

**Impact of Disciplinary Techniques Adopted by Parents on Preschool
Children's Behavior**

Final Project Report

Of

UGC MINOR RESEARCH PROJECT

F.No. 42-1012/2013(SR), dated 25.3.2013

Submitted to

UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG

NEW DELHI – 110 002



By

Dr .B. SWAROOPA RANI
Assistant Professor
Principal Investigator
Department of Home Science
S V University, Tirupati
517502, A.P, India

Dr. K. ANURADHA
Professor
Co- Investigator
Department of Home Science
S V University, Tirupati
517502, A.P, India

Impact of Disciplinary Techniques Adopted by Parents on Preschool Children's Behavior

The aim of the study is to assess the different disciplinary strategies adopted by parents and how it impact on behavior of young children. The following are the objectives of the study.

ANNEXURE – I

OBJECTIVES

- To study the disciplinary strategies practiced by parents according to child variables
- To study the disciplinary strategies practiced by parents according to parent & family variables
- To assess the behaviour problems of pre-school children as per the mothers' rating and teachers' rating
- To assess the impact of disciplinary strategies adopted by parents on behaviour of pre-school children

ANNEXURE – II

INTRODUCTION:

Discipline is an organized, regulated and orderly way of life, learning to conform to the expected patterns of behavior and customs in an acceptable manner. According to kuppuswamy (1990), discipline is really a process of training learning that fosters development of the individuals. Discipline has undergone many changes from time to time. In earlier days there was a strict authoritarian discipline based on social customs. There is a Vedic statement “mathrudevobhava, pithrudevobhava, acharyadevobhava”-one was enjoined to look upon the mother, father and teacher. As three important figures that stands for disciplining the child and make the socialization of child as good figures. Today there is growing tendency to favor discipline based on democratic principles. In discipline, there are three essential elements: rules and laws which serves as guidelines for approved behavior, punishment for willful violation of rules and laws and rewards for behavior or attempts to behave in a socially approved way.

Parental Discipline:

Parents play an important role in disciplining the child. Disciplinary techniques or parenting practices are defined as set of attitudes beliefs and goals, parents have to put into practice in their daily interactions with their children. Hurlock (1994) stated that each disciplinary style has particular effect on child’s behavior attitude and personality .Discipline is essential to children’s development because it fulfills certain of their needs, it gives to children a feeling of security by telling them what they may and may not do. It also helps children to avoid frequent feelings of guilt and shame for misbehavior. Discipline helps children to learn how to behave in a way it leads to praise that they interpret as indication of love and acceptance, essential to successful adjustment and happiness. Parents self-reported on the overall incidence of a range of disciplinary responses to their child’s misbehavior in the past year. Discipline responses included both physical and non-physical punishment, ranging from inductive strategies such as ‘discussed issue calmly with child’ to psychologically and physically coercive strategies such as ‘called child stupid or lazy’ and ‘kicked or knocked child down’. Twenty-two strategies

in total were included and findings are presented below under three headings: non-aggressive discipline strategies, psychologically aggressive discipline strategies and physical punishment.

Children and Discipline:

Discipline is an essential characteristic of any society. It is not possible for a family, school, club or community to run smoothly without rules and regulations and some means of enforcing them. No individuals can be a participating member of any group without subjecting himself/herself to control.

Discipline has been recorded as essential to the child's development. Though, ideas about what constitutes discipline have undergone many changes from time. The goal of all disciplinary techniques is to mould the child, so that he/she will be able to adjust to the traditional roles prescribed by the cultural groups with which the child is identified.

Disciplinary Techniques:-

- **Appreciating and Rewarding:**-Allowing a child to stay up an extra 15 minutes because he behaved well can motivate him to have another good day tomorrow. Surprise rewards can also be quite rewarding.
- **Removal of Privileges:**-Taking away privileges can be effective if a child refuse to go to time out or when a big offense is committed. Just make sure to only take away a privilege for a very short duration of tome
- **Time Out:** A time out involves isolating or separating a child for a few minutes, and is intended to give an over-excited child time to calm down.
- **Grounding:**-Grounding is a form of punishment, usually for older children, preteens and teenagers that restricts their movement outside of the home, such as visiting friends or using the car and they are not allowed to go anywhere but school and few required places.
- **Scolding:**-Scolding involves reproving or criticizing a child's negative behavior and/or actions.

- **Punishment:**-If acting aggressively, gives immediate, undesired consequence (send to corner; say “NO”).
- **Ignoring:**-Ignoring mild misbehavior can be effective as children can often be very silly at this age and they usually enjoy any attention they receive, even if it is negative.
- **Remove Privileges:**-Taking away privileges can be effective if a child refuse to go to time out or when a big offense is committed. Just make sure to only take away a privilege for a very short duration of time.

Disciplinary Strategies

Hoffman (2000), conceptualized moral internalization model which explained that societal norms and parental values, which are initially motivated by external forces, eventually come to acquire an internal motivational force. The theorist argued that disciplinary encounters with parents are central to the process of moral internalization and what happens in a disciplinary encounter is likely to influence whether or not children internalize norms and subsequently behave in a way that is consistent with these norms (Hoffman, 2000). As children internalize norms of behaviour, the need for external control of behaviour through mechanisms such as reward and punishment is lessened.

According to Hoffman's information processing theory (1977), there are three types of disciplinary strategies- i) Power-assertive (physical punishment, threats or withdrawal of privileges), ii) Love-withdrawal (withholding attention, affection or approval) and iii) Inductive (reasoning, reminding children the rules and explaining the impact of children's behaviour on others). Disciplinary strategies used by parents may vary systematically according to parenting style. The way a child is disciplined is an indicator of the parenting styles adopted by the parents

Parenting and Behavioral Problems

All the children at some time or other present some behaviour difficulties for their parents and teachers as part of their normal development. 'Behaviour problems' in children cannot be termed as 'disease' but they are the symptoms or the reactions which are caused by emotional disturbance or environmental maladjustment. No single cause can ever produce a behaviour problem. It is a multiplicity of causative factors which is responsible for its manifestation

(Marfatia, 1963). The term “behaviour problem” is used to designate a deviation in behaviour from the one expected or approved by the society. This is a behavior, which makes life difficult and unsatisfactory for the child and their parents by affecting the child’s efficiency, physical wellbeing and social adjustment.

Some common behavior problems among pre-school children are thumb sucking, nail biting, bed wetting, head banging, refusal to eat, attention demanding, fears, hurting other children, destruction etc.

Any ignorance on the part of parents may lead to unwanted damaging effects on children’s growth and thereafter may create behavior problems in children. Thus, parenting is a composite activity that is the sum of many particular behaviors working together or individually, to finally have an effect on the child’s behavior.

Specific parenting behaviors, such as physical punishments, may affect children’s development and consequently cause behavioral disorders in them. The pattern of parenting style is utilized to get normal variations in parents’ endeavor in order to control and socialize their children (Baumrind, 1991). It has been reported that Parental use of aggressive discipline, specifically corporal punishment and psychological aggression, has been shown to increase the risk for a number of problem behaviors in children and adolescents.

Significance of the study

Parents and teachers play an significant role in socialization of children especially during formative years of pre- school age. Researchers have suggested that studying parents’ interaction with their children is necessary to understand the socialization of children because parents are considered as one of the largest factors in this process (Collins et al., 2000; Gallager, 2002; Maccoby, 1992).

The Indian family is used to be synonymous with the joint family from olden days, but with the industrialization, urbanization and modernization slowly the joint family system is disintegrating. Moreover Changes in family contexts and family structure in India has brought out considerable changes in parenting values and practices. There has been controversy on the appropriateness of parental use of punishment on children. In India a proverb "Spare the rod and

spoil the child” is still practiced by some parents. Disintegration of joint family system made parents to stand in cross roads and in confusion about the correct method of upbringing of children. Suggestions from media with incompatible messages have been making many parents confuse about parenting and children’s development. Societal changes have made it more difficult to rely on parenting techniques from the past. The pace of social change is increasing as India opens up to western influences. The rapid pace at which these changes occur, causing trouble to parents to handle the behaviour of children. Hence, a need was felt to identify the relation between family variables and disciplinary practices adopted by parents in the context of changing family structure.

Children are not, however, a mere reflection of their socialization. There are individual differences between children according to gender, age, or behavior which have an effect on how parents treat them and what they expect of them. The structure of the family, such as the number of caregivers and the number of children, also influence the disciplinary practices exercised by parents. In a country like India with different religions and cultures, comparing parenting styles across family type, parental education and occupation and information collected from different geographical locations will give an idea about the determinants of parenting styles and disciplinary practices in the cultural context.

The reported literature showed that there is a dearth of studies in India on parental use of disciplining and the few that were reported were conducted on adolescents and have children as the study respondents. Though, data obtained from children are useful, it is also important to get information from the parents. Hence, the present study was planned to collect data from parents about the parental use of disciplinary methods. Exploring the relationship of demographic variables with parenting styles, disciplinary strategies and children’s behavior would elucidate some of the key determinants of the use of different disciplinary practices by parents especially in Indian context. Identification of such correlates unique to a particular culture is important, such that, evidence-based culturally appropriate preventive programs might be formulated. Reliable culture-specific prevalence data through systematic research on parenting need to be explored. With such culture-specific information, policies and programs could be established based on factual data rather than those based on findings from other countries.

With this background an attempt was made to find the determinants of disciplinary practices adopted by parents and to explore its effect on pre-school children's behavior with the following objectives.

II REVIEW OF LITERATURE

A systematic review was carried out to examine the relationship between disciplinary strategies and children's behavior. Most of the studies reviewed were conducted internationally. There is ample evidence to support the correlation between parenting style and children's behavior. But, parenting styles differ from culture to culture and there is a relative dearth of literature focused on parental personal variables in relation to parenting styles and children's behavior especially in Indian context. An attempt has been made to present available literature under the following heads;

1 Disciplinary Strategies

1.1 Power Assertive Disciplinary strategy

1.2 Other Disciplinary Strategies

2. Behavior Problems among Children

2.4.1 Parenting Styles and Child Behaviour Problems

2.4.2 Teachers' and Parents' Perceptions and Child Behavior

Disciplinary Strategies

Discipline is the process of teaching children the values and normative behaviors of their society (Wissow, 2002). According to Hoffman's information processing theory (1977), there are three types of disciplinary strategies) power-assertive (physical punishment, threats or withdrawal of privileges), ii) love-withdrawal (withholding attention, affection or approval) and iii).inductive (reasoning, reminding children the rules and explaining the impact of children's behaviour on others). Disciplinary strategies used by parents may vary systematically according to parenting style. The following studies are focused on disciplinary strategies adopted by parents and child behavior.

A plenty of research has been reported on power assertive type of disciplinary strategy.

Power Assertive Disciplinary strategy

Power assertive discipline style involves adult behaviour like spanking, withdrawal of privileges and threats of punishment or physical harm. Children respond to an adult's request out of fear—rather than respect. Consequently, children's motivations for appropriate behaviour are external, and they conform to expectations to avoid punishment. But when children find themselves in situations where they will probably not be “caught,” they are likely to engage in inappropriate behaviour (Hoffman.2000).

In one earlier study by Cohen and Brook (1995), had assessed levels of power-assertive punishment and conducted psychiatric assessments on children and mothers in a representative sample of 976 families. A follow-up of the families revealed that if children belonged to the highly punished group, their chances of showing conduct disorder 8 years later were doubled. The authors concluded that physical punishment had a causal effect on increasing conduct disorders.

Murray and Straus *et al.*(1997), investigated relationship between corporal punishment and antisocial behaviour (ASB). Data was collected from interviews with a national sample of 807 mothers of children aged 6 to 9 years in the National Longitudinal Survey of Youth-Child Supplement. Analysis of variance was used to test the hypothesis that when parents use corporal punishment to correct ASB, it increases subsequent ASB. The analysis controlled for the level of ASB at the start of the study, family socioeconomic status, sex of the child, and the extent to which the home provided emotional support and cognitive stimulation. Results revealed that Forty-four per cent of the mothers reported spanking their children during the week prior to the study and they spanked them an average of 2.1 times that week. The more spanking at the start of the period, the higher the level of ASB 2 years later. The findings suggested that if parents replace corporal punishment by nonviolent modes of discipline, it could reduce the risk of ASB among children and reduce the level of violence in American society.

Straus and Stewart (1999), presented data on corporal punishment (CP) by a nationally representative sample of 991 American parents interviewed in 1995. Six types of CP were examined: slaps on the hand or leg, spanking on the buttocks, pinching, shaking, hitting on the

buttocks with a belt or paddle, and slapping in the face. The overall prevalence rate (the percentage of parents using any of these types of CP during the previous year) was 35% for infants and reached a peak of 94% at ages 3 and 4. Despite rapid decline after age 5, just over half of American parents hit children at age 12, a third at age 14, and 13% at age 17. Analysis of chronicity found that parents who hit teenage children did so an average of about six times during the year. Severity, as measured by hitting the child with a belt or paddle, was greatest for children age 5–12 (28% of such children). CP was more prevalent among African American and low socio-economic status parents.

Dietz (2000), conducted a study on social situational model of family violence through an examination of characteristics associated with the use of ordinary and severe corporal punishment as measured by the Parents-Child Conflict Tactics Scales. Logistic Regression used to examine the validity of the model using data from a national sample conducted by the Gallup Organizations. Results revealed that those with fewer resources (lower income, lower educational attainment) were more likely to be use severe corporal punishment. In addition, those who had been more likely to be socialized into the use of violence were also more likely to use severe corporal punishment.

Mulvaney and Mebert (2007), examined the impact of corporal punishment (CP) on children's behavior problems. The results indicated that parental CP uniquely contributes to negative behavioral adjustment in children at both 36 months and at 1st grade, with the effects at the earlier age more pronounced in children with difficult temperaments. The author suggested that parents and mental health professionals who work to modify children's negative behavior should be aware of the unique impact that CP likely plays in triggering and maintaining children's behavior problems. It was highlighted that broad-based family policies that reduce the use of this parenting behavior would potentially increase children's mental health and decrease the incidence of children's behavior problems.

Goodman, Nissa, Teti and Douglas (2008), explored longitudinal relations between maternal emotional involvement, power assertive discipline, and child adjustment in a sample of 35 mothers of infant, toddler, and preschool-age children. Results indicated that power assertive discipline strategy may show negative impact on child adjustment, depending on levels of maternal emotional involvement.

Elizabeth and Gershoff (2010), examined 292 mothers and their children of 8-12 years old. The associations of 11 discipline techniques with children's aggressive and anxious behaviors in an international sample of mothers and children from 6 countries. Results revealed that mothers use of corporal punishment, expressive disappointment, and yelling were significantly related to more child aggression symptoms, whereas giving a time out using corporal punishment, expressing disappointment and shaming were significantly related to greater child anxiety symptoms.

In one study on adolescents, Bosmans, Braet, Beyers, Leeuwen & Vlierberghe (2011), investigated link between power assertive discipline and internalizing problems in adolescence and role of attachment. A sample of 514 families (mothers, fathers, and adolescents ranging in age from 10 to 18 years) completed questionnaires measuring power assertive discipline, attachment, and internalizing problems. Power assertive discipline was measured with multiple informants. Results revealed that power assertive discipline tended to be linked with higher internalizing problems only when early adolescents reported high levels of attachment security. Power assertive discipline is associated with internalizing problems and less secure attachment, and attachment explained the association between power assertive discipline and internalizing problems.

The above review studies focused on corporal punishment of power assertive disciplinary strategy. The following studies focused on physical and corporal punishment.

Physical punishment is defined as intention or potential to cause injury or psychological damage, repeated, prolonged or involving the use of implements; causing likely or actual harm. Physical punishment includes spanking, slapping, pinching, or pulling, hitting with an object, such as a paddle, belt, hairbrush, whip, or stick. With regard to physical punishment and children's aggressive behaviour, theoretically, it was hypothesized that through the use of physical punishment, parents model aggressive behavior for their children and promote biases towards aggression in children's social relationships. A plethora of research has demonstrated a clear association between physical punishment and child aggressive behaviour.

Eamon and Zuehl (2001), explored the mediating effects of maternal depression and physical punishment on the socio emotional problems of children in single-mother families. The

effects of several other socio demographic variables viz., maternal birth age, maternal education, and number of siblings were also examined. Data from a national sample of 878 4–9-year-old children in single-mother families were used in the study. Results showed that the effect of poverty was mediated by maternal depression and mothers' use of physical punishment. Maternal depression influenced children's socio-emotional problems directly, as well as indirectly through physical punishment. The findings of the present study suggested that the assessment and treatment of maternal depression can be effective clinical strategies in treating children who exhibit socio-emotional problems.

Gershoff's (2002) conducted a meta-analysis to assess small to moderate effect of parental use of physical punishment on children's aggression and a moderate effect on adult aggression. Clear associations between physical punishment and anti-social behavior have also been demonstrated. The author found an association between physical punishment and poorer quality parent–child relationships. She suggested that physical punishment by parents may lead to an avoidance response by children, which may undermine children's security of attachment and trust in their parents

McLoyd and Smith (2002), found that parental use of physical discipline predicted increases in child problem behavior over time only when it occurred in the context of low levels of emotional support.

Studies which were conducted longitudinally gives more clear picture of impact of disciplinary strategies and behaviour of children. In one study (Jennifer et al., 2004) followed a large group of children from pre-school age to adolescent period Jennifer, Deckard Kenneth, John and Gregory (2004), examined race as a moderator of the link between physical discipline and adolescent externalizing behaviour problems. The study was conducted on representative community sample of 585 children who were followed from pre-kindergarten (age 5) through grade 11 (age 16). Mothers reported on their use of physical discipline in the child's first five years of and again during grades 6 (age 11) and 8 (age 13). Mothers and adolescents reported on a variety of externalizing behaviours in grade 11 including aggression, violence, and trouble at school and with the police. Results revealed that, marital status, socio-economic status, and child temperament revealed significant interactions between physical discipline during the child's first five years of life and race in the prediction of 3 of the 7 adolescent externalizing outcomes

assessed and significant interactions between physical discipline during grades 6 and 8 and race in the prediction of all 7 adolescent externalizing outcomes.

Ateah and Durrant (2005), examined the role of cognition and its affect on maternal use of physical punishment. One hundred and ten mothers of 3-year-old children were interviewed regarding two disciplinary situations that occurred during the previous 2-week period that elicited their strongest reactions: one which resulted in the use of physical punishment (if this occurred) and one which did not. The individual and combined contributions of the predictors of physical punishment use were analyzed through logistic regression. Results revealed that the predictors of physical punishment following individual analyses were maternal attitude toward physical punishment, maternal perception of the seriousness and intent of the child misbehaviour, and maternal anger in response to the child misbehaviour. Through multivariate analysis 54% of the variance in physical punishment use was explained. Both cognitive and affective factors affect the decision to use physical punishment with children.

In a review article, Smith, Gallop, Taylor and Marshall (2005), reviewed 6 studies on cognitive achievement and behaviour problem among children. An association between harsh physical punishment and poor academic achievement across a range of ages and ethnic groups was reported. For example, one longitudinal study conducted in the USA (Shumow *et al*, 1998), used a variety of teacher- and parental-report measures and school achievement results. Parental harshness was negatively associated with both parent and teacher reports of children's adjustment problems and poorer academic achievement, even after controlling for race, family structure, parental education and family income. The authors concluded that parental harshness was associated with poorer cognitive achievement and social adjustment at school. However, this relationship between parental harshness and behavior problems is not ubiquitous. Rather it appears to be moderated by ethnic and cultural differences.

McKee, Roland, Coffelt, Ardis, Forehand, Massari, Jones, Gaffney and Michael (2007), examined harsh verbal and physical discipline and child problem behaviors in a community sample of 2,582 parents and their fifth and sixth grade children. Participants were recruited from pediatric practices, and both parents and children completed questionnaire packets. The findings indicated that boys received more harsh verbal and physical discipline than girls, with fathers utilizing more harsh physical discipline with boys than did mothers. Both types of harsh

discipline were associated with child behavior problems uniquely after positive parenting was taken into account. Child gender did not moderate the findings, but one dimension of positive parenting (i.e., parental warmth) served to buffer children from the detrimental influences of harsh physical discipline.

In one cross cultural study Brigitte and Holden (2010), investigated on African-American and Anglo-American children. Four disciplinary methods (spanking, reasoning, withdrawing privileges, and time-out) were investigated with 108 children aged 6–10 years old and one of their parents. Children watched videos depicting a child being disciplined and then rated each discipline method. Reasoning was rated as most fair, spanking as least fair. Spanking was regarded most effective for immediate compliance but not for long-term behavior change. Children with medium high levels of exposure to spanking were more likely to regard it as the best disciplinary technique compared with children with low or high exposure levels. Younger children rated spanking as fairer than older children. No differences were found between African-American and Anglo-American children's assessments after controlling for exposure to spanking and socioeconomic status.

A large sample study in United States by Tamara, Afifi, Natalie, Katherine and Sareene (2014), examined age, sex, and racial differences in the prevalence of harsh physical punishment in childhood in a nationally representative sample. Data were from the National Epidemiologic Survey on Alcohol and Related Conditions (NESARC) collected in 2004 and 2005 (n = 34,653). Logistic regression analyses were conducted to examine age, sex, and racial differences in the prevalence of harsh physical punishment. Results suggested that the prevalence of harsh physical punishment has been decreasing among more recently born age groups; however, there appear to be sex and racial differences in this trend over time. The magnitude of the decrease appears to be stronger for males than for females. By race, the decrease in harsh physical punishment over time is only apparent among Whites, Black participants demonstrated little change over time, and harsh physical punishment seemed to be increasing over time among Hispanics.

The above reported studies on corporal and physical punishment of power assertive discipline revealed the following.

- Corporal punishment was more among low socio economic status parents and low educational attainment (Straus and Stewart, 1999; Dietz, 2000; Emon *et al.*,2001; Jennifer *et al.*, 2004).
- Marital status, socio-economic status, and child temperament revealed significant interactions between physical discipline during the child's first five years of life and race in the prediction of 3 of the 7 adolescent externalizing outcomes assessed (Jennifer *et al.*, 2004).
- Power assertive discipline is associated with internalizing problems and less secure attachment, and attachment explained the association between power assertive discipline and internalizing problems Murray, *et al.*, 1997; Goodman and Nissa *et al.*, 2008; Bosmans *et al.*, 2011).
- Corporal punishment would lead to triggering and monitoring children's behaviour problems (Mulvaney and Mebert, 2007).
- Mothers use of corporal punishment, expressive disappointment, and yelling were significantly related to more child aggressive symptoms (Elizebeth *et al.*, 2010).
- Determinants of physical punishment were found to be maternal attitude towards physical punishment, maternal perception of seriousness and intent of the child mis behaviour.
- From children's angle among the four disciplinary methods, reasoning was rated as most fair and spanking as least fair.
- Prevalence of harsh physical punishment has been decreasing among more recently born age group.
- Boys received more harsh verbal and physical discipline than girls, with fathers utilizing Roland *et al.*, 2007).
- Prevalence of harsh physical punishment has been decreasing among more recently born age groups (Tamara *et al.*, 2014).

Extensive research was conducted on corporal punishment and physical punishment but there is relative dearth of the literature with regard to Inductive and Love withdrawal disciplinary practices.

The following studies deal with other type of disciplinary strategies like Inductive and Love withdrawal.

Hart, Dewolt, Wozniak and Burts, (1992) explored the relations among parents' self-reported disciplinary styles, pre-schoolers' playground behavioural orientations, and peer status. 106 mothers and fathers of preschool-age children (age range = 40-71 months) participated in home disciplinary style interviews. Observations of their children's playground behavior in preschool settings and measures of sociometric status were also obtained. Results indicated that children of more inductive mothers and fathers (i.e., less power assertive) exhibited fewer disruptive playground behaviors. In addition, daughters and older preschoolers of inductive mothers exhibited more prosocial behaviour. Children of inductive mothers were also more preferred by peers. Few significant relations were found between paternal discipline and child behavior/ peer status. Age-related patterns of behavior also indicated that older preschoolers who engaged in more prosocial and less antisocial and disruptive playground behavior were more preferred by peers. In addition, child behaviors were found to mediate maternal discipline and peer status.

As the above study highlighted on inductive discipline, the following study is about on inductiveness and love withdrawal.

Patrich, Heaven and Goldstein (2001) surveyed 242 Anglo-Australian and Asian-Australian high school students about their parents' disciplinary style, and their own depression and self-esteem. Depression was significantly related to perceptions of parents' punitiveness and withdrawal of love. Among Anglo students, low self-esteem was significantly related to low levels of inductiveness and high levels of love withdrawal. Students were more depressed, regardless of ethnicity, if they had experienced punitive and unaffectionate parenting. The effect of parental discipline on depression was mediated by low self-esteem in Anglo students (but not in Asian students). Punitive discipline also had a more negative effect on internalising behaviour for girls than for boys.

Konstantarea and Nancy (2001), examined pre-schoolers' perceptions of maternal discipline's unfairness. The participants' gender, age, SES, family size, and sibling relationship, were examined for their possible relevance to such perceptions. The sample was 57 preschoolers

(27 boys and 30 girls). Results revealed that there was no difference for withdrawal of privileges or entertainment of the various predictor variables employed. Pre-schoolers from smaller families were more likely to judge threatening to spank as unfair. As well, compared to boys, girls and children from larger families were more likely to judge differential treatment as unfair. Age, SES, and family intactness had no effect on discipline judgments likely because of their limited range. The findings suggested that pre-schoolers can offer views on the fairness or unfairness of parental disciplinary practices, and can differentiate among them. Further, not all forms of parental discipline were viewed by pre-schoolers as unfair.

Vonnie, MC Loyd and Smith (2002), conducted a longitudinal study on physical discipline and behavior problems in African American, European American, and Hispanic children. Samples were 1,039 children from different countries. Results revealed that Maternal emotional support moderated the link between spanking and problem behavior over time in the context of no levels of emotional support.

Deater, Lansfrd, Dodge, Pettit and bates (2003), reported that there is a positive associations between experiences of use of harsh discipline at age 5 and externalizing behavior during the elementary years were less when parents were high in warmth and positive affect.

Sheehan and Watson (2008), followed 440 children and their mothers for 5 years, on four occasions. The mothers answered questions about their own styles of parenting and their children's behavior. Results revealed there was two way influences between children's behavior and their mothers parenting style. On the one hand, children's aggressive behavior at younger ages predicted more disciplining by mothers, including more use of combination of both verbal and physical discipline and more use of reasoning techniques. On the other hand the greater use of harsh, aggressive discipline by mothers predicted increased future aggressive behavior by their children.

Thus, the above review shows association between disciplinary strategies and child behaviour. The research finding revealed that

- Few significant relations were found between paternal discipline and child behaviour/peer status.

- Daughters and older pre-schoolers of inductive mothers exhibited more pro-social behaviour (Hart *et al*, 1992).
- Maternal emotional support moderated the link between spanking and problem behavior.
- Spanking predicted an increase in the level of problem behavior over time (Vonnie, *et al.*, 2004).
- Pre-schoolers from smaller families were more likely to judge threatening to spank as unfair (Konstantarea and Nancy, 2001).
- Students were more depressed, regardless of ethnicity, if they had experienced punitive and unaffectionate parenting (Heaven and Goldstein, 2001)
- There was two way influences between children's behavior and their mothers' parenting style (Sheehan and Watson, 2008).

Behaviour Problems

'Behaviour problems' in children cannot be termed as 'disease' but they are the symptoms or the reactions which are caused by emotional disturbance or environmental maladjustment. No single cause can ever produce a behaviour problem. It is a multiplicity of causative factors which is responsible for its manifestation

The Following studies focus on Impact of parenting styles on child Behaviour. Certain reviews which were found to be relevant are also listed.

Parenting styles and Behaviour Problems

Experts in parenting studies such as Darling, and Steinberg (1993) discussed about the effects of parenting practices on child development. The authors felt that many questions about the construct parenting style remain unanswered. Particularly pressing issues are the variability in the effects of parenting style as a function of the child's cultural background, the processes through which parenting style influences the child's development, and the operationalization of parenting style. Drawing on historical review, the authors presented a model that integrates 2 traditions in socialization research, the study of specific parenting practices and the study of

global parent characteristics. They propose that parenting style is best conceptualized as a context that moderates the influence of specific parenting practices on the child.

They also theorized that parenting style would moderate associations between parenting practice variables and indicators of child well-being. They opined that such moderating effects have rarely been investigated.

Frick, Christian and Wotton (1999), studied the association between parenting practices and conduct problem behavior in a sample of 179 clinic-referred children and adolescents. Parenting practices were assessed using a multi-informant and multi method assessment system. Conduct problems were the DSMIII-R criteria for oppositional defiant disorder and conduct disorder assessed by a structured psychiatric interview with multiple informants. Results indicated that parents involvement in their children's activities was most strongly predictive of conduct problems in the adolescent age group (ages 13-17), whereas corporal punishment was most strongly associated with conduct problems in the middle age group (ages 9-12). Parents' monitoring and supervision of their children's behavior was moderately predictive of conduct problems in both of these age groups but only weakly predictive in the youngest age group (ages 6-9). Finally, parental consistency in using discipline was highly predictive of conduct problems in the adolescent age group and moderately predictive in the youngest age group.

In a review report Teti and Candelaria (2002) , quoted that studies on the impact of parenting styles have found that authoritative parenting has most commonly been associated with positive outcomes.

In yet other review, Campbell, Shaw and Gallium (2000) reviewed the literature with a focus on the stability of early externalizing behavior and the diverse pathways that young children, primarily boys, with early-emerging problems may follow. Findings from a number of studies, both epidemiological and high risk, suggested that the small subgroup of boys with multiple risk factors that include especially high levels of early hyperactivity and aggression, and high levels of negative parenting and family stress, are most likely to evidence continuing problems at school entry.

In one study on elementary school children Stormshak, Bierman, McMahon and Lengua (2000), examined the parenting practices and child disruptive

behavior problems in early elementary school. Parents of 631 behaviorally disruptive children described the extent to which they experienced warm and involved interactions with their children and the extent to which their discipline strategies were inconsistent and punitive and involved spanking and physical aggression. As expected from a developmental perspective, parenting practices that included punitive interactions were associated with elevated rates of all child disruptive behavior problems. Low levels of warm involvement were particularly characteristic of parents of children who showed elevated levels of oppositional behaviors. Physically aggressive parenting was linked more specifically with child aggression. In general, parenting practices contributed more to the prediction of oppositional and aggressive behavior problems than to hyperactive behavior problems, and parenting influences were fairly consistent across ethnic groups and sex.

Brar (2003), investigated the role of child temperament and mothers' parenting styles in externalizing and internalizing behavior of young children of Indian immigrants and how mothers' parenting styles moderate the relationship between these two variables. The sample comprised 160 first grade and kindergarten children and their Indian immigrant mothers. Child Behavior Checklist, Temperament Assessment Battery for Children-Revised, and Parenting Styles and Dimensions questionnaires were used to collect the data. Descriptive statistics, correlations and hierarchical multiple regression analyses were used to analyze the data. Findings of the study were showed that child impulsivity, negative emotionality, lack of task persistence, and inhibition were associated positively with externalizing and internalizing behavior of children. Authoritarian and permissive parenting styles were associated positively, whereas, authoritative parenting style was associated negatively with both externalizing and internalizing behavior.

In one longitudinal study Aunola and Nurmi (2005), investigated the combination of mothers' and fathers' parenting styles (affection, behavioural control, and psychological control) that would be most influential in predicting their children's internal and external problem behaviours. A sample of 196 children (5 – 6 years) was followed up six times from kindergarten to second grade to measure their problem behaviour. Mothers and fathers were administered with questionnaire measuring their parenting styles once in every year. The results showed that a high level of psychological control exercised by mothers combined with high affection predicted

increases in the levels of both internal and external problem behaviours among children. Behavioural control exercised by mothers decreased children's external problem behaviour but only when combined with a low level of psychological control.

In a large sample study with Arab children, Dwairy and Achoui, Abouserie and Farah (2006), examined the influence of parenting on Arab children, family connectedness, and adolescents' wellbeing. The study had 2893 participants; 1712 were females and 1181 were males in eight Arab countries. They used the Psychological State Scale (Hamuda & Imam, 1996), the Multigenerational Scale, and the Parental Authority Questionnaire (Buri, 1991). The results indicated that children who had authoritative parenting showed greater connectedness with the family than the other three styles. The authors interpreted that children who come from authoritative families tend to have strong connections with their family members and exhibited less emotional and behavioral problems than family members from the other three styles.

Flecher, Walls, Cook, Madison, Bridges (2008), conducted a study on parenting style as a moderator of associations between maternal disciplinary strategies and child wellbeing. Participants were 4th grade children (n=370) and their mothers. Maternal parenting style was determined based on levels of responsiveness and demandingness. Authoritative mothers used less punitive discipline than in different mothers. Authoritative and authoritarian mothers engaged in less yielding to coercion than indifferent or indulgent mothers. More punitive discipline and yielding to coercion were associated with lower academic grades and more punitive discipline was associated with more special problems, with these effects not moderated by parenting style.

In another longitudinal study Williams, Degnan and Edgar (2009), observed 113 children in the laboratory at 14 and 24 months of age. Self-report of maternal parenting style at 7 years of age, and maternal report of child internalizing and externalizing BP at 4, 7, and 15 years. Internalizing problems at age 4 were greatest among behaviorally inhibited children who also were exposed to permissive parenting. Furthermore, greater authoritative parenting was associated with less of an increase in internalizing behavior problems over time and greater authoritarian parenting was associated with a steeper decline in externalizing problems.

Zarnaghash and Samani, (2010), reported the results of the study on relationship between parenting and shyness among Iranian children. The sample was 115 male and 82 female children. In their study it was found that children who lived in authoritarian homes showed higher rates of shyness than those from authoritative homes, suggesting that with these children authoritarian parenting may have led to more emotional problems such as low self-esteem and self-confidence. The study also examined the link between parenting styles and self-esteem and found that Iranian children who exhibited high self-esteem exhibited low shyness and lived in authoritative homes compared to children from authoritarian homes.

In yet another study conducted in same country as above, Shahla, Mansor, Talib and Mariani (2011), investigated the relationship between parenting style and children's behavioral problems. Parenting styles (Authoritative, Permissive, and Authoritarian) were assessed by Parent Authority Questioner (PAQ) and children's behavioral problems (internalizing and externalizing symptoms) were assessed with the Children's Behavior Checklist (CBCL). Respondents comprised 681 mothers of children in primary school (347 girls and 334 boys) who were identified through their children selected by cluster sampling in the Iranian capital of Tehran. The results of the study indicated that there is a significant correlation between Authoritative and internalizing ($r = -.32, p < .001$) externalizing ($r = -.28, p < .001$), Permissive and internalizing ($r = .12, p < .001$), externalizing ($r = .12, p < .001$), Authoritarian and internalizing ($r = .25, p < .001$), externalizing ($r = .26, p < .001$). In conclusion the authors reported that Authoritative parenting style with high responsiveness and high demanding in parenting behavior has shown to be directly related to less children's internalizing and externalizing symptoms.

In a study on college students Erinisha and Johnson (2012), examined the relationship between antisocial behavior, negative parenting, and peer pressure. The sample were 177 male and female college students who completed the Subtypes of Antisocial Behavior questionnaire, the Measurement of Parenting Style, the Peer Pressure and Popularity questionnaire, and a short demographics survey. Results indicated that negative parenting and peer pressure were both related to antisocial behavior ($p < .001$). It was predicted that peer pressure and negative parenting would be positively correlated with antisocial behavior, but that negative parenting would be more statistically significant.

In yet another study on adolescents Smitha and Mooreb (2013), examined the relationship between parenting style and adolescents' psychological and behavioural well-being in the Jamaican context. The data indicated that authoritarian parenting was associated with diminished psychological and behavioral adjustment, such that adolescents who reported their parents as more authoritarian also reported a greater risk of anger depression, suicide ideation, and conduct problems. Further, gender moderated the effect of authoritarian parenting on conduct problems, with the association being significantly greater for boys than for girls. Additionally, adolescents' agreement with parents' style of parenting moderated the association between authoritarian parenting and adolescents' psychological distress, such that when adolescents disagreed with their parents' parenting behaviours, adolescents were more likely to exhibit psychosocial problems. However, the study samples were adolescent not pre-school age group.

Besides the studies reported during 2011 at Iran, in another study, Mohammad Ali, Asadzade and Nikookar (2013), investigated the relationship between parenting styles and exam anxiety with an examination of the moderating role of classroom management styles. The research population included all the elementary pupils in the fifth and sixth grade students in Tehran city. The sample comprised 121 pupils who were randomly selected using cluster sampling method. The research instruments were some questionnaires on 1) class management styles, 2) parenting styles, and 3) exam anxiety. The collected data were analysed by descriptive statistics of Pearson's correlation and multiple regressions. The results indicated that among the three parenting styles-autocratic, permissive and authoritarian-the authoritative parenting style has significant negative relationship with the exam anxiety, and the autocratic parenting style has a positive relationship with the exam anxiety. The study samples were elementary children not preschool age.

The above study is about parenting style and exam anxiety among elementary children. The following study is about influence of parenting style on children's social development.

Mensah, Kuranchieand Alfred (2013), made an attempt to know the parenting styles of parents and their influence on children's social development. The study utilised a sample of 480 basic school pupils who were in their adolescent stage and 16 teachers. The survey study employed a structured interview schedule and a questionnaire for the data collection. The study

instruments were pre-tested to establish their validity and reliability. The results revealed that the majority of the parents were perceived to adopt authoritative parenting styles in the upbringing of their children. It was also revealed that parenting style has influence on students' social development. It is inferred that authoritative parenting based on reasoning, understanding, consensus and trust resulted in pro-social behaviour while authoritarian parenting based on strict rules, force, threat, verbal and physical punishments resulted in anti-social behaviour. The author recommended that parents should endeavour to adopt authoritative parenting style to enable their children and wards to develop pro-social behaviour.

The above study is about relationship between parenting style and social development among children. The below study examined emotional intelligence of preschool children along with the assessment of child behaviour.

Among the limited studies on preschool age group Giselle, F (2015), examined the relationship between parenting style and the level of emotional intelligence in preschool-aged children. The sample consisted of eighty parent participants of preschool-aged children between the ages of 3 and 6 years old. Participants completed the Parenting Styles and Dimensions Questionnaire (PSDQ) in order to assess their views on behaviours that parents typically demonstrate towards their children. Based on each participant's responses on the PSDQ they were determined to favour one of the following three parenting styles: authoritarian, authoritative, or permissive. Participants also completed the Children's Behaviour Questionnaire- Very Short Form (CBQ-VSF) in an effort to assess three areas of temperament directly related to emotional intelligence in their preschool-aged children. The results indicated that there was one significant relationship found specifically between the authoritarian parenting style and preschool-aged children's degree of negative affect or negative temperament related to emotional intelligence. No other interactions were found between the remaining parenting styles and children's level of emotional intelligence.

In yet another recent study on pre-school children Evis Fili (2016), investigated the relationship and impact of parenting styles on aggressive behaviour of preschool children. The participants included 310 school going children and their parents. The aggressive behaviour was measured by CBCL 1.5-5 (Rescorla, 2005) and parenting styles by Parenting Styles and Dimensions Questionnaire (Robinson, Mandelco, Olsen, & Hart, 2001). Correlation analysis

mostly indicated not significant relationship of parenting styles with aggressive behaviour. Only the groups of 2 and 4 years old children, showed a significant correlation of aggression scale with gender ($r = -.231, p=.016$; $r = .383, p=.000$). Regressions illustrated that there was not a statistically significant interaction effect between parenting style and aggression in preschool children.

Though more effort has been done to explore reported Indian studies on parenting styles, very few could be found in reported literature the following are the Indian studies on parenting styles.

Sobita (2014), reviewed the available research and literature on parenting dimensions and parenting typologies and their impacts on children's behavioural outcomes. She also discussed the disciplinary practices adopted by the parents with special emphasis on corporal punishment vis-a-vis with children's moral internalisation and behavioural outcomes. Authoritative style of parenting is considered the most advantageous form of parenting. Psychological control and corporal punishment were associated with undesirable behavioural outcomes.

Nisha (2014), made an attempt to understand parenting and parenting style and discussed the concept of parenting, parenting style and competent parenting. Characteristic features of Authoritative, Authoritarian Permissive and Neglectful parenting styles and factors affecting parenting style has been highlighted.

Samuel (2015), carried out a study on high school students to probe into various parenting styles that aid academic success by survey method. The population for the investigation were the students studying in Hyderabad District, Telangana State, India. The investigator selected one hundred students (five each from twenty schools) from Class X in Government funded Institutions by the simple random sampling technique. The tool containing ten statements each for parenting styles as well as academic success was served to the sample. For analyzing the data percentile analysis was used as the statistical techniques in the SPSS package. The results revealed that student's academic success in all types is related to parenting styles.

The over view of the above studies shows that

- Authoritative parenting has most commonly been associated with positive outcomes (Teti and Candelaria, 2002).
- Children who exhibited high self-esteem exhibited low shyness and lived in authoritative homes compared to children from authoritarian homes (Zarnagash, *et al.*, 2013).
- Authoritative parenting style has significant negative relationship with the exam anxiety, and the autocratic parenting style has a positive relationship with the exam anxiety.
- Negative parenting and peer pressure were both related to antisocial behavior (Ernisha *et al.*, 2012).
- Authoritative parenting style with high responsiveness and high demanding in parenting behavior has shown to be directly related to less children's internalizing and externalizing symptoms (Shahla *et al.*, 2011).
- It is inferred that authoritative parenting based on reasoning, understanding, consensus and trust resulted in pro-social behaviour among children while authoritarian parenting based on strict rules, force, threat, verbal and physical punishments resulted in anti-social behaviour (Mensah, 2013).
- Parenting styles have no relationship and no interaction with preschool children aggressive behaviour (Evis Fili, 2016).
- Significant relationship found between the authoritarian parenting style and preschool children's negative temperament related to emotional intelligence (Giselle (2015).
- Student's academic success in all types is related to parenting styles (Samual, 2015).

The above studies highlighted on relation between parenting style and behaviour problems and the following studies focused on perceptions of parents and teachers on child behaviour.

III METHODOLOGY

The main aim of the present study to know the disciplinary practices adopted by parents in relation with behavior problems of pre-school children. The samples were 200 parents in Tirupati town. This is the stratified random sampling technique.

3.1. Research design

3.2. Area of the study

3.3. Sampling

3.4. Criteria for selection of the sample

3.5. Sample

3.6. Variables

3.7. Tools used for the study

3.8. Scoring

3.9. Data collection

3.10. Analysis of data

3.1. RESEARCH DESIGN:-exploratory study was used to know the research problem more precisely.

3.2. AREA OF THE STUDY:-the research study was under taken in Tirupati town, Chittoor district. And Hyderabad. Where we found three different settings of pre-schools namely Laboratory nursery school, Anganwadi centers and Private schools are available.

3.3. SAMPLING:-Stratified random sampling procedure was used to select the sample for this study.

3.4. CRITERIA FOR SELECTION OF THE SAMPLE:-The sample were children in the age group of 4+ and 5+ years, who are attending to three types of pre-schools.

3.5. SAMPLE:-The sample of the study constituted 100 pre-school children (50 boys and 50 girls) who are attending to different pre-schools (Laboratory nursery school, Anganwadi center and Private schools) in Tirupati town and Hyderabad. Parents of the selected children (N=200) and teachers from selected schools (N=10) .Total 210 constitute the sampling of the study.

Table no 1:-Distribution of the sample according to school.

S. No	Place		No. of schools	No.of children			No. of parents	No. of teachers
				Boys	Girls	Total		
	Tirupathi	Hyderabad						
Type of schools								
1.	S.V.U Laboratory nursery school	Laboratory Nursery School in College of Home Science	2	16	15	31	31x2=62	2
2.	<u>Anganwadi centers</u> -Bhavaninagar-I Ramachandra pushkarini-II -S.V. Nagar-III	<u>Anganwadi centers</u> Vidya Nagar-I Ram Nagar-II L.B Nagar -III	4	19	18	37	37x2=74	4
3.	<u>Private schools</u> -Pavani school -Sai medha English medium school	<u>Private schools</u> Vignan Public School Kiran Public School	4	15	17	32	32x2=64	4
		Total	10	50	50	100	200	10
		Total sample	210					

In the second stage teachers were asked to rate the behavior problems among selected children by using “Behavior Problems Check List” (BPCL). This data was useful to cross check the behavior problems rated by parents in different areas.

Home addresses of the selected children were collected from school and visited their homes to collect the information.

3.6. VARIABLES:-

Child Variables:-

- Gender
- Age of the child
- Birth order
- Type of school

Parent Variable:-

- Age of the parents
- Education of the parents
- Occupation of the parents
- Type of family
- Monthly income of the family

3.7. TOOLS USED FOR THE STUDY:-

1. General Information Schedule
2. Disciplinary Strategies Adopted by Parents (DSAP) Scale

2. Disciplinary Strategies Adopted by Parents (DSAP) Scale

Discipline is the process of teaching children the values and normative behaviors of their society (Wissow, 2002). Disciplinary Strategies classified into three types. 1. Power-assertive, 2. Inductive strategy and 3. Love-withdrawal disciplinary methods.

Development of tool

‘Disciplinary Strategies adopted by Parents Scale’ was developed especially for present research purpose, to assess the disciplinary strategies adopted by parents of pre-school children and the frequency of using particular strategy by parents.

Assessment of disciplinary practices is difficult task as all parents try to project themselves as good parents and try to answer that they are following more desirable practices. As a first step an opened questionnaire was developed and administered on a small sample to get different methods adopted by parents

Based on the answers 20 statements were framed which involved different strategies viz., power assertive strategy (7 items), Inductive strategy (6 items) and love withdrawal strategy (7 items). To get accurate information from parents it was planned to get data through scale based on three days recall method. The parents were asked to go through the statement and answer the scale whether they have adopted that particular disciplinary practice on the day of the interview, before day and day before yesterday. The number of times they have used that particular practice on three days was added and average for a day was calculated.

In next step, all the average day scores for a particular disciplinary strategy like power assertive, inductive and love withdrawal were added and divided by number of statements in that particular strategy.

To examine the suitability of items included in the scale and to eliminate those which are not suitable and to rearrange if necessary, the tool was administered on pilot sample.

Item analysis

Item validity was conducted by taking the top 10 per cent and bottom 10 per cent. Each item was examined to see whether it was able to separate the two groups. After conducting item analysis, items with poor validity index were removed.

The final form of 'Disciplinary Strategies adopted by Parents Scale' has retained with 15 items and distribution of items in different heads is as follows: Power assertive strategy (5 items), Inductive strategy (5 items) and Love withdrawal strategy (5 items).

Procedure for Administration of DSAP Scale

After establishing good rapport, parents were asked to indicate the type of disciplinary strategy they have used for the past three days from the date of interview for each items in the scale that

is (Today, Yesterday and Day before yesterday). With illiterate parents the investigator herself read each item slowly and recorded their responses.

Depending on the statements, scoring was given as below.

The Examples for scoring

The Examples for scoring

Types of disciplinary strategies

Power Assertive	Today	Yesterday	Day before Yesterday	Average
1. Beat severely with stick	2	4	6	4
2. Scold Harshly	5	4	5	5
3. Compare with other children	5	2	3	4
	<hr/>			13

method was used for other disciplinary strategies.

Rationale

Higher score among three types of strategies was interpreted as the particular disciplinary strategy that parent was following majorly.

Reliability

The final form was given to same parents of sample children after a gap of one month to establish test-retest reliability. The 'r' value was found 0.74 which was significant at 0.01 level.

Validity

The items selected for DSAP Scale were based on careful analysis by experts. The preliminary form was given to experts. An item which was agreed by at least three experts was included under each area. Thus, it can be said that the DSAP scale has 'Content Validity'.

Tools Adopted

1. Behavior Problem Check List (BPCL) (developed by Anuradha and Bharathi, 2004) .

To measure the above variables the following tools were used.

Behavior Problem Checklist:-

Behavior Problem Check List (BPCL) developed by **Anuradha and Bharathi** (2000) was adapted for pre-school children and was used to assess the behavior problems among pre-school children.

The check list contains two parts.

Part-A contains information regarding personal demographic variables.

Part-B deals with behavior problems in 5 areas namely –Home, Emotional, Health, Social and School areas.

Recording: During the home visits I have given a puzzle to child and ask them to complete the task in presence of mother and I have recorded the situation by using Handicam. For this activity I have used checklist with 10 questions contains three parenting styles to cross check the information which is given by parents for parenting styles

RESULTS AND DISCUSSION

SECTION-I

4.1 Socio Demographic Variables

According to theories of child rearing socio- demographic variables such as age, gender, birth order of children , education, occupation, type of family, family income etc of parent are important in understanding the relationship in human development research and also gives better understanding of their role in changing social context.

4.1.1 Child Variables

Child variables of the study were gender, age, birth order of the child and type of pre-school the child has attended.

Table 2 shows the distribution of the sample according to child variables

Table 2 : Distribution of Sample According to Child Variables

S.No	Variables	Number	Per cent
1	Gender		
	Boys	110	50.0
	Girls	110	50.0
	Total	220	100
2	Age		
	4+ Years	110	50.0
	5+ years	110	50.0
	Total	220	100
3	Birth Order		
	First Born	105	47.7
	Second Born	95	43.2
	Third Born and above	20	09.1
	Total	220	100
4.	Type of School child attended		
	Government School	110	50.0
	Private School	110	50.0
	Total	220	100

From table 2, it is evident that the total sample of the study was 220 pre-school children. Among the sample children, equal number of boys and girls (110 boys and 110 girls) were selected to enable comparison. Similar trend was followed in selection of children from the age groups of 4+years and 5+ years and also from two different settings of schools that is government and private schools. When birth order of the children was observed majority (47.7 per cent) were first born children followed by second born (43.3 per cent) and very few (9 per cent) of the sample children were third born. Now, in India most of the parents are adopting family planning methods and confining their families to one or two. The same was observed in the present study also.

Order of birth also plays a significant role in human development research in understanding the behavior of the children. Birth order of child also referred as ordinal position can also have impact on parent-child relationship functioning and adoption of parenting styles. Not only the birth order of child but the ordinal position of parents in their family also seems to have impact on parent- child relationship.

4.1.2 Parent Variables

The Parent variables of the study were age of the parents, birth order of the parents, education, occupation and attitudes of the parents towards their own upbringing.

Table 3 shows the distribution of sample according to age and birth order of the parents.

Table 3: Distribution of the Sample according to Age and Birth Order of Parents

S.No	Age of Parents	Father		Mother	
		Number	Per cent	Number	Per cent
1	<25 years	13	5.9	60	27.3
2	25 to 30 years	50	22.7	80	36.4
3	30-40 years	99	45.0	63	28.6
4	40-45 Years	58	26.4	17	7.7
	Total	220	100	220	100
S.No	Birth Order of Parents	Father		Mother	
		Number	Per cent	Number	Per cent
1	First Born	60	27.3	55	25.0
2	Second Born	112	50.9	111	50.5

3	Third Born and above	48	21.8	54	24.5
	Total	220	100.0	220	100.0

It is observed from the above table 3 that majority (45 per cent) of the fathers of sample children belonged to the age group of 35-40 years. Whereas, majority of mothers (36.4 per cent) were from 25-30 years age range. It may be because of, Indian culture in women are usually married to older men than their age.

When birth order of parents was observed, it is clear from the table 3 that half of the sample parents both fathers and mothers were second born followed by one forth of mothers (25 per cent) and fathers (27.3 per cent) who were first born. Nearly equal number of sample parents that is 24.1 per cent mothers and 21.8 per cent fathers were third born. When table 2 and 3 are compared it is clear that as the generations changed there is a drastic reduction in the number of third born children.

Table 4 shows the distribution of the sample according education of parents, which includes education level of father and education level of mother.

Table 4: Distribution of the Sample According to Education of the Parents

S.No	Variables	Number	Per cent
1	Education of Father		
	Secondary school	23	10.5
	Intermediate	69	31.4
	Graduation	92	41.8
	P.G / Professional degree	36	16.4
	Total	220	100.0
2	Education of Mother		
	Primary education	16	7.3
	High school	57	25.9
	Intermediate	85	38.6
	Graduation	36	16.4
	P.G / Professional degree	26	11.8
	Total	220	100.0

From table 4 it is known that majority (41.8 per cent) of the sample children's fathers were having education up to graduation followed by Intermediate (31.5 per cent) and 16 per cent were educated up to post-graduation and professional degrees like B.Tech, MBBS etc., Whereas, majority of the mothers (38.6 per cent) were educated up to Intermediate level followed by high school (25.9 per cent) and only a few parents (11.8) had good academic background and there are no illiterate parents in the sample.

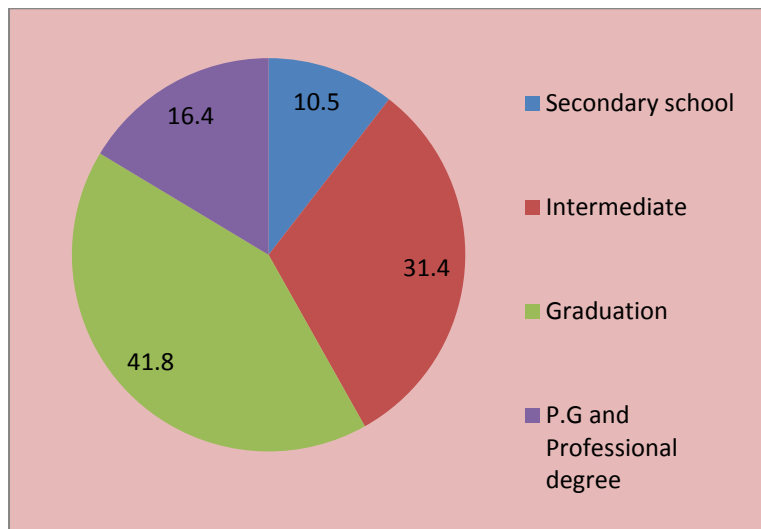


Figure 1: Distribution of sample fathers according to educational qualifications

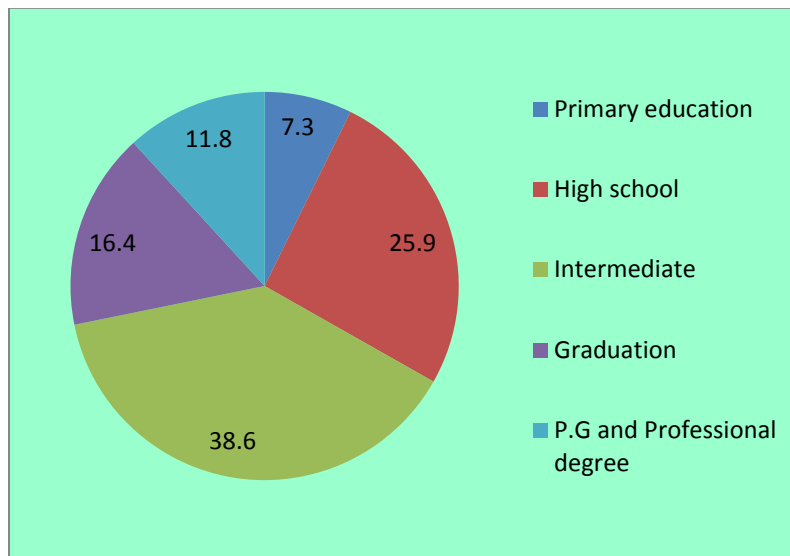


Figure 2: Distribution of sample mothers according to educational qualifications

Table 5 presents the data about distribution of sample according to occupation of parents, which includes occupation of father and mother.

Table 5: Distribution of the Sample according to Occupation of the Parents

S.No	Variables	Number	Per cent
1	Occupation of Father		
	Business	30	13.6
	Private job	78	35.5
	Government job	72	32.7
	Professional job	19	8.6
	Others	21	9.0
	Total	220	100.0
2	Occupation of Mother		
	House wife	100	45.5
	Government job	23	10.5
	Private job	42	19.1
	Others	55	25.0
	Total	220	100.0

From the table 5 it is observed that one third of the sample children's fathers were doing jobs equally in private sectors and Government organizations. Around 9 per cent of the sample fathers were doing professional jobs like doctors/lawyers/etc., and other professions like daily wage labours, tailors etc.,

Nearly half of the sample mothers (45.5 per cent) were house wives. One fourth (25 per cent) were doing other works like tailoring, small business etc. 19.1 per cent of mothers of sample children were doing private jobs and very few (10.5 per cent) were in government sector. Thus, majority of sample children were from families where mothers were house wives and have enough time to spend with their children.

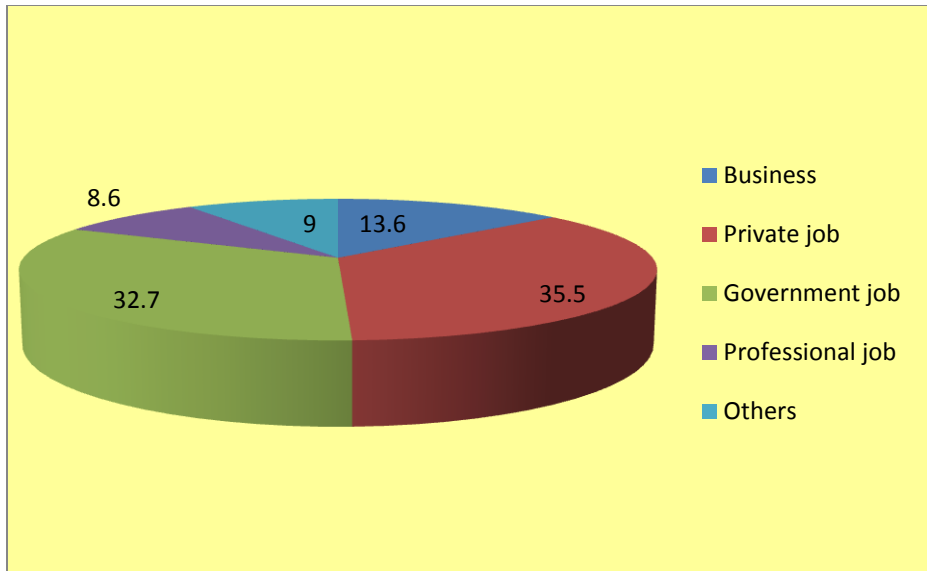


Figure 3: Distribution of Sample Fathers' according to their Occupation

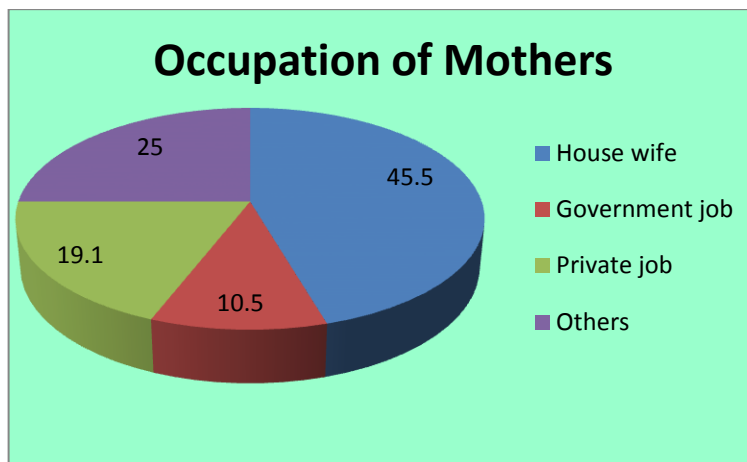


Figure 4: Distribution of Sample Mothers' according to their Occupation

4.1.3 Family Variables

Family is a socio-cultural- economic arrangement that exerts significant influence on children's behavior and development of their characters. The family variables of the study were type of family and income of the family.

Table 6 shows the distribution of the sample according to family variables.

Table 6: Distribution of the Sample According to Family Variables

S.No	Variables	Number	Per cent
1	Type of Family		
	Nuclear family	155	70.5
	Joint Family	65	29.5
	Total	220	100.0
2	Family Income per month(Rs.)		
	Below 10.000/-	75	34.1
	10.000 -20.000/-	59	26.8
	20.000-30.000/-	49	22.3
	40.000/- and above	37	16.8
	Total	220	100.0

It divulges from table 6 that majority (70.5 per cent) of the sample families were nuclear families and 29.5 per cent of the families' belonged to joint families. Because of industrialization and urbanization joint family structure has been leading in to nuclear families and same trend was observed in the present study sample family structure also.

With regard to family Income one third of the sample families (34 per cent) had monthly income below Rs 10.000/ , followed by 26.8 per cent whose income range was Rs. 10.000 - 20.000/. 22.3 per cent of sample families had monthly income of Rs 20,000- 30,000/- and 16.8 per cent were had monthly income above 40, 000/- per month. Bradley and Corwyn (2002) mentioned that families with high income afford to children an array of services, goods, parental actions and social connections that potentially redound to the benefit of children and a concern that children from low income families lack access to the same resources and experiences thus putting them at risk for developmental problems.

4.2.2 Disciplinary Strategies Adopted by Fathers and Mothers

Discipline is an essential component of parenting. Parents use different disciplinary strategies to make their parenting more effective and make children internalize social expectations, responsibilities and standard. Disciplinary strategies used by parents may vary systematically according to parenting style. The way a child is disciplined is an indicator of the parenting styles adopted by the parents.

Table 8 indicates the data of three types i.e., Power assertive, Inductive and love withdrawal disciplinary strategies adopted by parents.

Disciplinary strategies adopted by parents were collected using a scale specially developed for the present investigation. Based on the scores obtained parents were categorized into three groups viz., Power assertive, Inductive and Love withdrawal, The mean scores obtained by sample of fathers for three types of disciplinary strategies viz., Power assertive, Inductive and love withdrawal disciplinary strategy were 31.20, (SD= 16.543),44.54 (SD= 14.852) and 62.05 (SD=13.938) respectively. The same for mothers were 30.14 (SD= 15.268), for power assertive 43.04 (SD=14.490), for inductive and 62.05, (SD=13.938) for love withdrawal disciplinary strategy.

Based on the mean \pm 1 SD again sample parents under each category of disciplinary strategies were divided into three groups i.e., less assertive, moderately assertive and more assertive. Similarly parents were classified under inductive and love withdrawal strategies.

Table 7: Distribution of the Sample parents according to Types of Disciplinary Strategies and Groups

S. No	Type of Disciplinary Strategy	Parents			
		Father		Mother	
	Power assertive strategy	Number	Per cent	Number	Per cent
1	Less Power assertive	138	62.7	139	63.2
2	Moderate Power assertive	42	19.1	46	20.9
3	More Power assertive	40	18.2	35	15.9
	Total	220	100.0	220	100.0

	Inductive Strategy	Number	Per cent		
1	Less Inductive	71	32.3	77	35.0
2	Moderate Inductive	59	26.8	62	28.2
3	More Inductive	90	40.9	81	36.8
	Total	220	100.0	220	100.0
	Love Withdrawal Strategy	Number	Per cent		
1	Less Love Withdrawal	57	25.9	30	13.6
2	Moderate Love Withdrawal	84	38.2	79	35.9
3	More Love Withdrawal	79	35.9	111	50.5
	Total	220	100.0	220	100.0

It can be noted from table 7 that sample parents have used different types of disciplinary strategies. When disciplinary strategies practiced by fathers and mothers were compared, majority of the sample parents (62.7 per cent of fathers and 63.2 per cent of mothers) were less power assertive. Next to it, nearly one fourth of mothers (20.9 per cent) and fathers (19.1 per cent) were moderately power assertive. When both mother and fathers were compared fathers (18.2 per cent) were more power assertive than mother (15.9 per cent).

With regard to inductive disciplinary strategy adopted by fathers and mothers, more than one third of the parents (40.9 per cent of fathers and 36.8 per cent of mothers) were more inductive. Almost equal number of sample parents (35.0 per cent of mothers and 32.3 per cent of fathers) were less assertive. Nearly one fourth of the fathers (26.8 per cent) and mothers (28.2 per cent) were moderately assertive.

When love withdrawal strategy is considered, more than one third of the fathers of the sample children (35.9 per cent) and half of the sample mothers (50.5 per cent) were more love withdrawal. Followed by more than one third of the sample parents (38.2 per cent of fathers and 35.9 per cent of mothers) were moderately love withdrawal. Whereas one fourth of fathers (25.9 per cent) and very few 13.6 per cent of mothers used less love withdrawal strategy. Compared to love withdrawal strategy adopted by both father and mother, it is clear from data that mothers used more love withdrawal strategy than fathers.

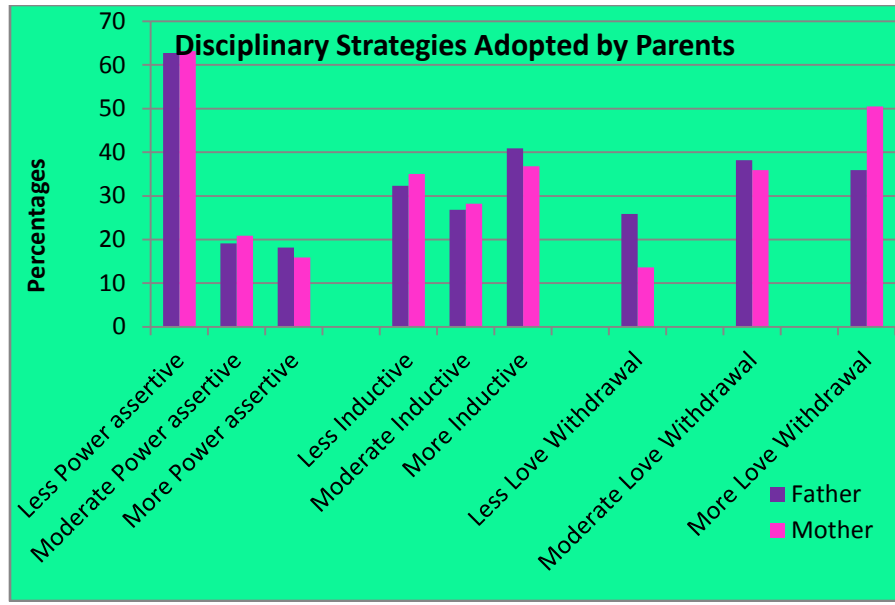


Figure 6: Distribution of Parents according to Disciplinary Strategies and groups

SECTION III:

In this section relationship between demographic variables that is child, parent and family variables and disciplinary strategies adopted by parents are discussed.

4.3 Relation between Demographic Variables and Disciplinary Strategies

Parents use different disciplinary strategies to make their parenting more effective and to teach children the normative behaviors and values of society (Wissow, 2002).

The relation between demographic variables (Child, parent and family variables) and three types of disciplinary strategies i.e., physical assertive, inductive and love withdrawal strategies adopted by parents is discussed below

4.3.1: Correlation among Disciplinary Strategies Adopted by Fathers and Mothers

Table 24 presents the data regarding correlation between disciplinary strategies adopted by fathers and mothers.

Table 8: Correlation among Disciplinary Strategies Adopted by Fathers and Mothers

S.No	Type of Disciplinary Strategies	Fathers		Mothers		r-value
		Mean	S.D	Mean	S.D	
1	Power Assertive (N=220)	31.20	16.543	30.14	15.268	0.972** P< 0.001
2	Inductive (N=220)	44.52	14.852	43.04	14.490	0.892** P< 0.001
3	Love Withdrawal (N=220)	62.05	13.938	60.29	13.887	0.793** P< 0.001

** Significant at the 0.001 level

* Significant at the 0.05 level

@ Not significant

Same notions are followed throughout the report.

From table 8 and figure 7 it is clear that there was agreement in exercising disciplinary strategies by fathers and mothers of sample children. The correlation coefficient value r was

significant at 0.001 level for three types of disciplinary strategies i.e., power assertive ($r=0.972$), inductive ($r=0.892$) and love withdrawal ($r=0.793$).

An observation of table 24 shows that both fathers and mothers scored more for love withdrawal strategy (fathers mean 62.05, SD= 13.938 and mothers mean 60.28, SD= 13.887). Love withdrawal disciplinary method includes withholding attention, affection or approval or expressing disapproval or disapproval. Next to it, mean scores were more for parents on inductive method of discipline (44.52 for father and 43.04 for mother) which was reported by Kerl *et al.* (2004) as more effective in terms of promoting children's internalization of moral and social values. Comparatively sample parents have obtained low score on power assertive type of disciplinary strategies. As there is agreement in implementation of disciplinary strategies adopted by sample fathers and mothers the disciplinary strategies adopted by mothers were considered for further analysis to decrease redundancy.

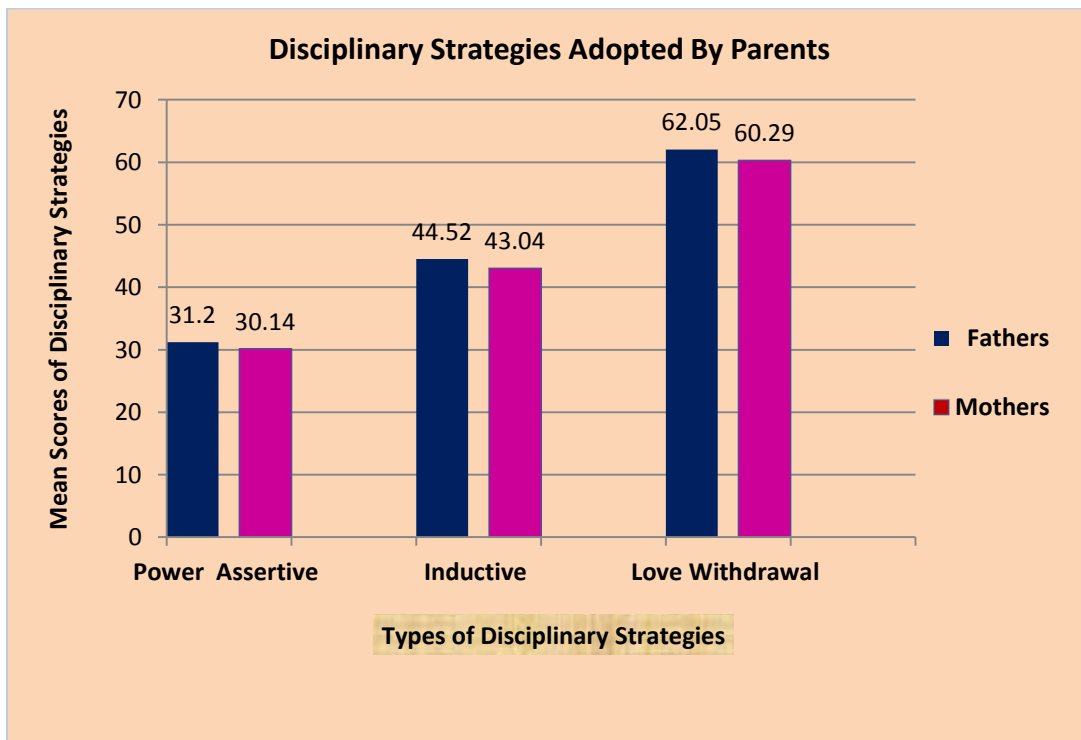


Figure 7: Mean Scores of Disciplinary Strategies Adopted By Parents

4.5.1 Disciplinary Strategies Adopted by Mothers and Child Variables

The Third objective of the study was “*to study the disciplinary strategies adopted by parents according to child variables*”. The following tables describe the analysis of disciplinary strategies adopted by mothers according to child variables.

Child variables of the study were gender, age, birth order of the child and type of school child has attended.

Table 25 indicates the relationship between disciplinary strategies adopted by mothers according to gender of the child.

Table 9: Mean Scores of Disciplinary Strategies Adopted by Mothers according to Gender of the Child and t- values

S.No	Gender	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
1	Boys (n=110)	Mean	SD	Mean	SD	Mean	SD
			31.40	16.372	41.58	14.327	59.68
2	Girls (n=110)	28.88	14.039	44.49	14.570	60.89	13.952
	Total N=220	30.14	15.268	43.04	14.490	60.29	13.887
t-Value		1.500 @		2.229 @		0.416 @	

From table 9 it is evident that the disciplinary strategies adopted by mothers did not differ significantly according to gender of the child. The t- values were not significant for three types of disciplinary strategies. However, the mean scores show that when compared to girls mothers scored more for assertive type of disciplinary strategy for boys (Mean 31.40, SD= 16.372). Mothers scored more towards implementation of inductive (Mean 44.49, SD= 14.570) and love withdrawal strategy (Mean 60.89, SD=13.952) towards girls than for boys. Bronstein (1994), reported that parents tend to use different control techniques for sons and daughters and it was reported that when compared to daughters, fathers used physical control with sons due to aggressive behavior of sons.

Table 10 shows the relationship between disciplinary strategies adopted by mothers according to age of the child.

Table 10: Mean Scores of Disciplinary Strategies Adopted by Mothers according to Age of the Child and t- value

S. no	Age	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
		Mean	SD	Mean	SD	Mean	SD
1	4+ Years (n=110)	28.16	14.263	44.71	14.181	60.95	13.485
2	5+Years (n=110)	32.12	16.031	41.36	14.666	59.63	14.309
	Total N=220	30.14	15.268	43.04	14.490	60.29	13.887
t-Value		3.736** P<0.001		2.958** P<0.001		0.494@	

It is observed from the table 10 and figure 8 that mothers differed significantly in the mean scores of power assertive and inductive disciplinary strategies according to age of the child. The t value for power assertive was 3.736 and for inductive strategy it was 2.958 which were significant at 0.001 level. It can be observed from table that as the age of the child increased from 4+ years to 5+ years, the mean scores for power assertive strategy by mothers was increased (28.16 for 4 years and 32.12 for 5 years), and the mean scores for inductive and love withdrawal disciplinary strategies were decreased with increased of age of the child.

Exercising of power assertive strategy means, usage of physical punishment, spanking etc. The findings are in line with the report of Dietz, (2000) and Ghate *et al*, (2003). They also reported that, the age of a child has been implicated in parental discipline responses, with younger children tending to experience physical punishment more than older children.

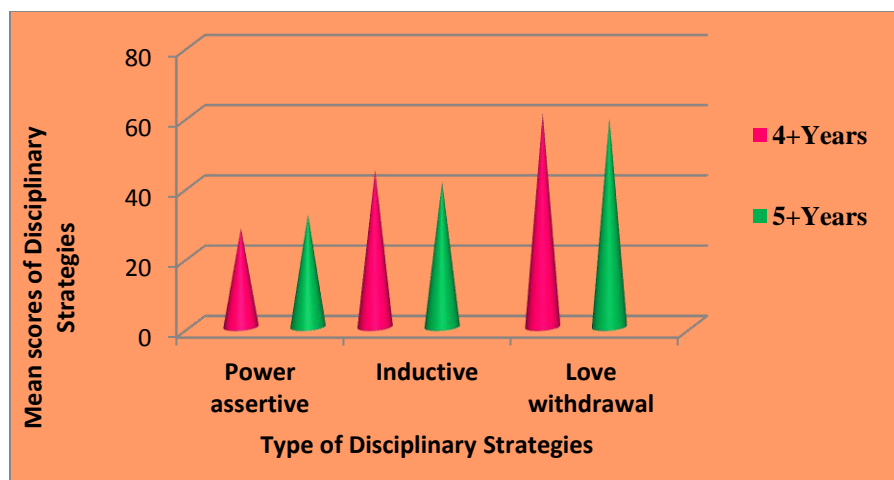


Figure 8: Mean Scores of Disciplinary Strategies Adopted by Mother according to Age of the Child

Table 11 shows mean score of disciplinary strategies adopted by mother according to birth order of the child.

Table 11: Mean Scores of Disciplinary Strategies used by Mothers according to Birth order of the Child and f- values

S.No	Birth order of the Child	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
		Mean	SD	Mean	SD	Mean	SD
1	First born (n=105)	30.03	14.972	43.14	14.655	60.46	14.165
2	Second born (n=95)	29.33	14.738	42.85	14.522	61.19	12.676
3	Third born and Above (n=20)	34.60	18.997	43.35	14.165	55.10	17.238
	Total N=220	30.14	15.268	43.04	14.490	60.29	13.887
f-Value			0.991@	0.015@		1.613@	

It is clear from table 1 that mothers did not differ significantly in using three types of disciplinary strategies according to birth order of the child. Nevertheless, mean scores indicated that mothers used more power assertive strategy with third born child (mean= 34.60, SD=18.997) rather than first and second born child. Whereas, mothers used more love withdrawal strategy with first and second born child rather than third and later born child. Controversy to this findings of the for present study, in a study on disciplinary techniques used by parents according to birth order of child a study reported by Bhogle (1991), revealed that more strictness was observed with the eldest child in comparison to the later born. The reason may be due to difference in cultural background of study areas. Several researchers felt that culture plays a significant role in parental disciplinary practices.

Table 12 presents the data regarding mean score of disciplinary strategies adopted by mothers according to type of school child attended.

Table 12: Mean Scores of Disciplinary Strategies Adopted by Mothers according to Type of School and t- values

S.No	Type of school	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
1	Government schools n=110	Mean	S.D	Mean	S.D	Mean	S.D
				29.82	15.850	43.21	15.203
2	Private Schools n=110	30.46	14.727	42.86	13.807	60.61	13.316
	Total N=220	30.14	15.268	43.04	14.490	60.29	13.887
t- Value		0.098@		0.031@		0.118@	

It is evident from table 28 that mothers did not differ significantly in implementing three types of disciplinary strategies according to type of school child has attended. However, the mean scores represented that comparatively mothers of children who were attending private schools scored more on assertive (30.46, SD=14.727) and love withdrawal (60.61, SD=13.316) type of disciplinary strategies when compared to mothers whose children were attending to Government school. Exercising of more power assertive disciplinary strategy may lead to more behaviour problems among children.

4.3.2: Disciplinary Strategies adopted by Mothers according to Mothers' Variables

Mother variables include mothers' age of the mother, birth order of the mother, education, occupation and attitudes of mother towards their own upbringing. *“The forth objective of the study was to study the disciplinary strategies practiced by parents according to parent variables”.*

Mothers use different disciplinary strategies to make their child rearing more effective and to make children internalize social expectations, responsibilities and standards.

Table 13 shows the relationship between disciplinary strategies adopted by mothers according to age of the mother.

Table 13: Mean Scores of Disciplinary Strategies Adopted by Mothers according to Age of the Mother and f-values

S. No	Age of the Mother	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
		Mean	SD	Mean	SD	Mean	SD
1	Below 25 Years (n=60)	35.43	15.048	43.18	15.688	61.13	16.379
2	25-30 Years (n=80)	32.03	19.006	44.90	15.017	62.93	14.478
3	30-35 Years (n=63)	28.10	14.639	44.16	14.273	62.19	11.784
4	40 years and above (n=17)	23.94	11.497	48.82	13.464	60.65	9.347
	Total N=220	31.20	16.543	44.52	16.654	62.05	13.938
f-Value		3.308* P<0.05		0.665@		0.249@	

It is clear from table 13 that mothers differed significantly in implementing power assertive disciplinary strategies according to their age. The f value was significant (3.308 P< 0.05). As the age of the mothers increased the mean scores of usage of power assertive disciplinary strategy has been decreased. Mothers did not differ significantly in mean scores of inductive and love withdrawal disciplinary strategies according to their age. The f values were not significant. Reported studies showed that younger parents use higher levels of physical punishment (Giles-Sims *et al*, 1995; Dietz, 2000; Durrant *et al*, 1999). Young mothers will be more anxious to control the behavior of children. As the age increases mothers will have experience with older children and hence implementation of power assertive strategy may be decreased.

Table 14 shows the relationship between disciplinary strategies adopted by mothers according to birth order of the mother.

Table 14: Mean Scores of Disciplinary Strategies Adopted by Mothers according to their Birth Order and f- values

S.No	Birth order of the Mothers	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
		Mean	SD	Mean	SD	Mean	SD
1	First born (n=55)	27.58	13.186	48.40	13.713	67.82	11.854
2	Second born (n=111)	32.77	16.761	42.53	15.738	59.86	14.789
3	Third born and Above (n=54)	31.67	18.751	44.67	13.488	60.69	12.612
	Total N=220	31.20	16.543	44.52	14.852	62.05	13.938
f-Value		1.854@		2.925* P<0.05		6.673** P<0.001	

It is noted from table 14 that when mothers birth order was considered mothers did not differ significantly in the usage of power assertive strategy. Whereas, mothers differed significantly in mean scores of inductive and love withdrawal strategies according to their birth order. The f value for inductive was 2.925 and for love withdrawal 6.673 which were significant at 0.05 and 0.01 level respectively. An observation of mean scores indicated that first born mothers had more score with regard to inductive (48.40, SD=13.713) and love withdrawal (67.82, SD=11.854) disciplinary strategies when compared to later born mothers. A number of studies have identified meaningful relation between parenting style adopted by mothers and their own mothers' style of discipline. (Bluestone and Tamis- Lemonda, 1999). Probably the sample mothers might have experienced similar disciplinary strategies during their childhood.

Table 15 indicates the mean scores of disciplinary strategies adopted by mothers according to education of the mother.

Table 15: Mean Scores of Disciplinary Strategies Adopted by Mothers according to Education of the Mother and f- values

S.No	Education of the Mother	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
		Mean	SD	Mean	SD	Mean	SD
1	Primary school (n=16)	41.38	14.282	47.56	17.870	67.06	17.842
2	Secondary school (n=57)	31.23	17.955	47.77	14.558	64.56	13.793
3	Intermediate (n=85)	32.01	16.437	41.59	14.417	57.47	13.191
4	Graduation (n=36)	27.75	17.157	47.00	15.130	64.92	13.185
5	Post-graduation and Professional degree (n=26)	27.04	11.365	41.69	13.068	64.46	11.697
	Total N=220	31.20	16.543	44.52	14.852	62.05	13.938
f-Value		2.429* P<0.05		2.214* P<0.05		4.065** P<0.001	

It is evident from table 15 and fig 9 that mothers differed significantly in adopting three types of disciplinary strategies i.e., power assertive, inductive and love withdrawal strategies according to their educational qualification. The f values were 2.429, 2.214 for power assertive and inductive respectively which were significant at 0.05 and the same for love withdrawal was 4.065 which was significant at 0.001 level. Mothers who had education upto primary level scored more with regard to power assertive and inductive disciplinary strategies than mothers who had education qualification of graduation and above. Higher educational qualification might have helped parents to understand children better and hence might have adopted inductive and love withdrawal strategies. In a study Durrant *et al.*, (1999), also reported that less educate parents use more physical punishment. The results of present study are on par that less educated parents use more physical assertive disciplinary strategy.

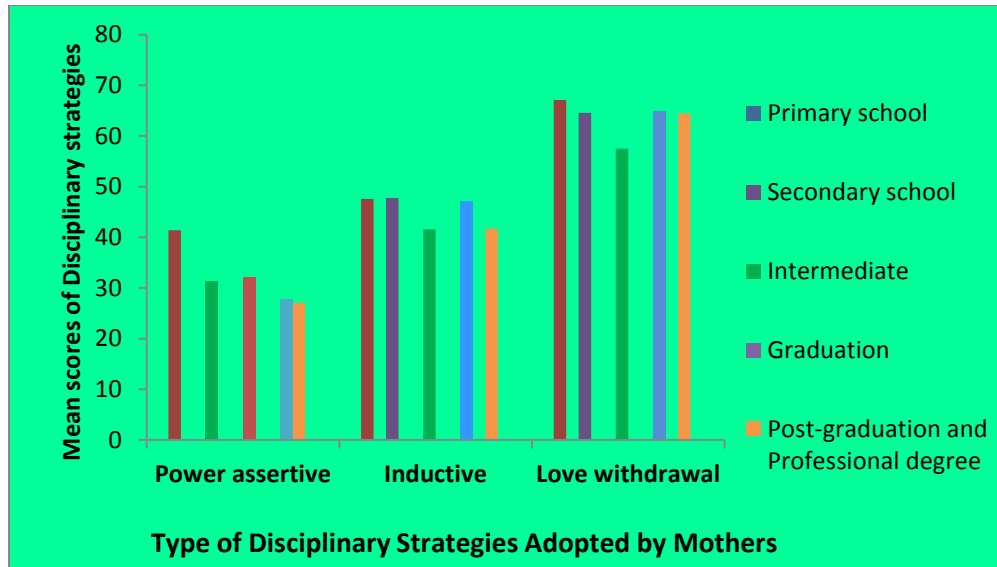


Figure 9: Mean Scores of Disciplinary Strategies Adopted by Mothers according to Education of the Mother

Mean scores of disciplinary strategies adopted by mothers according to their occupation were discussed in table 16.

Table 16: Mean Scores of Disciplinary Strategies Adopted by Mothers according to their Occupation and f- value

S.No	Occupation of the mother	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal-	
		Mean	SD	Mean	SD	Mean	SD
1	House wives (n=100)	31.25	16.168	44.76	13.829	62.62	14.138
2	Govt. job (n=23)	40.26	19.485	38.22	13.665	56.04	12.197
3	Private job (n=42)	27.10	14.373	44.71	14.239	62.19	12.390
4	Others (n=55)	30.47	16.446	46.58	17.106	63.42	15.043
	Total N=220	31.20	16.543	44.52	14.852	62.05	13.938
f- Value		3.298* P<0.05		1.763@		1.673@	

It is observed from table 16 that mothers differed significantly in using power assertive strategy according to their occupation. The f value was significant (3.298 P<0.05). The mean scores for mothers doing Government jobs was more (mean= 40.26, SD= 19.48) followed by housewives (mean= 31.25; 16.168), other jobs like tailoring, business and etc, (mean=30.47; 16.446) and mothers who were doing private jobs (mean=27.10, SD= 16.543). Mothers did not differ significantly in the mean scores of inductive and love withdrawal disciplinary strategies with regard to their occupation. The f values were not significant. In a study at Egypt by Youseff *et al.*,(1998), reported that parents who were skilled/ semi-skilled or unskilled workers, labors or traders were more likely to use more physical punishment compared to professionals or semiprofessionals. The findings of the present study were in contradiction with the results of Youseff *et al.*, may be due to cultural difference. In Indian setting though, women perform job, they do household works which might have created strain and stress that might have impact on exercising of their disciplinary practices.

Table 17 indicates the mean scores of disciplinary strategies adopted by mothers according to attitudes of mothers towards their own upbringing.

Table 17: Mean Scores of Disciplinary Strategies Adopted by Mothers according to their Attitudes towards their own Upbringing

S.No	Attitudes of the Mother towards their own Upbringing	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
		Mean	SD	Mean	SD	Mean	SD
1	Negative attitude (n=46)	31.33	15.638	38.80	15.448	56.00	14.530
2	Moderate attitude (n=90)	27.80	12.657	45.43	13.272	61.84	13.215
3	Positive attitude (n=84)	32.00	17.334	42.79	14.815	60.96	13.924
	Total N=220	30.14	15.268	43.04	14.490	60.29	13.887
f-Value		1.833@		3.273* P<0.05		2.908* P<0.05	

Parents own experience of discipline in childhood can also shape their own parenting styles (Bugental and Happaney, 2002). It is divulges from table 17 that the mean scores of disciplinary strategies adopted by mothers varied significantly according to the attitude of mothers towards their own up brining. The f values for inductive disciplinary strategy is 3.273 and for love withdrawal is 2. 908 which were significant at 0.05 levels. A perusal of the table 33 shows that mothers who have negative attitude towards their own upbringing scored more on power assertive disciplinary strategy. However, the f value was not significant (f= 1.833).Mothers who were using love withdrawal strategy have scored more on moderate (mean=61.84) and positive attitude (60.96) towards their own upbringing.

One of the strongest predictors of parental use of physical punishment seems to be the type of disciplinary strategies parents themselves experienced as children. Chen and Kaplan (2011), in their study reported that present day parents tend to use similar parenting strategies or practices that they themselves received in their childhood.

4.3.3 Disciplinary Strategies Adopted by Mothers according to Family Variables

The micro system of the family and the relationship between the family members in terms of family size, socio economic status etc., were found to be influential factors of the parental discipline. Family variables of the study were type of family and family income.

Table 18 shows the relationship between disciplinary strategies adopted by mothers and type of family.

Table 18: Mean Scores of Disciplinary Strategies Adopted by Mothers according to Type of Family

S.No	Type of Family	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
		Mean	S.D	Mean	S.D	Mean	S.D.
1	Nuclear family n=155	31.02	15.530	42.61	14.446	59.80	13.780
2	Joint family n=65	28.05	14.525	44.06	14.655	61.45	14.180
	Total N=220	30.14	15.268	43.04	14.490	60.29	13.887
t- value			1.743@	0.461@		0.642@	

It divulges from table 18 that mothers did not differ significantly in the mean scores of three types of disciplinary strategies according to type of family. The t values were not significant. However, the mean scores represents that mothers from nuclear families have more scores on power assertive strategy (31.02, SD=15.530) when compared to mothers from joint families (28.05, SD=14.525). Mothers from joint families have more score on inductive and love withdrawal strategies. Generally in joint families there were more number of family members to take care of children with regard to nuclear families no access of extra members to deal with children so mothers use power assertive strategy to discipline their children.

In joint family usually grandparents and other family member will share the child rearing practices and mother responsibilities for child nurturing. Because of sharing may be the mean score of mother using power assertive wee less for those from joint families.

Table 19 deals with mean scores of disciplinary strategies adopted by mother according to family income and f- value.

Table 19: Mean Scores of Disciplinary Strategies Adopted by Mother according to Family Income and F-values

S.No	Family Income (Rupees)	Type of Disciplinary Strategies					
		Power assertive		Inductive		Love withdrawal	
		Mean	S.D	Mean	S.D	Mean	SD
1	< 10.000/- (n=59)	30.14	14.188	43.53	13.246	60.22	14.385
2	10.000/-- 20.000/ (n=75)	27.83	14.859	44.68	15.277	62.13	14.348
3	20.000/- - 30.000/- (n=49)	32.31	15.504	41.49	14.992	58.88	13.054
4	40.000/- and above (n=37)	31.97	17.273	40.97	14.194	58.51	13.280
	Total N=220	30.14	15.268	43.04	14.490	60.29	13.887
f-Value		1.082@		0.358@		0.810@	

It is clear from table 19 that mothers did not differ significantly in practicing three types of disciplinary strategies according to family income. The f values were not significant. However the mean scores represent that mothers who belonged to the family income of Rs10.000/- to Rs. 20.000/- have more score for inductive (44.68, $SD=15.277$) and love withdrawal (62.13, $SD=14.348$) disciplinary strategies when compared to other mothers of family income less than 10.000/- or more than 20.000. The results of present study are on par with the findings of Wissow (2001) who also reported a curvilinear relationship between income levels and use of power assertive discipline. It was reported that families whose annual income was average were used more spanking than higher and lower income families. But, Wissow (2001) reported that they have not find any evidence that parental income was a predictor of parent use of disciplinary practices.

SECTION IV:

This section deals with relationship among demographic variables (Child, parent and family variables) and behavior problems among pre-school children.

4.4 Behavior Problems among children and Demographic variables

The fifth objective of the study was *“to assess the behaviour problems of pre-school children as per the mother’s rating and teacher’s rating”*.

The behavior problems of sample children were assessed by both mothers and teachers. In order to assess the agreement between teachers’ and mothers’ rating Karl Pearson’s coefficient of correlation was calculated to measure agreement between teachers and parents in rating of behaviour problems among children is presented in table 36.

4.4.1 Correlation between Behavior Problems among children rated by mothers and teachers

Behaviour problem of children were assessed by parents and teachers using Behaviour Problem Checklist. Mothers and Teachers checked the behaviour problems exhibited by preschool children in five areas namely, health, home school, social, and emotional. Each

problem was assessed for its intensity on a three point scale (always = 3, sometimes =2 and never =1) Less the score indicates low behaviour problems and higher the score indicates more behaviour problems among children.

Table 20 shows the correlation between behavior problems among children rated by mothers and teachers.

Table 20: Correlation between Behavior Problems among children rated by mothers and teachers

S.No	Variables	Behaviour problems score		
		Mean	SD	r value
1	As rated by mothers	96.14	15.561	0.297** P < 0.001
2	As rated by teachers	99.70	16.353	

From table 20 it is known that mean scores of behaviour problems rated by mothers was (mean = 96.14), SD = 15.561. Whereas behaviour problems score rated by teacher (mean = 99.70, SD = 16.353). It is clear from above table that teachers rated more behaviour problems among children when compared to mothers. However, the co-relation co-efficient value r was 0.297 and was found to be significant at 0.001 level.

As there is correlation between the mothers and teachers perception of behaviour problems, for further analysis behaviour problems perceived by mothers were considered to avoid repetition.

4.4.2 Behavior Problems among Children according to Child Variables

Child variables of the study were gender, age, birth order and type of school child attended.

Behavior problems among children rated by mothers according to child variables were given in table 21.

Table 21: Mean Scores of Behavior Problems among Children according to Child Variables

S.No	Child Variables	Behavior Problems among children as per mother's rating		t/ f-Value
		Mean	SD	
1	Gender			
	Boys (n=110)	95.33	16.627	.594@
	Girls (n=110)	96.95	14.448	
	Total N=220	96.14	15.561	
2	Age			
	4+ years (n=110)	93.68	16.897	5.588** P<0.001
	5+ Years (n=110)	98.59	13.743	
	Total N=220	96.14	15.561	
3	Birth order			
	First Born (n=105)	101.18	16.774	3.525* P<0.05
	Second Born (n=95)	98.34	16.655	
	Third Born and above (n=20)	98.45	12.120	
	Total N=220	99.70	16.353	
4	Type of School			
	Government schools (n=110)	99.55	17.791	0.942@
	Private schools (n=110)	99.85	14.857	
	Total N=220	99.70	16.353	

It is evident from table 21 that children did not differ significantly in their behavior problems according to gender and type of school. However mean scores indicated that girls scored more behavior problems (Mean=96.95, SD=14.448) when compared to boys (mean=95.33, SD= 16.627) as per mothers' rating.

The sample children differed significantly in their behavior problems according to age and birth order of the child. The t value for age was 5.588 ($P < 0.001$) and for birth order the f value was 3.525 ($P < 0.05$). From the table it can be known that first born children showed more behavior problems (mean= 101.18; SD= 16.774) when compared to second and third born children (mean= 98.34, SD=16.655 for second born and 98.45, SD= 12.120 for third born). Though, birth order and behaviour of children have been reported in earlier studies, they were inconsistent and studies have shown that first born children were susceptible to social pressures, Bradley (1968), found that the first born were more anxious than later born children. Venkataramaih and Bharathi, 1976) reported more anxiety and insecurity among first born children. This may be the reason for exhibition more problem behavior by elder children,

4.4.2 Relation between Disciplinary Strategies and Behavior Problems among children.

Parents use a wide variety of disciplinary strategies. Parental discipline strategies are a form of socialization that may affect the child functioning and behaviour.

Table 22 shows the relationship between disciplinary strategies adopted by mothers and behavior problems among children according to mothers' rating.

Table 22: Intensity wise Distribution of Mean Score of Disciplinary Strategies adopted by Mothers and Behavior Problems among Children

S.No	Intensity wise Distribution of Disciplinary Strategies	Behavior Problems among Children		f- value
		Mean	SD	
Power assertive Mothers				
1	Less power assertive (n=139)	92.29	16.100	15.146** P<0.001
2	Moderate power assertive (n=46)	99.83	10.175	
3	More power assertive (n=35)	106.57	13.402	
	Total	96.14	15.561	
Inductive Mothers				
1	Less Inductive (n=77)	98.52	15.619	3.717* P<0.05
2	Moderate Inductive	98.00	15.872	

	(n=62)			
3	More Inductive (n=81)	92.44	14.733	
	Total	96.14	15.561	
Love Withdrawal Mother				
1	Less Love Withdraw (n=30)	100.71	16.005	8.070** P<0.001
2	Moderate Love Withdraw (n=79)	98.93	11.471	
3	More Love Withdraw (n=111)	92.13	15.245	
Total		96.14	15.561	

It is clear from table 22 that children differed significantly in mean scores of behavior problem depending on the intensity of exercise of different disciplinary strategies by mothers. The f- values were highly significant for power assertive ($f=15.146^{**}P<0.001$) and love withdrawal ($f=8.070^{**}P<0.001$) disciplinary strategies and for inductive disciplinary strategy the f value was 3.717 which was significant at 0.05 level.

When mean score behavior problems were observed among power assertive type of disciplinary strategy, the mean scores of behavior problems increased as the parents' intensity of using of power assertive disciplinary strategy increased. Good man and Nissa *et al.*, (2008), also reported that power assertive disciplinary strategy may show negative impact on children's adjustment.

With regard to inductive disciplinary strategy, the mean scores of behavior problems were comparatively less for those children whose mothers used more inductive strategy. These findings are inline with that of Hart *et al.*,(1992), who reported that children of more inductive mothers and fathers exhibited fewer disruptive behavior.

When love withdrawal strategy was considered the mean scores of behavior problems decreased when the intensity of usage of love withdrawal strategy increased.

Thus, the mean score of behavior problems were more when the parents exercised more physical assertive (mean 106.57, SD= 13.402) and mean score of behavior problems were less

when the mothers practiced more inductive (92.44, SD= 14.733) and more love withdrawal strategy (92.13, SD=15.245). Studies have shown that preschoolers of inductive mothers exhibited more pro-social behaviour and also more preferred by peers (Hart *et al.*,1992) ·

Deater-Deckard *et al.*,(2006), also reported that there is a positive association between experiences of use of harsh discipline at age 5 and externalizing behavior during the elementary years. Whereas, externalizing problems were found to be less when parents were high in warmth and positive affect.

To assess whether the behavior problems of children differed depending on the type of disciplinary strategies, the sample mothers who were classified as exercising of disciplinary strategy of more assertive, more inductive and more love withdrawal were compared and the results are presented in table 23.

Table23: Mean Score of mothers' Disciplinary Strategies of higher end category adopted by Mothers and Behavior Problems among Children

S.No	Types of Disciplinary Strategies	Behavior Problems among Children		f- Value
		Mean	SD	
1	More Assertive (n=35)	106.571	13.401	13.589** P<0.001
2	More Inductive (n=81)	92.444	14.733	
3	More Love Withdrawal (n=111)	92.126	15.244	
	Total (N=227)	94.467	15.614	

It is observed from the table 23 and figure 10 that the mean behavior problem scores were more for children when the mothers have used more power assertive disciplinary strategy (mean 106.571, SD= 13.401). Comparatively the mean behavior problem scores were less for the children whose mothers have adopted inductive (mean 92.444, SD= 14.733) and love withdrawal disciplinary strategy (92.126, SD=15.244). A multitude of studies have examined links between power assertive disciplinary strategies like corporal punishment or spanking and aggressive or other externalizing behaviour problems for children (Durrant, 2008 and Gershoff, 2002). Kerr *et al.*,(2004), reported that inductive discipline has been found to be more effective in terms of promoting children's internalization of moral and social values. About keeping the goal of family discipline as internalizing values and attitudes which leads to appropriate behaviour.

Thus, parental disciplinary strategy seems to have an impact on child development outcomes. The use of severe power assertive disciplinary strategies seems to be associated with problem behaviour among young children. Hence, there is a need for creating awareness among parents about the negative impact of use of power assertive disciplinary as a method of family discipline and parents can be educated in these aspects.



Figure 10: Mean Scores of Disciplinary Strategies Adopted By Mothers and Behavior Problems among Children.

Major Findings of the Study

- Majority (47.7 per cent) of the sample children were first born children followed by second born (43.3 per cent) and very few (9 per cent) of the sample children were third born.
- Majority (45 per cent) of the fathers of sample children belonged to the age group of 35-40 years. Whereas majority of mothers (36.4 per cent) were from 25-30 years age range.
- Half of the sample parents both fathers and mothers were second born followed by one fourth of mothers (25 per cent) and fathers (27.3 per cent) who were first born.
- Majority (41.8 per cent) of the sample children's fathers were having education up to graduation. Whereas, majority (38.6 per cent) of the mothers were educated up to Intermediate level
- One third of the sample children fathers were doing jobs in private sectors and doing government jobs. Nearly half of the sample mothers (45.5 per cent) were house wives.
- Majority (70.5 per cent) of the sample families were nuclear families and 29.5 per cent of the families belonged to joint families.

- There was significant correlation between disciplinary strategies adopted by fathers and mothers.
- With regard to Disciplinary strategies mothers, did not differ significantly in using disciplinary strategies according to the gender, birth order of the child and type of school attended. But, mothers differed significantly in performing power assertive and inductive type of disciplinary strategies according to age of the child.
 - As age of the child increases from 4 years to 5 years, mothers tend to be more assertive and less inductive
- Mothers differed significantly in adoption of disciplinary strategy according mothers' variables viz., age, birth order, educational qualification and occupation.
 - As the age of the mother increased, the usage of power assertive disciplinary strategies has been decreased.
 - First born mothers were implementing more inductive (48.40, SD=13.713) and more love withdrawal (67.82, SD=11.854) disciplinary strategies compared to later born mothers.
 - Mothers who had education up to primary level seemed to exercise more power assertive and inductive than mothers who had education qualification of graduation and above.
 - Mothers who were performing government jobs (mean=40.26, SD=19.485) were using more assertive strategy than mothers who were doing daily wage labour and tailoring etc., (63.42, SD= 15.043).
- Mothers did not differ significantly in adoption of three types of disciplinary strategies according to family variables i.e., type of family and family income.
- There was a significant correlation between behaviour problems among children, rated by mothers and teachers.
- Children did not differ significantly in their behaviour problems according to gender and type of school . However, children differed significantly in mean scores of behaviour problems according to age and birth order of the child.

- Mean scores indicated that comparatively girls scored more behaviour problems (Mean=96.95, SD=14.448) than boys (mean=95.33, SD= 16.627) as per mothers' rating. Children differed significantly in exhibiting behaviour problems according to birth order of the children.
- First born child (mean= 101.18) showed more behavior problems when compared to second and third born children.
- Sample children didn't differ significantly in mean scores of behaviour problems according to mothers' variables and family variables.
- Comparatively mothers had (38.1 per cent) more positive attitude than fathers (29.5 per cent) towards their own upbringing. More than one third of the sample fathers (37.7 per cent) and 20.9 per cent of mothers showed negative attitude towards their own upbringing.
- Children differed significantly in mean scores of behavior problems depending on the intensity of different parenting styles that is more usage of parenting style like more authoritative, more authoritative or more permissive . The f- values were highly significant.
 - The mean scores of behavior problems increased as the parents' intensity of implementation of authoritarian parenting style increased.
 - The mean scores of behavior problems were comparatively less for those children whose mothers used more authoritative parenting style.
 - The mean score of behavior problems were more when the mother used more permissive parenting style.
- Similarly when intensity of different disciplinary strategies adopted by mothers and behaviour problems among children were observed the mean scores of behavior problems increased when intensity of power assertive disciplinary strategy adopted by mothers were increased.

Parenting is a natural responsibility bestowed upon the mother especially for nurturance and discipline individually and cumulatively within the father to facilitate process of development of children throughout the childhood, especially during pre school age. A knowledge about effective child rearing practices helps to rear children to reach optimum child development.

Several reported studies were conducted in Western culture. The limited studies available in Indian context cannot be generalized because of multiple languages, cultural and different child rearing practices throughout the country. The impact of the disciplinary practices affects not only the child, but also the adjustments with peer group, spouse and also their future generation. Hence, studies of this kind need to be continued in different places on a large sample to get a database on appropriate disciplinary practices.

Implications

- The present study focused on different parenting styles and disciplinary strategies adopted by parents and its relation with interrelated factors such as parent, child and family variables. The results revealed positive correlation in adopting parenting styles by fathers and mothers which may be reason for perceptions of moderate of behaviour problems among sample children. Multiple studies have highlighted the importance of consistency in adoption of disciplinary practices of disciplinary practices of fathers and mothers.
- It was found that more behaviour problems among children were perceived by mothers who were using more authoritarian and more permissive parenting styles and more power assertive disciplinary strategy. And it was also found that comparatively mothers perceived less behavioural problems when they were using authoritative parenting style, inductive and love withdrawal disciplinary strategies. Enhancing knowledge about these findings will helpful for effective child rearing practices and optimum child development.
- Lack with parents and children should promote the positive parenting styles for exercising discipline among children especially during pre-school age through parent education programmes and media. Suggestions can be given to policy makers and practioners on positive parenting practices as of awareness about appropriate disciplinary practices results in not only causing adjustment problems in children but also seems to have trans generational impact on future generation. Hence, the professionals who work guidelines to optimize good outcomes for future generation.

Limitations of the Study

- Getting reliable data on parenting styles and disciplinary strategies from parents is difficult task. However, efforts were made to get reliable data by following techniques like three days recall method and general observation while collecting data.
- As the sample included both fathers and mothers it took more time to collect the data from home visits. Hence, the sample size was limited to 220 children.
- Study on a large sample would be required to ensure generalization of the findings.

Suggestions for Future Research

- To get more reliable data same study can be repeated along with observation through video recording.
- Similar study can be conducted among parents of elementary school age children.

REFERENCES

- Asadi, S.M., Zokaei, N., Kavaiani, H., Mohammadi, M.R., Ghaeli, P., Gohari, M.R., and Van devijver, F.J.R . (2007). Effect of socio cultural context and parenting style on scholastic achievement among Iranian adolescent. *Journal of Social Development*, 16, 169-180.
- Ateah, C. and Durrant, J. (2005). Maternal use of physical punishment in response to child misbehaviour: Implications for child abuse prevention. *Journal of Child Abuse and Neglect*, 29169-85.
- Aunola, K., and Erik Nurmi, J. (2005). The Role of Parenting Styles in Children's Problem Behavior. *Journal of Child Development*, 76 (6), 1144 – 1159.
- Baldwin, D. R., McIntyre, A., and Hardaway, E. (2007). Perceived parenting styles on college students' optimism. *Journal of College Student*, 41(3), 550-557. Retrieved from <http://www.freepatentsonline.com/article/College-Student Journal / 16306800.html>.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.

- Barber, B. K. (1996). Parental psychological control: Revisiting a neglected construct, *Child Development*, 67, 3296 – 3319.
- Barber, B., Stolz, H. and Olsen, J. (2005). Parental Support, Psychological Control and Behavioural Control: Assessing relevance across time, culture and method. *Monographs of the Society for Research in Child Development*, 70(4).
- Barkin,S., and Scheindlin ,B. (2007). Determinants of parental discipline practices: a national sample from primary care practices. *Journalmof Clinical Pediatrics*, 46 (1), 64-69. Retrieved from <http://online.sagepub.com>
- Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Journal of Child Development*, 37, 887-907.
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behaviour. *Genetic Psychology Monographs*, 75, 43–88.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monographs*, 4(1), Part 2.
- Baumrind, D., (1991).The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11, 56–95.
- Belsky,J. (1984). The determinants of parenting: A process model. *Journal of Child Development*. Vol. 55(1), 83-96. Retrieved from URL:<http://www.jstor.org/stable/1129836>.
- Berg, B., (2011). The effects of parenting styles on a preschool aged child’s social emotional development. a research paper submitted in partial fulfilment of the requirements for the master of science degree. The graduate school university of Wisconsin-stout. Retrieved from <http://www2.uwstout.edu/content/lib/thesis/2011/2011bergb.pdf>.
- Berk, L.E. (2003). *Child Development*, 6th Edition. Boston: Allyn and Bacon, 25-27.
- Berlin, J .M., Mark ., Patrick ., Malone., Gunn., Smith., Ayoub., and Yu Bai. (2009). Correlates and consequences of spanking and verbal punishment for low-income white,

- african american and mexican american toddlers. *Journal of Child Development*, 80(5), 1403–1420.
- Beron, K.J., and Rosen, L.H. (2009). Continuity and change in Social and Physical aggression from middle child hood through early adolescence. *Journal of aggressive behaviour*, 35(5), 357-375.
- Bharathi, V.V., Venkataramaih, S. R. (1976). Birth order, gender, family size and anxiety. *Child Psychiatry quarterly*,9, 7-11.
- Bornstein, M.H. (2002). *Handbook of Parenting*. Vol 1-5 (2nd edition). Mahwah, NJ: Lawrence Erlbaum Associates.
- [Bosmans](#) , G., [Braet, C](#) ., [Beyers,W](#) ., [Leeuwen, K.V.](#), and [Vlierberghe](#), L.V.(2011). Parents' Power assertive discipline and internalizing problems in adolescents: the role of attachment. *Journal of Parenting*, 11(1), 34-55.
- Bradley, R.H., and Corwyn, R. (1999). Parenting. In: L. Balter and C. Tamis-LeMonda (eds.), *Child Psychology: A Handbook of Contemporary Issues*. Philadelphia: Psychology Press, 339-62.
- Bradley, R.W (1968). Birth order and school related behaviour: heuristic review. *Psychological bulletin*.70, 45-51.
- Brar, SH. (2003). Child temperament, parenting style and externalizing and internalizing behavior of young children of Indian immigrants in Canada. (Doctoral dissertation, University of Massachusetts). Retrieved from : <http://proquest.umi.com> .
- [Brigitte, V., Holden](#), G.W. (2010). Children's assessments of corporal punishment and other disciplinary practices: The role of age, race, SES, and exposure to spanking. *Journal of Applied Developmental Psychology*, 31(3), 211–220.
- Brody, G.H. and Flor, D.L. (1998). Maternal resources, parenting practices and child competence in rural single-parent African American families. *Child Development*, 69, 803-816.

- Bronfenbrenner, U.(1986). Ecology of the family as a context for human development.: Research perspectives. *Journal of Developmental Psychology*, 22, 723-742.
- Bugental, D. B., Happaney, K. (2002). Parental Attributions. In: Bornstein MH, editor. *Handbook of Parenting*, Vol. 3, Mahwah, NJ: Erlbaum, 509–535.
- Bugental, D.B. and Goodnow, J.J. (1998). Socialization Processes. In: W. Damon and N. Eisenberg. *Handbook of Child Psychology*. Volume 3, New York: Wiley, 389-462.
- Buri, J.R.(1991). Parental Authority Questioner. Department of Psychology, University of St. Thomas. Retrieved from <https://dtreboux.files.wordpress.com/2013/06/parental-authority-questionnaire-2.docx>.
- Calzada, E.J., Eyberg ,S.M., Rich, B., and Querido, J.G.(2004). Parenting disruptive preschoolers: experiences of mothers and fathers. *Journal of Abnormal Psychology*, 32 (2), 11-13.
- [Campbell](#),S.B., Shaw,D.S., and Gilliom,M. (2000). Early externalizing behavior problems: Toddlers and preschoolers at risk for later maladjustment. *Journal of [Development and Psychopathology](#)*. 12(3), 467-88.
- Cardwell, M.C., Flanganan, C.L. (2003). *Psychology as a complete companion*. Cheltenham, Nelson Thomes, Publisher, UK.
- Cawson, P., Wattam, C., Brooker, S. and Kelly, G. (2000). Child Maltreatment in the United Kingdom: A study of the prevalence of abuse and neglect. London: National Society for the Prevention of Cruelty to Children.
- Chen, F.M., and Luster, T. (2002). Factors related to parenting practices in Taiwan. *Early Child Development and Care*, 172(5), 413-430.
- Christopher, S. (2005). Families in Society: *The Journal of Contemporary Human Services*, 88, (4), 567-589.
- Cramer, K.E. (2002). The influences of parenting styles on children’s classroom motivation. M.Sc thesis Submitted to the Graduate Faculty of the Louisiana State University and

Agricultural and Mechanical College. Retrieved from http://etd.lsu.edu/docs/available/etd-0712102-125121/unrestricted/Cramer_thesis.pdf.

Darling, E., McCartney, K., and Taylor, B.A. (2006). Within-child associations between family income and externalizing and internalizing problems. *Developmental Psychology*, 42, 237-252. Retrieved from <http://dx.doi.org/10.1037/0012-1649.42.2.237>.

Darling, N. and Steinberg, L. (1993). Parenting Style as Context: An Integrative Model. *Psychological Bulletin*, 113, 487-96.

Day, R.D., Peterson, G.W., and McCracken, C. (1998). Predicting spanking of younger and older children by mothers and fathers. *Journal of Marriage & the Family*, 60(1), 79-94.

Deater, D .K., Kenneth, D. A., John, B.E., Gregory ,P.S. (1996). Physical discipline among African American and European American mothers: Links to children's externalizing behaviors. *Journal of Developmental Psychology*, 32(6), 1065-1072. Retrieved from <http://dx.doi.org/10.1037/0012-1649.32.6.1065>.

Deater, D.K., and Dodge, K.A.(1997). Externalizing behaviour problems and discipline revisited: Non-linear effects and variation by culture, context and gender. *Journal of Inquir*, 8, 161-75.

Deater, D.K., Lansford, J., Dodge, K., Pettit, G. and Bates, J. (2003). The development of attitudes about physical punishment: An 8-year longitudinal study, *Journal of Family Psychology*, 17 (3), 351-60.

Dietz, T.L. (2000). Disciplining Children: Characteristics associated with the use of corporal Punishment. *Journal of Child Abuse and Neglect*, 24(12), 1529-1542.

Dobbs ,J., Arnold ,D.H., Doctoroff ,G.L.(2009). Attention in the preschool classroom: The relationship among child gender, child misbehavior, and types of teacher attention. *Journal of Early Child Development and Care*, 174, 281–295.

Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., and Fraleigh, M. J. (1987). The relation of parenting styles to adolescent school performance. *Child Development*, 58, 1244-1257.

- Durrant, J. (2005) 'Corporal Punishment: Prevalence, predictors and implications for child behaviour and development'. In: S.N. Hart (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO. 49-90.
- Durrant, J., Broberg, A. and Rose, K.L. (1999). Predicting maternal use of physical punishment from maternal characteristics in Sweden and Canada. In: P.D. Hastings and C.C. Piotrowski (eds.), *New Directions in Child Development: Conflict as a context for understanding maternal beliefs about child-rearing and children's misbehaviour*. San Francisco: Jossey-Bass, 25-41.
- Dwairy, M., Achoui, M., Abouserie, R., and Farah, A. (2006). Parenting styles, individuation, and health of arab adolescents: a third cross-regional research study. *Journal of Cross-Cultural Psychology*, 37(3), 262-272.
- Eamon, M.K. and Zuehl, R.M. (2001). Maternal depression and physical punishment as mediators of the effect of poverty on socio-emotional problems of children in single-mother families. *American Journal of Ortho psychiatry*, 71, 218-26.
- Eisenberg, N. and Valiente, C. (2002). Parenting and Children's Prosocial and Moral Development. In: M.H. Bornstein (ed.), *Handbook of Parenting. Volume 5: Practical Issues in Parenting* (2nd edition). Mahwah, NJ: Lawrence Erlbaum, 111-42.
- Elena, D.B., Ella, M.D., Malabanan, A., and Lopez, R. (2014). Parenting styles and competitiveness among mothers of preschool children, *Asia Pacific Journal of Education, Arts and Sciences*, 1(3), 81-88.
- Elizabeth, T., and Gershoff. (2010). Corporal Punishment by Parents and Associated Child Behaviors and Experiences: A Meta-Analytic and Theoretical Review. *Psychological Bulletin*, 128, (4), 539-579.
- Erikson, E.H. (1963). *Childhood and Society* (2nd ed). New York: W.W. Norton. Espinosa, L., and Laffey, J. (2003). Urban primary teacher perceptions of children with challenging behaviors. *Journal of Children and Poverty*, 9(2), 136-156.

- Erinisha, L., and Johnson. (2012). Parenting styles, peer pressure, and the formation of antisocial behaviour. Honors thesis. The university of Southern Mission, 101. Retrieved from http://aqualiausm.edu/honors_thesis/101.
- Evis and Fili. (2016). Parenting styles and aggressive behaviour among preschool going children. *Journal of Academic Research and Reflection*, 4(2),1-8.A ISS2
- Fletcher, A.C., Walls J.K., Cook, E. C., Madison, K. J., and Bridges, T.H. (2008). Parenting style as a moderator of associations between Maternal disciplinary strategies and child well-being. *Journal of family issues*, 29 (12).Retrieved from <http://dx.doi.org/10.1177/0192513X08322933>.
- Fox, R.A., Platz, D.L., & Bentley, K.S. (1995). Maternal factors related to parenting practices, developmental expectations, and perceptions of child behavior problems. *Journal of GeneticPsychology*, 156(4), 431-441.
- Freud, S. (1964). An outline of psycho analysis. In J, Strachery (eds). *The standard edition of the complete psychological works of Sigmund Freud*, London: Hogarth Press23.
- Frick,P.J., Christian, R.E., and Wootton , J. M. (1999). Age trends in the association between parenting practices and conduct problems. *Journal of Behaviour Modification*, 23(1), 106-128.
- Gallagher, K. C. (2002). Does child temperament moderate the influence of parenting on adjustment. *Journal of Developmental Review*,22,(4), 623–643.
- Gershoff, E. (2002). Parental corporal punishment and associated child behaviours and experiences: a meta-analytic and theoretical review. *Psychological Bulletin*, 128,539-579.
- Gershoff, E., Miller, P. and Holden, G. (1999). Parenting Influences from the Pulpit: Religious affiliation as a determinant of parental corporal punishment, *Journal of Family Psychology*, 13, 307-320.
- Gfroerer, K. P., Kern, R. M., and Curlette, W.L.(2004). Research support for Individual Psychology's Parenting Model. *Journal of Individual Psychology*, 60(4), 379- 388.

- Ghate, D., Hazel, N., Creighton, S., Finch, S. and Field, J. (2003). The National Study of Parents, Children and Discipline in Britain. London: *Policy Research Bureau*. Retrieved from <https://books.google.co.in/books?isbn=1847420907>.
- Giles, S. J., Straus, M.A., and Sugarman, D.B.(1995). Child, maternal, and family characteristics associated with spanking. *Family Relations: Journal of Applied Family & Child Studies*, 44(2),170-176.
- Giselle, F.(2015). The Relationship Between Parenting Style and the level of Emotional Intelligence In Preschool-Aged Children. Submitted in partial fulfilment of the requirements for the degree of doctor of Psychology, Philadelphia College of Osteopathic Medicine Department Of Psychology. Retrieved from http://digitalcommons.pcom.edu/psychology_dissertations.
- Goodman, T., Nissa, R. Teti., and Douglas, M.(2008). Power assertive discipline, maternal emotional involvement and child adjustment. *Journal of family Psychology*, 22(40), 648-651.
- Gracia, E. and Herrero, J. (2008). Is it considered violence? The acceptability of physical Punishment of children in Europe. *Journal of Marriage and the Family*, 70, 210-17.
- Greene, S. (1994) .Why do parents smack their children?. *Journal of Child Centred Practice*, 1 (1), 27-38.
- Grogan, K. A., and Otis, M. (2005).The predictors of parental use of physical punishment. *Journal of Family Relations*, 56, 80-91.
- Grusec, J.E. and Goodnow, J.J. (1994). Impact of parental discipline methods on the child's internalisation of values: A reconceptualisation of current points of view. *Journal of Developmental Psychology*,30, 4-19.104.

Hagekull, B., Bohlin,G., and Hammerberg,A. (2004). The role of parental perceived control in child development: A longitudinal study. *International Journal of Behavioral Development*,25(5):429-437.

Palmer, C. D. (2009). Parenting style and self control skills. Doctoral dissertation. University of Hawaii. Retrieved from: <http://proquest.umi.com>.

ENCLOSURE-IV

- **Paper Publications**