

PARENTAL NURTURANCE AND ITS RELATION TO THEIR CHILD'S SOCIAL AND EMOTIONAL BEHAVIOR

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Abstract

Present study “parental nurturance and its relation to their child’s social and emotional behavior” were conducted on 120 purpose cum randomly selected children of preschool, age group of 4-6 years from the area of Ambedkar Nagar district (Uttar Pradesh).

Two self prepared questionnaires based on parental nurturance and children’s social and emotional behavior were used to assess the parental nurturance and its relation to their child’s social and emotional behavior.

It is concluded on the basis of the result that parental nurturance was positive Correlated with their children’s social and emotional behavior. Therefore it is revealed that good parental nurturance always has good impact on their children.

Key words: parental nurturance, social behavior, emotional behavior, Authoritarian parents, Authoritative parents.

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Introduction

The social emotional development of a preschool aged child influences many attributes of a young child's life, and parenting plays a role in how each child acquires developmentally appropriate social and emotional skills. There are three types of parenting styles. Authoritative parents tend to develop clear guidelines and expectations for their children, while providing lots of nurturing and love. They are consistent with rules, but can be flexible too. Authoritarian parents tend to set high standards and guidelines, and obedience is required. Authoritarian parents equate love with success and are not as nurturing as the other two styles of parenting. Permissive parents have little or no expectations for their children. They often view their children as friends and have few limits imposed. Having developmentally appropriate social emotional skills is crucial to mental health, interpersonal skills, and is the basis for relationship building. Developing a secure, positive self esteem, positive interactions with others and control over ones feelings during the preschool years is vital to future personality development. Because parents have significant influence over a young child's daily interactions and activities, thus is important to view the implications parenting styles have on the social emotional development in children. Often, parenting behavior is multifaceted, and many parenting practices are typically used in conjunction with one another. **Perepletchikova & Kazdin (2005)** State that the domains of parenting, such as communication style, levels of responsiveness, and levels of control, are used in combination with one another to create an individual's overall parenting style. Thus, it is important to take into consideration the overall parenting style when understanding the effects that parenting behavior has on child outcomes.

Objective of the study

- To assess the correlation between parental nurturance and children's social and emotional behavior.

Methodology

Present study "parental nurturance and its relation to their child's social and emotional behavior were conducted on 120 purpose cum randomly selected children of preschool, age group of 4-6 years from the area of Ambedkar Nagar district (Uttar Pradesh). Two self prepared questionnaires based on parental nurturance and children's social and emotional behavior were

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Results and discussions

The collected data was tabulated and analyzed in the table below:-

Table No 1: mean and S.D according to parental nurturance.

PARENTAL NURTURANCE		
S.N	STATEMENT	MEAN±S.D
1.	Does you give attention to your child that what he says?	2±0
2.	Do you tell the advantages of following the rules to your children?	1.45±0.81
3.	Do you think that child should obey to their parents and not tell back?	1.54±0.74
4.	Do you let your child to do what he likes?	1.24±.84
5.	Do you think that by leaving to the child alone, he will become bad person?	1.31±1.11
6.	Do you give your time to your children when you do work?	1.3±0.86
7.	Do you make understand to your child when he does not follow the rules made by you?	1.44±0.82
8.	Do you think that children should do the work what you expect by them?	1.35±0.81
9.	Do you think that children do wrong behavior then he should make understand by you?	1.46±0.80
10.	Do you permit to your child to play with other children?	1.22±0.85
11.	Do you think that if children want something you should give him that thing if it is good?	1.35±0.77
12.	Do you think that you should go outside with your children for picnic?	1.50±0.74
13.	Do you think that children should have freedom to take their decisions?	1.28±0.84
14.	Do you think that your child should have freedom to do every work which is good for him?	1.41±0.78
15.	Do you give freedom to your child to do friendship with children of any caste or religion?	1.37±0.82
16.	Do you tell importance of doing work on time to your children?	1.4±0.81
17.	Do you think that it is necessary to give answers to your children?	1.4±0.77

Table 1 presents that highest value of mean score was to be found in the statement number 1(2 ± 0) that is “does you give attention to your child what he says” and the lowest mean value was to be found in statement number 13 (1.28 ± 0.84) that is “do you think that children should have freedom to take their decisions”.

Table No 2: Mean and S.D according to children’s social behavior.

Social behavior		
S.N	Statements	Mean \pm SD
1.	Does your child listen carefully when you talk to him?	.1.5 \pm 0.6
2.	Does your child too friendly with strangers?	1.05 \pm 0
3.	Does your child share his toys with other children?	1.27 \pm 0.81
4.	Does your child do something what you tell to do him?	1.27 \pm 0.84
5.	Does your child show interest in eating with you?	1.35 \pm 0.83
6.	Does your child feel difficulty to start other work rapidly after completing his work.?	1.04 \pm 0.88
7.	Does your child sleep at least 8 hours in 24 hours?	1.01 \pm 0.88
8.	Does your child seem more active than any other children of his age group?	1.13 \pm 8.86
9.	Does your child have interest to see the television?	1.32 \pm 0.85
10.	Does your child follow the behavior of his elders?	1.33 \pm 0.82
11.	Does your child follow the rule of his home?	1.34 \pm 0.82
12.	Does your child try to search friends at the home and outside?	1.21 \pm 0.88
13.	Does others show politeness for your child?	1.34 \pm 0.81
14.	Does your child name friends?	1.4 \pm 0.77
15.	Do other children like play with your child?	1.27 \pm 0.84

Table 2 presents that highest value of mean score was to be found in the statement number 1(1.5 ± 0.69) that is “dose your child listen carefully when you talk to him” and the lowest value of mean score was to be found in the statement number 6 (1.04 ± 0.88) that is “does your child face difficulty to start other work rapidly after completing his work”.

Table No 3: Mean and S.D according to children's emotional behavior.

Emotional behavior		
S.N	STATEMENT	MEAN.S.D
1.	Does your child cling to you more than expectations?	0.97±0.11
2.	When your child become upset, can your child be calm down within 15 minutes?	1.15±0.84
3	Does your child cry for long time?	0.15±0.50
4.	Does your child become angry for long time?	0.82±0.83
5.	Does your child seem happy?	1.14±0.79
6.	Does your child hurt himself to fulfill his purpose?	1. ±0,90
7.	Does your child use words to tell you what he want or need?	1.10±.88
8.	Does your child destroys or damage thing on purpose?	0.92±0.89
9.	Does your child steal things to fulfill his aims?	0.9±0.92
10.	Does your child show concern for other people's feelings?	1.26±0.88
11.	Does your child stay away from dangerous things at home? Ex-electronic parts, fire, gas cylinder?	1.15±0.92
12.	Does your child become silent just after doing some activities in excitement?	1.00±0.86
13.	Does your child try to hurt other children or animal?	0.84±0.88
14.	Does your child keep silence for the whole day?	0.9±0.85
15.	Does your child have eating problems such stuffing food, vomiting, eating non food items?	0.85±0.88

Table 3 presents that highest value of mean score was to be found in the statement number **6** (1±0.90) that is “does he hurt himself to fulfill his purpose?” and the lowest mean value was to be found in the statement number **12** (0.85±0.88) that is “does your child become silent just after doing some activities in excitement.”

Table 4: Correlation coefficient among parental nurturance and their children's social and emotional behavior.

Behavior of children	Parental nurturance
Emotional behavior	0.4089***
Social behavior	0.5757***

It is observed from the above **table** that emotional behavior of preschoolers is positively significant with parental nurturance at the 1% level of significance and also social behavior of pre-school children is positively significant with their parental nurturance at the 1% level of significance. Thus it is concluded that good parental nurturance always has good impact on their children. There is a study related to this finding conducted by **Baumrind (1991)** shown in his study that parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial development, and problem behavior.

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