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## **TO STUDY THE PARENT'S OWN EXPERIENCES OF BEING DISCIPLINED AS A CHILD – AUTHORITARIAN**

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### **ABSTRACT**

The levels and forms of discipline were investigated, and it was discovered that more parents were strict in their discipline, followed by mixed replies. Parents of Marathi-medium children were stricter, whereas English-medium children's parents were more tolerant. In terms of discipline style, most parents were flexible, whereas parents of Marathi medium children, particularly fathers, had more rigid approaches. Here, the number of mixed responses was lower. The frequency of discipline was examined, and it was found to be between medium and high in the main categories. Few parents never disciplined their children. Parents were watchful, as evidenced by the responses, and had chosen areas of immediate concern when deciding on the frequency of discipline. The causes for the general and individual adjustments made by parents in the disciplining practises used, as opposed to their own experiences of being disciplined as children, were investigated. Fewer than 40% of parents had made significant modifications, including many parents with Marathi medium children. This pattern is described in the review of literature as intergenerational transfer of practises. There were more adjustments made for the children's achievements than for their interactions with others within the various aspects of everyday life that were evaluated.

**KEY WORDS:** *Parents, Marathi Medium, Achievements, Discipline Style*

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### **INTRODUCTION**

The variety of India is well-known. Ethnic, linguistic, regional, economic, religious, class, and caste divisions cut across Indian society, which is also riven by vast urban-rural divides and gender divides. Indian society is multidimensional in a way that no other of the world's great civilizations can match—it resembles a region as diverse as Europe more than any other single nation-state. Rapidly occurring changes affecting various locations and socioeconomic



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classes in disparate ways add to the richness of current Indian culture. Despite their variations, the bulk of societies have some characteristics. These similarities can be found in customs, morals, and, to some extent, religion. The hierarchical character of Indian culture is one of the commonalities. If we go back far enough in history, we can see that this hierarchy has existed from the dawn of civilization. The presence of the hierarchical form of the society can be seen as far back as 2500 BC civilizations like Harappa and Mohenjodaro, or even in the days of Ramayana, Mahabharata, Maurya Empire (1700BC-500BC), mediaeval period, or modern India. This hierarchy may be seen in the family system, regardless matter whether one is from the north or south of India, Hindu or Muslim, urban or rural. Almost everything, including people and social organisations, is graded according to a set of essential traits. Within families and kinship groups, hierarchy plays a vital role, with men outranking women of equal age and older relatives outranking junior relatives. In northern India, for example, a daughter-in-law displays courtesy to her husband, all senior in-laws, and all daughters of the household. Siblings, too, acknowledge age differences, with younger siblings using courteous phrases rather than names to address elder siblings. The society's hierarchical nature is well-knit, with social values binding it together.

Social interdependence is one of the most important social principles in Indian culture. People are born into families, clans, subcastes, castes, and religious communities and they feel deeply connected to these groupings. People are deeply linked with others, and for many, the prospect of being alone and without social support is the biggest fear. Family members often have a high level of psychological dependency. Almost anywhere a person goes; he will find a relative who will provide moral and practical assistance. Social relationships aid a person in every task, and their absence can lead to failure. Even the most basic jobs are rarely completed by individuals alone. When a little child feeds, his mother places the food directly into his mouth. Someone assists a girl who brings water home from the well in pots balanced on her head. A young person expects his or her parents to plan his or her wedding. Finally, a person facing death anticipates that a close relative would perform suitable burial rites, ensuring his seamless transition to the next stage of life and reaffirming social relationships among mourners. Theologically, this sense of connection is evident.



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## **NATURE OF PARENTING**

Parenting is said to involve a mix of biological and social processes (Lerner, et al. 1995; Tobach and Schneirla, 1968). Parenting is a word that describes a series of behaviours that occur throughout life in relationships between organisms that are usually co-specifics and belong to distinct generations or, at the very least, birth cohorts. Parenting interactions give resources across generations and serve in the domains of survival, reproduction, nourishment, and socialisation. As a result, parenting is a multifaceted process that entails much more than simply giving food, shelter, and protection to an infant or child. Because it is a synthesis of social and biological processes. Because the youngster has been in regular contact with his parents, siblings, peer group, neighbours, and relatives since birth, he is social. This has a significant impact on the child's behaviour. Biological in the sense that his offspring are the outcome of his parents' genetic mixture and intergenerational transmission. As a result, his parents and their relatives are responsible for most of his behaviour.

Parenting entails bi-directional relationships between members of two(or more) generations; it can span all or a significant portion of these groups' respective life spans; it can involve all institutions within a culture (including educational, economic, political, and social institutions); and it is embedded in a people's history—as that history unfolds within the natural and designed settings in which the group lives (Ford and Lerner, 1992). The primary responsibility of a child's family is to raise the child in a healthy environment (Bornstein, 1995). The parents' role is to provide a safe, secure, nurturing, loving, and supportive environment for their children, allowing them to grow into happy and healthy adults. This type of experience allows the youth to develop the knowledge, values, attitudes, and behaviours necessary to contribute to self, family, community, and society (Lerner, et al., 1995). Parenting is a term that describes what a parent does to meet these responsibilities of his or her role; in other words, parenting is a term that describes the behaviours utilised by a person—usually, but not exclusively, the mother or father—to raise a kid. Given the qualities of this set of activities stated above, it is evident that parenting is the family's primary function. Adults, on the other hand, differ in how they carry out their parental responsibilities. They demonstrate a variety of parenting techniques. Different child-rearing approaches are linked to significant differences in adolescent development.



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## **PARENTING THE CHILDREN OF ADOLESCENCE AGE: SOME DETERMINANTS**

Adolescents are children who are between the ages of childhood and adulthood. Adolescence is defined as a period of life that begins in biology and ends in society (Petersen, 1988). It is the biological time of sexual maturation and growth completion. Adolescence is a psychosocial transition from childhood reliance to functioning as a functionally independent autonomous adult. Adolescence has been viewed by theorists in various ways. Adolescence, according to Freud, is a phase of recapitulation of the childhood oedipal complex, but Erickson argued that the adolescent stage of development is characterised by the conflict between identity and role uncertainty. The World Health Organization (WHO) defines adolescence as the time between the onset of puberty and reaching the legal age of majority, which falls between the ages of 10 and 19. Adolescence can be defined as the time in a person's life when the majority of their biological, cognitive, psychological, and social features are transitioning from child to adult (Lerner and Spanier, 1980). The name conjures up images of storm and stress, upheaval, and other terms that imply that this is a tough time for both the teenager and the parents and other people who try to lead boys and girls through these pivotal years. Adolescence is a time when one can sit down with a single guy or girl and discuss with him, in a nice manner, "what type of person do I want to be?" These are the years when thinking young men and women begin to ponder and wonder about life's big concerns, such as "whence, whither, and wherefore?" What is our origin? What are our options? What brings us here? As the teenager searches for himself and his place in the world, a firm understanding of his or her own personal, social, ethical, and spiritual values becomes critical. This period is a significant struggle for the adolescent, requiring adjustment to changes in the self, family, and peer group. Adolescence is a time of excitement and concern for both teenagers and their parents, of happiness and sorrows, of discovery and perplexity, of breaks with the past and yet of links with the future. This intricate fight to discover one's own position in the world is a primary cause of the adolescent years' turmoil and stress. The way a teenager sees himself is intricately linked to how he sees others and his perceptions of how others see him. It is a moment in life when an individual does not fit into either the adult or child age groups, resulting in an identity crisis that can only be resolved by understanding one.



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Parenting an adolescent is a difficult endeavour that is influenced by a variety of circumstances. Though theories have already stated that parenting is influenced by the parents' features, personality, child rearing ideas, and educational background. The parents' relationship with each other, their relationship with other immediate family members, and the emotional support of other family members all has an impact on the child's upbringing. Furthermore, a parent's workplace and the attitudes and views of their neighbours have a direct impact on parenting. Education, socioeconomic status, ethnicity, and culture all have an impact on parenting. Belsky (1994) identified three primary variables of parenting: I parental qualities, (ii) child features, and (iii) stress and support contexts. In addition, the parents' personal developmental history influences how they parent their children. According to Bornstein (2005), the evolution and history of parents, their biology and ethology; family configuration; formal and informal support systems; community ties and work; various institutions; socio-economic class designed and natural ecology and culture, as well as children, all play a role in parenting.

Despite the rapid pace of societal development, family continues to play an important role in socialisation in modern society. Other family members, however, have an impact on the teenager. However, because of their extended contact with the children, they have a stronger influence than other family members. Parents are powerful role models and shapers of their children's development. Because the family is changing structurally and functionally, it has a direct impact on teenage socialisation and parent-child relationships. When their adolescent child breaks established social conventions, parents who appear "contemporary" in their child rearing approaches become concerned. It's crucial to emphasise that there is no one-size-fits-all parenting style that should be utilised by every family, wherever. However, there are some parenting styles that create a favourable atmosphere for children's development and learning. In such an environment, the parenting style aids the development of confidence in the developing child, as well as autonomy and independence. This aids learning by helping the youngster to absorb new skills and knowledge into an expanding conceptual framework. It's important to understand that parenting is a two-way participatory process in which children and parents learn to grow and change their relationships. The expression, attitudes, values, interests, and beliefs of parents and their children influence the child's own value systems, learning methods, and capacities.



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To summarise, parenting is defined as the way parents care for their children in terms of nurturing, protecting, training, disciplining, teaching, and allowing them to develop and accomplish to their full potential. These childhood experiences of parenting, training, and learning have an impact on the child's current state as well as his or her future development and learning.

## **RESEARCH METHODOLOGY**

### **SAMPLING**

Universe: The schools and all biological parents of children studying in the elementary portions of the schools in Raipur and bilaspur (100 schools) were the universe for this study due to the enormous sample size.

### **SAMPLING/STUDY UNITS**

1. Parents of the children in the chosen group
2. Primary school instructors
3. Children

Selecting a Sample Working in Raipur and bilaspurgave the researcher valuable insight into the lives of families who sent their children to municipal and government district schools, as well as their problems. It would have been impossible for them to designate time for research enquiries because they were mostly low-income, partially unemployed daily wage earners striving to make ends meet, and it did not seem fair to expect them to do so. After much deliberation, it was decided that this group would not be included in the study. To broaden the scope of the study, it was decided not to limit it to English-medium schools alone, but to include include Marathi-medium schools in the final sample. Some schools were not included in the study since English was the only medium of instruction and they were associated with the Indian Certificate of Secondary Education (ICSE) and the Central Board of Secondary Education (CBSE) boards. There were also other colleges with foreign affiliations that catered to the wealthy that were left out of the study. As a result, respondents for this study were chosen from non-aided private schools with a middle-level fee structure that were associated with the Secondary School Certificate (SSC) Board.



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## **TOOLS OF DATA COLLECTION**

Before constructing the interview schedule, each study objective was examined and investigated. The researcher was careful to incorporate the theories into the Interview Schedule and to examine each aim from both quantitative and qualitative perspectives. The questions were created with a mixed approaches approach in mind. The researcher took great care to ensure that all of the objectives were represented in the data, that each aim was weighed from all perspectives, and that the Interview Schedule reflected this. After adding ideas such as Ecological Systems Theory and the Model of Disciplining Styles, all of the objectives were investigated with questions in the interview schedule. It was also important to include open-ended and closed-ended questions, as well as questions that combined quantitative and qualitative features. Analytical Units and Sample Size Parents: The biological parents of fifty children from each of two schools (a total of 200 parents) in the age period of six to ten years in the primary division served as the study's analytical units. The parents of both girls and boys spoke out in equal numbers. Because some of the participants were single parents, they were included in the study. Five of the respondents were young widows, and the spouses of fourteen Marathi medium students' moms were unable to attend due to a variety of factors that the researcher discovered while questioning the mothers. The interviews with the mothers were included, but because the number of dads in the sample size was fewer, the Marathi medium sample size was expanded, resulting in sixty-three moms of Marathi medium pupils.

**TABLE-1: COMPOSITION OF THE SAMPLE**

| <b>Medium</b>   | <b>Mothers</b> | <b>Fathers</b> | <b>Couples</b> | <b>Total Respondents</b> |
|-----------------|----------------|----------------|----------------|--------------------------|
| English Primary | 49             | 47             | 46             | 96                       |
| Marathi Primary | 63             | 44             | 44             | 107                      |
| Total           | 112            | 91             | 90             | 203                      |



Teacher: All senior teachers with at least ten years of experience in the elementary division, as well as counsellors with at least a year of experience, were included. Only teachers were interviewed because one school did not have a counsellor and the other did have a counsellor who was a recent college graduate. Seven Marathi medium school teachers and seventeen English medium school teachers (for a total of 24 instructors) met the criterion.

Children: The final unit of analysis included twelve nine-year-old children from each school (for a total of 24 children), with an equal number of boys and girls in each group.

## **RESULTS AND DISCUSSION**

### **CHILDHOOD REMINISCENCES**

Childhood memories of being disciplined Respondents were asked whether they had experienced each of the sixteen tabulated experiences of being disciplined as children 'often', 'often', 'sometimes', or 'never'.

The results of each category are presented in separate tables, followed by an analysis.

It was expected that the respondents' parents utilised permissive and authoritative techniques first, and only turned to authoritarian practises after the first two failed, or that the respondents were mainly pliable as children and only needed authoritarian practises on rare occasions.

**TABLE-2: PARENT'S OWN EXPERIENCES OF BEING DISCIPLINED AS A CHILD  
- AUTHORITARIAN**

| <b>S. No</b> | <b>Parent's own experiences of being disciplined as a child</b> | <b>Always</b> | <b>Often</b>  | <b>Some-times</b> | <b>Never</b>  | <b>No comments</b> | <b>Total (203)</b> |
|--------------|---|---------------|---------------|-------------------|---------------|--------------------|--------------------|
| 1.           | My parents were very strict and rigid with me                   | 20<br>(9.8%)  | 28<br>(13.7%) | 70<br>(34.4%)     | 82<br>(40.3%) | 3<br>(1.4%)        | 100%               |

|    |   |               |              |               |                |              |      |
|----|---|---------------|--------------|---------------|----------------|--------------|------|
| 2. | My parents used to criticise me   | 11<br>(5.4%)  | 14<br>(6.8%) | 35<br>(17.2%) | 140<br>(68.9%) | 3<br>(1.4%)  | 100% |
| 3. | My parents told me that they would stop loving me if I did not listen to them | 5<br>(2.5%)   | 8<br>(3.9%)  | 36<br>(17.7%) | 146<br>(71.9%) | 8<br>(3.9%)  | 100% |
| 4. | I was verbally abused as a child  | 60<br>(29.5%) | 18<br>(8.8%) | 45<br>(22.1%) | 72<br>(35.4%)  | 8<br>(3.9%)  | 100% |
| 5. | I was compared with my siblings or other children my age                      | 13<br>(6.4%)  | 10<br>(4.9%) | 58<br>(28.5%) | 110<br>(54.1%) | 2<br>(1.0%)  | 100% |
| 6. | I was physically punished as a child  | 5<br>(2.5%)   | 8<br>(3.9%)  | 60<br>(29.5%) | 120<br>(59.1%) | 10<br>(4.9%) | 100% |
| 7. | They used to nag me to make me obedient                                       | 8<br>(3.9%)   | 12<br>(5.9%) | 48<br>(23.6%) | 130<br>(64.0%) | 5<br>(2.5%)  | 100% |
| 8. | They used to emotionally pressure me to make me obedient                      | 15<br>(7.3%)  | 18<br>(8.8%) | 40<br>(19.7%) | 123<br>(60.5%) | 7<br>(3.4%)  | 100% |

Authoritarian. The replies suggest that while the majority of parents did not suffer authoritarian tactics as children, many of them have, with verbal abuse being the most common practise.

**Permissive behaviour.** The majority of replies indicated that they had no prior experience with permissive behaviours, with the exception of many parents reporting that they were always permitted to do anything they wanted as children. Practices that is authoritative. According to the findings, a high number of parents had been subjected to authoritative behaviours when they were children.

While those who said they always felt loved even when they were punished received the most votes, a substantially lower number indicated their parents always provided them reasons for setting limitations. Those who had occasional experiences with authoritative practises made

up the second largest category of responses. The table below also depicts the many types of discipline used by parents.

**TABLE-3: STYLES OF DISCIPLINING EXPERIENCED BY PARENTS IN THEIR CHILDHOOD**

| Styles of discipline experienced by parents | Mothers       |               | Fathers       |               | Total Mothers (112) | Total Fathers (91) |
|---|---------------|---------------|---------------|---------------|---------------------|--------------------|
|   | MM            | EM            | MM            | EM            |                     |                    |
|   | Mothers (63)  | Mothers (49)  | Fathers (44)  | Fathers (47)  |                     |                    |
| Authoritarian                               | 5<br>(7.9 %)  | 10<br>(20.4%) | 0<br>(0.0%)   | 2<br>(4.2%)   | 15<br>(13.3%)       | 2<br>(2.2%)        |
| Permissive                                  | 8<br>(12.6%)  | 1<br>(2.0%)   | 1<br>(2.2%)   | 1<br>(2.1%)   | 9<br>(8.0%)         | 3<br>(3.2%)        |
| Styles of discipline experienced by parents | Mothers       |               | Fathers       |               | Total Mothers (112) | Total Fathers (91) |
|   | MM            | EM            | MM            | EM            |                     |                    |
|   | Mothers (63)  | Mothers (49)  | Fathers (44)  | Fathers (47)  |                     |                    |
| Authoritative                               | 40<br>(63.4%) | 30<br>(61.2%) | 30<br>(68.1%) | 30<br>(63.8%) | 70<br>(62.5%)       | 60<br>(65.9%)      |
| Equal mix of three                          | 10<br>(15.8%) | 8<br>(16.3%)  | 13<br>(29.5%) | 14<br>(29.7%) | 18<br>(16.0%)       | 27<br>(29.6%)      |
| <b>Total</b>                                | <b>100%</b>   | <b>100%</b>   | <b>100%</b>   | <b>100%</b>   | <b>100%</b>         | <b>100%</b>        |

The mothers (P=0.729) and fathers (P=0.440) had no statistically significant differences. The majority of parents had been subjected to authoritative tactics. There were only a few mixed experiences with different disciplining approaches.

Overall, there are a few key findings in this area that stand out: 1) parents' experiences with authoritarian and mixed practises are infrequent, especially when compared to authoritative practises. However, there are two possibilities: first, as later sections show, they have shared



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more negative experiences in open-ended questions than they have here, and second, sharing their parents' practices that have given them negative experiences may be difficult and unacceptable in traditional society for many. 2) Some of the methods that would be considered as controlling and coercive were seen as beneficial and useful by the parents, reminding the researcher that disciplining practises must be viewed through a cultural lens as well, in order to better understand the motives and practises.

## **CONCLUSION**

The main goal of this study was to look into the disciplining practises of parents of children in the middle childhood stage, which is a critical period in a child's development. This stage includes the transition from preschool to full-time schooling at age six, as well as the transition from middle childhood to preadolescence at age eleven. The goal of the study was to look into the many components of parents' disciplining techniques, their perceptions and opinions, the affecting forces from the parents' immediate Micro and Macro systems, and their actual behaviours. The goal of the study was to learn about the perspectives and experiences of both children and instructors.

The Ecological Systems Theory serves as the research's overall basic theory, from which the Ecological Systems Theory of Parenting originates, which examines the ecological dynamics that influence disciplining behaviours. For the study of actual practises, the Model of Disciplining Styles is used. The combination of the three can also be viewed as a theory integration. In the review of literature, all of these are described in depth. From the initial concept to the final analysis of the findings, these theories were applied. The other ideas suggested in the review of literature were also mentioned in the findings of this chapter at appropriate points.

This was a mixed-methods exploratory study. Mixed methods research use a variety of methodologies to address research questions and is broad and inclusive, which was ideal for our study. The research's general goal was to investigate the disciplining habits of parents of 100 children aged six to ten in Navi Mumbai. The biological parents of fifty children from two schools, one English medium and the other Marathi medium (a total of 203 parents)



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served as the study's units, with supplementary data obtained from a sample of twenty-four children and twenty-four teachers.

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