellious, make immediate decisions, have low self-esteem, depend on adults and show less stability in doing their homework (Leylabadi, 1986).

Raising children is one of the toughest and most fulfilling jobs in the world and the one for which parents may be the least prepared. Learning “on the job” how to be a parent can be fraught with pitfalls because every child has fundamental needs that must be met for an emotionally and physically healthy life. Every child must be able to feel safe and secure, loved and valued, able to trust and free to be a child.

These needs must be met by a parent or an adult guardian. While there are many roads to effective parenting, with varying styles and methods, experts agree that all positive parenting rests upon the attribute of love. In parenting, let love be your guide. To help parents grow emotionally and physically healthy children, there are some basics of good parenting:

## **BASICS OF GOOD PARENTING**

### **Be a Good Role Model**

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

As a role model, we can cultivate the traits in our child: respect, friendliness, honesty, kindness, Exhibit unselfish behavior. Do things for other people without expecting a reward, such as taking dinner to sick neighbor. Express thanks; offer compliments. Above all, treat your children the way you expect other people to treat you.

### **Make Communication a Priority**

We can't expect children to do everything simply because we, as parents, “say so.” Children want and deserve explanations as much as adults do. If we don't take time to explain, children will begin to wonder about our values and motives and whether they have any basis. Parents who reason with their children allow them to understand and learn in a non-judgmental way.

Make our expectations clear. If there is a problem, describe it to your child, express your feelings about it and invite your child to work on a solution with you. Make suggestions and offer choice. Be open to your child's suggestions as well. Negotiate with her. Children who participate in decisions are more motivated to carry them out.

### **Avoid Harsh Discipline; Discipline with Love**

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

Parents should never hit a child, under any circumstances, Steinberg says. "Children who are spanked, hit, or slapped are more prone to fighting with other children," he writes. "They are more likely to be bullies and more likely to use aggression to solve disputes with others."

The goal of discipline is to help children choose acceptable behaviors. Children may test the limits you establish for them but they need limits to grow into responsible adults. Establishing house rules might include: homework is to be done before any television privileges are granted, or hitting, name-calling and hurtful teasing are unacceptable.

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### Love Unconditionally

Children need adults in their lives who understand and accept them unconditionally as unique individuals throughout life. Young children need these nurturing relationships for most of their waking hours.

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

### Nurture Child's Self- Esteem

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

The child's self-esteem is greatly influenced by the quality of time spend with him-not the *amount* of time that spend. With our busy lives, we are often thinking about the next thing that we have to do, instead of putting 100% focus attention on what our child is saying to us. We often pretend to listen or ignore our child's attempts to communicate with us. Parents should always avoid making loaded statement or using words as weapons: "What a stupid thing to do!" or "You act more like a baby than your little brother!" Comments like these bruise the inside of a child as much as blows the outside. Parents should choose the words carefully and be compassionate.

### Be a Keen Observer

Observation is essential for understanding and responding to children. It is our basis tool-our eyes and ears- and gives us the important information about children's needs, interests, and strengths. Knowing typical behaviour at certain ages enables us to observe and compare against expected behaviour. When children's development is not typical, your documented observations provide the evidence needed to identify a child who may require additional services from other professionals such as a pediatrician, counselor, speech and language specialist.

### Create Safe, Caring and Appropriate Environment

Children need to feel safe and valued. Their world must be predictable and include at least one adult whom they can depend. They need parents who view them as unique, who know as much as they can about them. Feelings of security influence children's ability to take risks explore and establish a positive sense of self (Maslow, 1987). They also need to live in an environment that protects them from physical and psychological harm and exposure to violence.

### Show Warmth and Affection

Children of all ages need love, warmth and affection from the parents. Parents use many different strategies to socialize their children, including supportive and controlling behaviors. An important type of supportive parenting behavior is parental warmth (MacDonald, 1992). Warmth comprises behaviors such as showing empathy and affection, and expressing an interest in the child's life (Davidov & Grusec, 2006; Locke

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& Prinz, 2002). Warmth is important for the formation of a secure attachment (MacDonald, 1992; Rothbaum & Weisz, 1994).

### **Spend Time Together**

Nowadays, working parent doesn't find time for their children. It's often difficult for parents and children to get together for a family meal. Quantity of time is not as important as what we do with the bits and pieces of time we spend with the child. It is the many little things that can be done together-making popcorn, playing cards and window-shopping that the child will remember. Children who are not getting the attention they want from their parents often act out or misbehave so that they are noticed and attended to by their parents. Many parents find it mutually rewarding to have prescheduled time with their child on a regular basis. For instance, tell your child Tuesday is her special night with Mommy and let her help decide how you will spend your time together. Look for ways to connect with your child without actually being there-put a note or something special in her lunchbox.

Adolescents seem to need the undivided attention of their parents less than younger children. Since there are fewer windows of opportunity for parents and teen to get together, parents should do their best to be available when their teen does express a desire to talk or participate in family activities.

### **Possess a Thorough Knowledge of Child Development**

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

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

### **Unscientific Attitude of Parents**

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

Thus, parents play an important role in the lives of their children including meeting basic needs for food, clothing, shelter, protection and security (O'Connor et al., 2000; Perry, 2002). A warm and supportive parent-child relationship is seen as the cornerstone of effective parenting (Dishion & McMahon, 1998). Supervision of children's activities and friendships (often termed 'monitoring'), appears of great importance and its lack is linked to a range of problematic outcomes, such as antisocial behaviour. Parenting plays critical role in child development and family well being. As behavioral models, teachers, socializing agents, and providers for children's many fundamental needs, parents are critical to the health and development of their children. Successful parenting involves rearing children who themselves rear children. However, this survival goal is only one of the many goals of parenthood (Bornstien, 2005).

Within the context of parent-child relationships, parenting style directly as well as indirectly influences children's social development in a variety of ways by guiding the development of socially skilled behaviour patterns within the context of family life, and by arranging peer experience and fostering friendship. Parenting is an ongoing process. A parent's role changes as children grow up. When children are young, this role is to nurture, protect and guide them. Parents must continue to do this, but to a lesser extent, as children grow older. As children mature, the most important role parents take on is to help prepare them to be independent. Thus, when in doubt about parenting, parents should consult other parents, attend parenting classes and gather information from books, television, and internet or from professional who specialize in working with parents and children.

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