



THE RELATIONSHIP BETWEEN PARENTAL BEHAVIOR AND UPBRINGING OF UPPER ELEMENTARY SCHOOL CHILDREN

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ABSTRACT

Introduction: The roles of father and mother strive for equality in educational activities. However, they are different in terms of parental behaviors that are discussed in this study as well as in terms of circumstances of intrusive behavior and professional education, where differences in their inductive reasoning were determined.

Objective: Examine the relationship between parental behavior and the upbringing of children in upper grades of elementary school.

Method: The research was conducted in *Kamen-Šine* elementary School, Split, the Republic of Croatia. 102 respondents-parents participated in the research, 16.7% of whom were fathers and 82.4% were mothers, while one person did not declare the type of gender (male or female). The instrument used for the purposes of the research was the Parental Behavior Questionnaire URP29.

Results: The research showed that there was a statistically significant difference in intrusiveness between fathers and mothers. Mothers showed significantly more intrusive behavior compared to fathers, but on the other hand, no statistically significant difference in punishment was found due to parents' gender. No statistically significant difference was found in warmth, autonomy and parental knowledge with respect to the level of education, while a statistically significant difference was found in inductive reasoning with respect to the level of education. Parents with a secondary education level showed significantly more inductive reasoning compared to parents with a higher education level. No statistically significant difference was found between the other groups.

Conclusion: Mothers have more control over their behavior and the imposition of it, while fathers are more flexible in raising their children. Parents with secondary education level provide their children with greater support and the possibility of choice. Parental education that is full of care and love will enable the healthy development of children.

Keywords: connection, parental behavior, upbringing of children, elementary school

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INTRODUCTION

Education is defined in different ways because it takes place and is observed from different aspects. It is a process that begins at birth and continues throughout a person's life. Therefore, education is also defined as "an interpersonal relationship in which the conditions for development of human individual are created. Parents and children, children and other children, educators and those who are educated, teachers and students" (1). Education is seen as a permanent process, the same is the social phenomenon of giving and receiving where a person is formed, upgraded and changed. Within family, a child's first social attitudes, habits for order, work and social behavior are formed, because children initially start the process of socialization within family when they establish their first interactions with those closest to them, where they get to know the habits, behaviors and customs that they gradually adopt. The concept of parenting is a process that takes place within some characteristic time and space. As changes occur inside social community, so do the tasks of parenting (2). The family has a very strong effect on children's emotions and development of warm human relationships in the first period of a child's life (3). For many parents, setting

boundaries for children is very demanding. Children need to understand the connection in what they do, in what way and what it leads to. In order to create meaningful purpose, the setting of boundaries, determination and clarity are needed in a way how persuasive parents are, while not using punishment but discipline. That is why it is the most important to achieve a balance that satisfies both parents and children (4). The influence of parents on children is indispensable, for example, through socialization processes, which in principle is related to influence between parents and the environment on a child and vice versa. In this way, both parents and children contribute to good family dynamics as well as healthier environment. However, mismatched relationships disorient every person and disrupt their concentration and organization, and lead to listless, destructive and conflict behavior (5). The roles of father and mother, no matter how much they strive for equality, are also different, just like their parenting behaviors, which are discussed in this paper. It is necessary to give a reasonable level of freedom in choice to a child, and it is a skill that requires a lot of parental involvement. However, the general rule is that children's independence of choice should be supported as long as the

consequences are not dangerous for their physical integrity or devastating for their psychological development (6). There are numerous factors in family environment and context that can influence parental behavior, so individual parenting experiences may depend on socioeconomic resources and child-specific factors. All factors are related to differences in parenting styles and child-discipline practices. Parents should have consistent parenting with as little as possible differences in their educational activities in order to avoid any kind of confusion as well as to avoid the possibility that the child abuses differences between parents' educational methods. As regards to what has been mentioned, the goal of the research was set, and research questions were used to examine the connection between parental behavior and upbringing of children in upper grades of elementary school, with special emphasis on parental intrusiveness and inductive reasoning. The goal is to determine the differences between fathers' and mothers' restrictive control towards the child and the differences between parental support towards the child in relation to their level of education.

SUBJECTS AND METHODS

SUBJECTS

The participants of this research were parents (N=102) of the fifth to the eighth grade of elementary school students *Kamen-Šine*, Split, the Republic of Croatia, 16.7% of whom were fathers and 82.4% were mothers, while one person did not declare the type of gender. 9.8% of the respondents have secondary education level, 32.4% have a higher education level, while 57.8% of the respondents have a university education level. When it comes to work status, 90.2% of the respondents are permanently employed, 7.8% of them are occasionally employed, while 2.0% are unemployed. 88.2% of respondents state living in a complete family (father, mother, child/children), whereas 10.8% of them state living in an incomplete family. They voluntarily agreed to participate in the research.

METHODS

To achieve the goal of the research, the parental behavior questionnaire URP29 (7) was used, for which the author's permission was obtained. The questionnaire consists of 26 items grouped into six theoretically assumed subscales: Warmth - T (4 items), Autonomy - A (4 items), Intrusiveness - I (4 items), Parental

knowledge - Z (4 items), Inductive reasoning - R (5 particles) and Punishment - K (5 particles). The research was conducted using a five-point Likert scale.

STATISTICAL ANALYSIS

Statistical analysis and data processing were performed using the IBM SPSS Statistics 25 program. Descriptive and inferential statistics measures were used to present the data and results, and the Shapiro-Wilk normality test was used to test the normality of the distribution. By looking at the values of the Shapiro-Wilks test for testing the normality of the distribution, it was determined that the distribution of all examined variables deviates from the normal distribution ($p < 0.05$). Furthermore, by looking at the parameters of (a)symmetry and kurticity, it is visible that all values are in the range characteristic of a normal distribution, i.e. in the range -3 to +3 for the asymmetry index, while the values of the kurticity

index are in the interval from -10 to + 10. An independent samples t-test, as well as an independent samples ANOVA were used to test differences. In order to determine between which groups there is a difference, the Scheffe post-hoc test was used. A significance level of 0.05 was used to evaluate the significance of the obtained results.

RESULTS

By looking at the basic descriptive parameters of the subscales of parental behavior, it can be noted that the theoretical maximum has been achieved on each subscale. The central values of intrusiveness and punishment were shifted towards lower values, while the central values of inductive reasoning, warmth, autonomy and parental knowledge were shifted towards higher values, which indicates a greater presence of the mentioned parental behaviors.

Table 1. - Presentation of basic descriptive parameters for parenting behavior subscales

	M	SD	Min	Max
Inductive reasoning	3.95	0.54	3.00	5.00
Warmth	4.73	0.33	3.25	5.00
Autonomy	4.64	0.29	4.00	5.00
Parental knowledge	4.23	0.58	1.75	5.00
Intrusiveness	2.41	0.72	1.00	5.00
Punishment	2.35	0.68	1.20	5.00

M-arithmetic mean; SD-standard deviation; Min-minimum value; Max-maximum value

In order to test the differences in the restrictive control of parents towards the child, i.e. intrusiveness and punishment depending on the parents' gender, a t-test for independent samples was used. Before the implementation of the t-test, Levene's test was used to test the equality of variances and it was determined that the

variances of the two groups on the intrusiveness variable were statistically significantly different. A correction was used accordingly. No statistically significant difference in the variance of the two groups was found for the punishment variable.

Table 2. - Presentation of testing the significance of differences in intrusiveness and punishment with regard to the gender of the parents

	M		SD		T	df	p
	Fathers	Mothers	Fathers	Mothers			
Intrusiveness	2.03	2.50	0.42	0.75	-3.61	39.72	0.00
Punishment	2.25	2.38	0.51	0.71	-0.70	96	0.48

M-arithmetic mean; SD-standard deviation, t-t value; df-degrees of freedom; p-probability

A statistically significant difference in intrusiveness between fathers and mothers was found ($p < 0.05$). Mothers report significantly more intrusive behavior than fathers. There was no statistically

significant difference in punishment based on parents' gender. In order to determine whether there is a statistically significant difference in warmth, autonomy, parental knowledge and inductive reasoning with

regard to the level of education, a one-way ANOVA for independent samples was used.

Table 3. - Presentation of testing the significance of differences in warmth, autonomy, parental knowledge, and inductive reasoning with respect to the level of education

	M			SD			F	df	p
	SSS	VŠS	VSS	SSS	VŠS	VSS			
Warmth	4.78	4.64	4.77	0.28	0.41	0.29	0.38	2	0.18
Autonomy	4.80	4.58	4.64	0.26	0.29	0.29	0.36	2	0.12
Parental knowledge	4.28	4.20	4.23	0.45	0.55	0.62	0.04	2	0.94
Inductive reasoning	4.40	3.76	3.98	0.46	0.43	0.56	3.27	2	0.00

M-arithmetic mean; SD-standard deviation, SSS - secondary level of education, VŠS - higher level of education, VSS-university education, F-variance; df-degrees of freedom; p-probability

A statistically significant difference was found in inductive reasoning with regard to the level of education ($p < 0.05$). No statistically significant difference was found in warmth, autonomy, and parental

knowledge with regard to the level of education. In order to determine between which groups a significant difference in inductive reasoning was found, the Scheffe post-hoc test was used.

Table 4. - Presentation of post-hoc testing of the significance of differences in inductive reasoning with regard to the level of education

	Difference of arithmetic means	p
SSS-VŠS	0.64	0.00
SSS-VSS	0.42	0.06
VŠS-VSS	-0.22	0.16

SSS - secondary level of education; VŠS - higher level of education; VSS - university education

DISCUSSION

The obtained results are not in accordance with the previous ones (8). Also, the conducted research shows that mothers have a higher level of intrusive behavior,

whereas regarding punishment there is no significant difference with respect to gender. Previous research has shown that women show more emotions than men. Through socialization, women are

encouraged to express love, happiness, but also sadness, while the same is unacceptable for men (9). If the above is observed in the context of upbringing, it can be expected that mothers will show more tenderness, warmth and affection towards their children. The above is confirmed by previous empirical evidence which suggests that mothers show more warmth, concern and care for children (10). The results of this research could have been influenced by the unequal ratio of the number of men and women, that is, fathers and mothers. According to Fagan et. al; Fuertes et al. and Roggman et al. cited in Vilaseca, Rivero (11) studies comparing the parenting of mothers and fathers have found both similarities and differences, so it seems that fathers are more often involved in play activities when interacting with their children, while mothers spend more time in care-giving activities. Furthermore, the analysis showed that fathers are more flexible in raising their children, which does not comply with the previous research. The results of the research (table 4) show that no statistically significant difference was found in warmth, autonomy, and parental knowledge regarding the level of education, while a statistically significant difference was found in inductive

reasoning regarding the level of education ($p < 0.05$). Also, "the motivation for practicing fatherhood is the children themselves: their unconditional love and unlimited trust enable fathers to develop fatherly skills through direct interaction. Nowadays the challenge for men is not to find and affirm their role as a father, but to find their place in a partnership, in which responsibility and power are shared equally between women and men" (12). Parents with a secondary education level report significantly more inductive reasoning than parents with a higher education level ($p < 0.05$). No statistically significant difference was found between the other groups. The obtained results do not comply with the previous ones (13-15) because more educated parents do not provide more support, while parents with secondary education level provide more support. Also, the results of other research (16, 17) show that those parents who stayed longer in the education system, thereby achieving a higher educational level, can expect that their children will also achieve better results in the educational context. On the other hand, those who left education earlier can expect that their descendants will also have lower achievements in the educational context. Namely, the similarity between parents' and their childrens'

achievements, when it comes to the educational context, can be the result of common environmental influences and conditions, and not the result of direct genetic transmission or the direct influence of parents' characteristics on children's behavior, which has long been the dominant explanation, whatsoever. As a reason for deviation, it can be assumed that more educated parents have higher expectations from their children regarding their education, and therefore cause stress for children so that they do not to disappoint them, whereas parents with a secondary education level have realistic expectations and greater support for reasons which give children the option of choosing between further education or employment opportunities, i.e. they do not force further education and thus do not cause stress to their children s but support them in their choices. However, some researchers believe that parents' high educational expectations will cause them to spend a lot of time and energy on their children's academic work, which will result in giving priority to intelligence over morality, which will also give children too much interference and deny them space for self-exploration (18). Also, some scholars have pointed out that this kind of learning pressure imposed on children due to high

educational expectations will harm children. For example, they believe that parents who have too high expectations from their children in terms of learning will affect their children's physical and mental health (19). Likewise, children whose parents try to reduce their emotional reactions as much as possible were assessed as less socially competent. Parents who are often angry and angry adversely affect the socio-emotional development of their children. Parents' negative emotional reactions are associated with poor understanding of emotions, and frequent exposure to parental anger hinders the process of learning to interpret emotions in children (20). Therefore, patience, warmth and love are an invaluable part of supportive parenting competencies.

CONCLUSION

Mothers have more control over their children's behavior and impose it, while fathers are more flexible in raising their children. More educated parents have high expectations from their children, while parents with a secondary education level have realistic expectations from their children and provide them greater support and the possibility of choice in further education or employment. Children need

unconditional parental support and love, and parents need help in thinking when making decisions about children. Parental upbringing that abounds in care and love will lay a solid foundation with which a child will grow into a satisfied and independent person who will act in society in accordance with social norms and values.




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POVEZANOST RODITELJSKIH PONAŠANJA I ODGOJA DJECE VIŠIH RAZREDA OSNOVNE ŠKOLE

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SAŽETAK

Uvod: Uloge oca i majke teže ravnopravnosti u odgojnom djelovanju. Međutim, iste su različite u pogledu roditeljskih ponašanja o kojima se raspravlja u ovom radu, na okolnosti intruzivnog ponašanja kao i u odnosu na stručnu spremu gdje su utvrđivane razlike u njihovom induktivnom rezoniranju.

Cilj: Ispitati povezanost roditeljskih ponašanja i odgoja djece viših razreda osnovne škole.

Metoda: Istraživanje je provedeno u Osnovnoj školi Kamen-Šine, Split, Republika Hrvatska.

U istraživanju su sudjelovala 102 ispitanika-roditelja, od čega je 16,7% očeva i 82,4% majki, dok se jedna osoba nije izjasnila po pitanju spola. Instrument korišten za potrebe istraživanja bio je Upitnik roditeljskog ponašanja URP29 (Keresteš, 2012).

Rezultati: Istraživanje je pokazalo kako je utvrđena statistički značajna razlika u intruzivnosti između očeva i majki. Majke pokazuju značajno više intruzivnog ponašanja u odnosu na očeve ali s druge strane nije utvrđena statistički značajna razlika u kažnjavanju obzirom na spol roditelja. Nije utvrđena statistički značajna razlika u toplini, autonomiji te roditeljskom znanju obzirom na stupanj obrazovanja, dok je utvrđena statistički značajna razlika u induktivnom rezoniranju s obzirom na stupanj obrazovanja. Roditelji sa srednjom stručnom spremom pokazuju znatno više induktivnog rezoniranja u odnosu na roditelje s višom stručnom spremom. Između ostalih skupina nije pronađena statistički značajna razlika.

Zaključak Majke imaju veću kontrolu ponašanja, te nametanja istog, a očevi više popuštaju u odgoju svoje djece. Roditelji sa srednjom stručnom spremom pružaju djeci veću podršku i mogućnost izbora. Roditeljski odgoj koji obiluje brigom i ljubavlju omogućiti će zdrav razvoj djece

Ključne riječi: povezanost, roditeljsko ponašanje, odgoj djece, osnovna škola

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