

---

**Influence of Parenting Style of Parents at Home, School, and Day care on the Behavior of Pre-teens**

**Sarah Elizabeth Makesh<sup>1</sup> and Dr Vishmita<sup>2</sup>**

<sup>1</sup>Student, Department of Psychology, Jain (Deemed-to-be University), Jayanagar, Bengaluru, Karnataka 560069

<sup>2</sup>Assistant Professor, Department of Psychology, Jain (Deemed-to-be University), Jayanagar, Bengaluru, Karnataka 560069

**Keywords**

Behavior of pre-teens, caregivers, day care, parenting style

---

**Abstract**

**Aim:** This study aims to assess the influence of Parenting styles of Caregivers at home, school, and daycare on the behavior of Pre-teens. **Study design:** The subjects were school-going children between 9-12 years of age. The Scale of Parenting Style (SPS) was given to parents to determine their parenting style. The Developmental Psychopathology Checklist for Children (DPCL) was assessed on the pre-teens to understand their behavior. **Results:** A sample total of N =99 participants were included in the study. The data of the study was collected through a simple random sampling method. No significant difference was noted between the parenting styles of parents of pre-teens and their behavior ( $p = .152$ ). There was no significant difference in the behavior of pre-teens who grew up in the absence of any parent compared to those who grew up in the presence of parents ( $p= .424$ ). No significant difference was also noted in the behavior of pre-teens exposed to daycare compared to those not ( $p= .677$ ). A significant difference was found between the type of parenting style of mothers and fathers of pre-teens ( $p=000$ ). **Conclusion:** The parenting styles of caregivers may not be the only factor that has an impact on the way a pre-teen behaves, many other factors could be a part of it like the child's perceptions of parental treatment, culture, social influences, and the child's social influences, etc.

## Introduction

---

Childhood is a pivotal period of individual psychological development, and parenting styles and a parent's company are highly significant to children's personality mental health, and cultivation. The process of childrearing and providing them with all the care and protection to secure healthy development is called Parenting. Parents play a crucial role in shaping a child's environment and the child's exposure to other factors that influence development, such as peer relationships, etc. A child's experiences with their parents within a cultural context accordingly stage them to become culturally competent members of their society (Bornstein, 2012).

Psychologist Diana Baumrind in the 1960s conducted a study on more than 100 preschool-age children using the method of naturalistic observation, interviews, and other research methods suggesting that most parents display one of three parenting styles. In the Authoritarian style of parenting, children are forced to follow strict rules that are firmly established by the parents. In the Authoritative style of parenting, parents are more responsive to their children and willing to listen to questions. These parents expect a lot from their children but also provide them with sufficient warmth, feedback, and support. In the Permissive style of parenting, parents tend to be more responsive than the child is demanding. These parents often take on the role of a friend more than a parent.

Psychologists Eleanor Maccoby and John Martin advocated a fourth style, uninvolved or neglectful parenting, in addition to Baumrind's three main parenting approaches. In this style of parenting, parents show low responsiveness, few demands, and very little communication. These parents usually fulfill their child's basic needs but are generally detached from their child's life.

### **The behavior of Pre-teens:**

Pre-teens are the stage of human development that is preceded by adolescence and follows middle childhood. It is often defined as ages 9–12 and frequently ends with the onset of puberty. They are usually represented by the media as being trend-loving young people who are still kids. Regrettably, this period involves a more unstable, confusing time in a child's life. It is also not a smooth journey for the parent either. When parents provide steady, calm guidance and support, it helps the child both survive and thrive. The family of the child plays a very important role in the beliefs, socialization, attitudes, and norms of pre-teens. They are easily affected by anything that happens in the family environment, which affects their psychological needs, such as competence, relatedness, autonomy, and externalizing behavior (Kader and Roman, 2018).

### **Parental Care in Childhood:**

The effects of parental absence on a child can vary across parents' education level, gender, urban and rural environments, separation, and job. Without a suitable, hospitable, and loving parental figure, kids are more prone to have a range of emotional, personality, and psychological issues. Therefore, children with emotionally void parents generally develop

into adults with problems themselves. Children who are brought up in fatherless homes or with fathers who are away are more likely to have a careless attitude to try and hide their need for a father. Similarly, children who are grown up away from their mothers tend to develop anxiety issues, and deep insecurities and tend to have lots of social problems and trouble in school.

### **Is daycare beneficial for children?**

In today's generation, we can see that daycare has become a necessity for many working families who cannot afford to have one parent stay home with the children. However, studies have shown that placing children in daycare can lead to several negative effects, such as aggressive behavior and poor social skills. It has also been seen that parents who have their children in daycare experience a weaker parental attachment.

---

## **Literature review**

According to Lytje and Dyregrov (2023), parents reflect on their young children's support needs, grief, and what they learned from this trying time. The study also helped the readers uncover the difficulties associated with informing a young child of illness and loss, in a life situation. Even though they receive support from daycare, it can be better structured and organized.

According to Sahithya, and Raman (2021), 42 children with anxiety disorders and 42 typically developing children, were screened using the Child Behavior Checklist, Color Progressive Matrices, and Screen for Child Anxiety Related Emotional Disorders Parent version. Following a Mini International Neuropsychiatric Interview 5.0 screening of their parents, the questionnaires for parenting styles, parent personalities, and child temperament were completed by the parents. The study's findings indicated that parenting style, parent personality, and kid temperament varied significantly between the two groups.

The purpose of the following study article is to ascertain how adolescents perceive various parenting approaches and how they relate to stress. Stress was measured using the Perceived Stress Scale, and parenting styles were evaluated using the short version of the Parenting Styles and Dimensions Questionnaire (PSDQ). The results of the study showed that parents adopted an authoritarian parenting style; a permissive style among boys, and an authoritative style among girls, and this was associated with high-stress levels (Vijay, Gonsalves, and Ramesh, 2022).

---

## **Methodology**

A sample total of N =99 participants were included in the study. The data of the study was collected through a simple random sampling method. The inclusion criteria of the study included parents of children between the age group of 9-12 years. The study only focused on

heterogeneous parents. The study included only those parents who were willing to give consent for the study. The researcher also interviewed the parents and pre-teens to know if they were exposed to daycare before the age of 5 years. They were also interviewed to understand if any one parent is absent at home because of work or any other factor. The exclusion criteria of the study were that it did not focus on children above 12 years of age because developmentally it is a phase when a lot is happening in their brains and bodies. So, it would not be possible to point out if their behavior is affected by their parenting styles or hormones. The study did not include Homogeneous Parents as not many cases of homogeneous parents are available in India. Subjects were excluded from the study if they are currently on any medication affecting sleep, prescription drugs, or other drugs that in the opinion of the researcher may interfere with the results of the study. The parents provided demographic information, including the presence of daycare, the child's education level, parental profession, marital status, and the number of children, etc.

The Baumrind (1971) ideas and the parenting style aspects put forward by Maccoby and Martin (1983) served as the foundation for the development of the Scale of Parenting Style (SPS), a test. The items measure the control and responsiveness of parents. The tool consists of nineteen control items (Questions 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, and 38) and nineteen responsiveness items (Questions 1, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34 and 36). The tool uses a 5-point Likert scale. There are no negative items. A parent who is rated as low in responsiveness and high in control is an Authoritarian parent. An authoritative parent is one who receives ratings that are above average for both responsiveness and control. A parent who rated as high in responsiveness and low in control is an Indulgent/ Permissive parent. A parent who rated as low in both responsiveness and control is a Negligent/ Uninvolved parent. The validity coefficient that was found was 0.76 for the control and 0.80 for the responsiveness subscale. The test-retest coefficient of reliability of control is 0.83 and responsiveness is 0.81 (Abdul Gafar and Kurukkan, 2014).

The behavior of the pre-teen was assessed using the Developmental Psychopathology Checklist for Children (DPCL). It consists of 124 items and six sub-sections. The inter-rater reliability tests revealed a 0.968 interclass correlation. The Child Behaviour Checklist was used in a validation study to demonstrate the DPCL's satisfactory external validity. The 124-item checklist's validity and inter-rater reliability were satisfactory.

The data collected via the paper-pencil surveys were exported to an Excel spreadsheet in a de-identified manner. The data in the spreadsheet was then imported to SPSS software (IBM, Version 26) for data analysis. Descriptive statistics, frequency counts, and cross-tabulations with chi-square analysis were primarily used to analyze the data. Statistical significance was set a priori at  $p < 0.05$ .

## **Result**

---

### **Demographics**

A study sample had a total of N =99 participants and their caregivers in which 33.3% boys and 66.7% girls from a few metropolitan cities were included. It included Pre-teens from the age range of 9 to 12 years. The highest number of participants that were present in the study was Age 10 (28.3%), and the lowest being of Age 9 (21.2%). Most of the pre-teens in the study were not exposed to daycare (72.7%) as compared to pre-teens who were exposed to daycare (27.3%). We also observed that most of the pre-teens did not have a caretaker in their life (71.7%) as compared to pre-teens who were exposed to the influence of a caretaker (28.3%). A demographic summary is shown in Table 1.

**Table 1**

Demographic details of the pre-teens

Category	Subcategory	%
<b>Participants</b>	Boys	33.3
	Girls	66.7
<b>Age</b>	9 years	21.2
	10 years	28.3
	11 years	24.2
	12 years	26.3
<b>Daycare</b>	Exposed to Daycare	27.3
	Not exposed to daycare	72.7
<b>Caretaker</b>	Presence of Caretaker	28.3
	Absence of Caretaker	71.7

### **Type of Parenting style of Mother and Father**

The Scale of Parenting Style (SPS) was used to determine the significant difference between the parenting styles of the mothers and fathers of the pre-teens. (Table 2) The results of this table show us that in mothers the Highest parenting style that was used was Authoritative (Total = 44). Similarly, the Highest parenting style used by the father is also Authoritative and Indulgent with both having the same total scores (Total = 12). When Chi-square was applied to the data of the parenting styles of both parents, there was a significant difference in the type of parenting style of mothers and fathers of pre-teens.

**Table 2**

Mother's and Father's parenting style using Crosstabulation

Mother's Parenting Style	Father's Parenting Style				Total
	Authoritarian	Authoritative	Indulgent	Negligent	
Authoritarian	7	2	0	2	11
Authoritative	1	39	3	1	44
Indulgent	1	1	5	1	9
Negligent	3	1	4	27	35
Total	12	43	12	32	99

**Parenting style and Behaviour of Pre-teens**

The Scale of Parenting Style (SPS) and Developmental Psychopathology Checklist for Children (DPCL) were used to understand if there was a difference between the parenting styles and behavior of pre-teens. (Table 3) The results of this table show us that pre-teens have the highest behavior issues related to Psychosocial factors that include Family history and stressors (Total =36). The lowest issue that the pre-teens faced were problems related to Developmental history (Total = 2). Through this table, we can also understand that pre-teens whose parents use Authoritative (Total = 45) and Negligent (Total = 35) styles of parenting have been seen to have major problems related to behavior. When Chi-square was applied to the data, it showed that there was no significant difference between the parenting styles of parents and the behavior of pre-teens.

**Table 3**

Parenting Style and Behavior of Pre-teens Using Crosstabulation

Final Scores of DPCL	Parents' Parenting Styles					Total
	No Diagnosis	Authoritarian	Authoritative	Indulgent	Negligent	
No Diagnosis	1	10	3	5		19
Developmental History	1	1	0	0		2
Psychopathology	1	9	5	16		31
Psychosocial Factors	4	17	3	12		36

Temperamental Dimensions	1	8	0	2	11
Total	8	45	11	35	99

### **The behavior of Pre-teens who grew up in the absence and presence of parents**

A Chi-Square test was used to determine the significant difference between the behavior of Pre-teens who grew up in the absence and presence of parents. (Table 4) It showed us that there is no significant difference in the behavior of pre-teens who grew up in the presence of parents as compared to those who grew up in the absence of parents.

**Table 4**

The behavior of pre-teens in the Absence and Presence of parents

	<b>Asymptomatic Significance</b>
<b>Pearson Chi-square</b>	.424
<b>N of Valid Cases</b>	99

### **The behavior of Pre-teens that were exposed to Daycare and those that were not exposed to Daycare**

A Chi-Square test was used to determine the significant difference between the behavior of Pre-teens who were exposed to daycare and those who were not exposed to daycare. (Table 5) The results of this table show us that there is no significant difference in the behavior of pre-teens who were exposed to daycare as compared to those children who were not exposed to daycare.

**Table 5**

The behavior of pre-teens exposed and not exposed to Daycare

	<b>Asymptomatic Significance</b>
<b>Pearson Chi-square</b>	.650
<b>N of Valid Cases</b>	99

## **Discussion**

This study was done to understand if there is an influence of Parenting styles of Parents at home, school, and daycare on the behavior of Pre-teens. The scores obtained in this study were first checked for normality to get the results reliable in nature and the normality

reported that the collected data was not normally distributed, thus a non-parametric (Chi-Square Test) was used for further analysis to test the hypothesis in this study.

There is a significant difference in the parenting style of both mothers and fathers of pre-teens. This means that mothers and fathers of pre-teens usually tend to have different styles of parenting. It could be that fathers might not focus much on making the child feel secure or good but more on challenging them and preparing them for the real world. In contrast, mothers tend to be softer, less demanding, and more nurturing. According to previous research comparing the overall parenting styles, mothers showed a more Authoritative parenting style as compared to fathers, while fathers showed a more Authoritarian parenting style than mothers (Yaffe, Y, 2020).

There is no significant difference between the parenting styles of parents of pre-teens and the behavior of pre-teens. This indicates that the parenting styles of parents are not the only factors that influence the behavior of pre-teens, other important factors like the child's perceptions of parental treatment, culture, social influences, and the child's social influences play an important role in children's behavior. In contrast, based on past research it has been shown that when parents fail to give their child attention, they lead to the feeling of lack of love, dissatisfaction with their parent's actions, and a rebellious attitude until they start to resort to a place or friend to express their thoughts and behaviors (Fatima, Dawood, and Munir, 2020).

The results on the behavior of pre-teens and the absence and presence of parents concluded that there is no significant difference in the behavior of pre-teens among those who grew up in the absence of any parent as compared to those who grew up in the presence of parents. Caregivers always make sure that their child is safe, healthy, and skilled with sufficient resources and skills that they will need to succeed as an adult, but pre-teen is a stage in the child's life where they have a natural tendency to separate themselves from their parents and seek psychological autonomy. In contrast, previous studies have shown that parental absence has a significant adverse impact on children's educational outcomes. It is also said that the effects of parental absence vary across genders, parents' education levels, etc (Mao, Zang, and Zhang, 2020). Another research shows us that 75% of children with a single parent were discovered to be well-adjusted as autonomous entities. (Sangeet and Singh, 2022).

There is no significant difference in the behavior of pre-teens who were exposed to daycare and those who were not exposed to daycare. Different studies have shown that spending too much time in daycare can adversely affect their social and emotional development, through this study; we can understand that this theory does not apply to all children, the reason for this might be that many children in the sample have not been exposed to daycare or any other factor.

Many researchers speak about the three types of parenting styles, but not much research has been done in context with the fourth type of parenting style namely Uninvolved or Neglectful parenting. The uninvolved parenting style has been linked to unique outcomes and



thus should be considered a unique category of parenting styles and a hard factor to study. It can also be seen that not much research has been done on the influence of daycare and the absence of parents at home. Previous studies have also shown us that the more time that a child spends in daycare can adversely affect their social and emotional development, this paper also helped us understand that this theory is quite questionable and cannot be completely true (Rahul, 2022).

The major implications of the study are to develop an understanding among the population that the parenting styles used by the parents of pre-teens are not the only factor that is solely responsible for their behavior; many other factors can be a part of the way they react to a certain situation. Also, it needs much-needed empirical data among the participants of the Indian population as many conflicting views have risen from it. Our findings point to a specific set of capabilities, information, awareness, and attitudes toward knowledge about the importance of understanding if parenting styles have an impact on the behavior of pre-teens. Moreover, Future work could extend this work and examine many other factors like the other factors that can affect children's behavior apart from parenting styles.

---

### **Conclusion**

---

There is no significant difference between the parenting styles of parents of pre-teens and their behavior. There is a significant difference in the type of parenting styles of mothers and fathers of pre-teens. Furthermore, we could also see that the absence of parents does not have much of an impact on the behavior of pre-teens. The theory that children have more negative developmental responses from daycare experiences than those who receive no daycare, is quite questionable.

The study was conducted only from a small group of participants, preventing us from generating results from other age groups. As a result, a large number should be used in subsequent research, and further samples from different states and different age groups. In future studies, we could find the correlation between the absence and presence of parents of pre-teens and the exposure and no exposure to daycare to measure the prediction and effects among the variables. In the future, if any research needs to be done in this field, it would be more impactful if a longitudinal study was conducted.

## References

- Abdul Gafor, K., & Kurukkan, A. (2014). Construction and Validation of Scale of Parenting Style. *Online Submission*, 2(4), 315-323.
- Bornstein, M. H. (2012). Cultural approaches to parenting. *Parenting*, 12(2-3), 212-221.
- Developmental Psychopathology Checklist for Children (DPCL) (A Preliminary Report). (1995, January). NIMHANS Journal. [https://nimhans.ac.in/wp-content/uploads/2020/10/1.-Developmental-Psychopathology-Check-List-for-Children-DPCL-A-Preliminary-Report\\_1-9.pdf](https://nimhans.ac.in/wp-content/uploads/2020/10/1.-Developmental-Psychopathology-Check-List-for-Children-DPCL-A-Preliminary-Report_1-9.pdf)
- Fatima, S., Dawood, S., & Munir, M. (2020). Parenting styles, moral identity and prosocial behaviors in adolescents. *Current Psychology*, 1-9.
- Kader, Z., & Roman, N. V. (2018). The effects of family conflict on preadolescents' psychological needs and externalizing behavior. *Social Work*, 54(1), 37-52
- Lytje, M., & Dyregrov, A. (2022). When young children grieve: Supporting bereaved children from the perspective of daycare staff. *Scandinavian Journal of Educational Research*, 66(5), 879-892.
- Mao, M., Zang, L., & Zhang, H. (2020). The Effects of Parental Absence on Children Development: Evidence from Left-Behind Children in China. *International Journal of Environmental Research and Public Health*, 17(18), 6770. <https://doi.org/10.3390/ijerph17186770>
- Militsa Nikiforou, Stelios N. Georgiou & Panayiotis Stavrini. Attachment to parents and peers as a parameter of bullying and victimization. *Journal of Criminology*. 2013.
- Mohamad Faizal Mohamad dan Mohd Zaki Ishak. Sexual Relationship Among Students: A Case Study. Seminar Kebangsaan Integriti Keluarga Malaysia, 2014
- Monteleone, A. M., Ruzzi, V., Patriciello, G., Pellegrino, F., Cascino, G., Castellini, G., ... & Maj, M. (2020). Parental bonding, childhood maltreatment, and eating disorder psychopathology: an investigation of their interactions. *Eating and weight disorders-studies on anorexia, bulimia, and obesity*, 25, 577-589.
- Mulud, Z. A., Sukardi, N., & Mohamad, N. (2019). Anxiety, depression and behavior problems among preadolescent primary school children. *Environment-Behaviour Proceedings Journal*, 4(11), 3-8
- Nurul Aini Binti Omar & Siti Marziah Zakaria. The Relationship Between Parenting Styles, Emotional Intelligence and Children's Behavioural Problems: A Review. *Jurnal Wacana Sarjana*. vol. 2, no. 3, pp. 1-7 1, 2018.
- Rahul. (2022, June 6). Benefits of Day Care Centre for Kids – Foundree School. Foundree. <https://www.foundree.school/blog/benefits-of-day-care-centre-for->

kids/#:~:text=They%20provide%20children%20with%20a,social%20skills%20and%20sel  
f%2Dconfidence.

- Rönkä, A., Turja, L., Malinen, K., Tammelin, M., & Kekkonen, M. (2019). Flexibly scheduled early childhood education and care: experiences of Finnish parents and educators. *Early Years*, 39(4), 376-391.
- Rozmi Ismail, Nor Azri Ahmad, Fauziah Ibrahim & Salina Nen. The Influencing Factors of Individual, Family and Social Environment In Behavioural Misused of Substance In Students. *Jurnal Akademika*, vol. 87, no.1, pp. 7-16, 2017.
- Sahithya, B. R., & Raman, V. (2021). Parenting style, parental personality, and child temperament in children with anxiety disorders—A clinical study from India. *Indian Journal of Psychological Medicine*, 43(5), 382-391.
- Sangeet, O., & Singh, S. (2022). Experiences of single-parent children in the current Indian context. *Journal of Family Medicine and Primary Care*, 11(7), 3790-3794.
- Syah Rizal, Hamdi Ishak & Najah Nadiah Amran. *The Relationship Between Adolescents' Behaviour and Parental Practices. Persidangan dan Seminar Islam dan Sosial*, 2017.
- Vijay, C., Gonsalves, K. P., & Ramesh, N. (2022). Parenting styles and mental health of adolescents: A cross-sectional study in South India. *Journal of Mental Health and Human Behaviour*, 27(1), 19.
- Yaffe, Y. (2020). Systematic review of the differences between mothers and fathers in parenting styles and practices. *Current Psychology*, 1-14.