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THE IMPACT OF PARENTING STYLES ON PROSOCIAL BEHAVIOUR AMONG UNDERGRADUATES IN MALAYSIA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE BACHELOR OF SOCIAL SCIENCE (HONS) PSYCHOLOGY FACULTY OF ART AND SOCIAL SCIENCE UNIVERSITY TUNKU ABDUL RAHMAN

NOVEMBER. 2021

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The Impact of Parenting Styles on Prosocial Behaviour among

Undergraduates in Malaysia

Chan Wai Lun, Esther Liu Xin Yu, and Khor Chee Sin

Universiti Tunku Abdul Rahman

This research project is submitted in partial fulfilment of the requirements for the Bachelor Social Science (Hons) Psychology, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman. Submitted on November 2021.

PARENTING STYLES AND PROSOCIAL BEHAVIOUR

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complete this thesis.

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APPROVAL FORM

This research paper attached hereto, entitled "The Impact of Parenting Styles on Prosocial
Behaviour among Undergraduates in Malaysia" prepared and submitted by "Chan Wai Lun,
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Abstract

There was an increase of criminal cases in nations as pandemic has affected countries' economy, and this caused many families living in the poverty currently. Prosocial behaviour has become especially important, where practicing prosocial behaviour among the citizens could help those people in need and reduce the negative impact brought by the pandemic towards the country and citizens. Past studies have found parenting styles as significant predictors towards general prosocial behaviour. However, relatively little attention has been given to the specific dimensions of prosocial behaviour. Hence, this study aimed to examine the impact of authoritative, authoritarian, permissive, and neglectful parenting styles on the altruistic, anonymous, public, and responsive prosocial behaviour among undergraduates in Malaysia. One hundred and forty-two undergraduates were recruited from different higher education institutions in Malaysia and completed the online questionnaires with demographic section, scale of parenting styles (SOPS), and prosocial tendencies measure- revised (PTM-R). Sampling method was purposive sampling and multiple linear regression was used as the statistical technique in this study. Authoritative, permissive, and neglectful parenting styles were found to be significant predictors of prosocial behaviour whereas authoritarian parenting style was not suggested as a significant predictor of prosocial behaviour. The findings not only contribute the new piece of research evidence on the impact of parenting styles on the specific dimensions of prosocial behaviour, but they also highlighted the importance of practicing proper parenting styles on developing ones' prosocial behaviour. To conclude, the study extends the suggestion to include neglectful parenting style in behaviour related studies in future and provides new directions for future research related to prosocial behaviour.

Keywords: parenting styles, prosocial behaviour, crime, undergraduates

DECLARATION

We declare that the material contained in this paper is the end result of our own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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List of Abbreviations

MLR Multiple Linear Regression

MMU Multimedia University

PTM-R Prosocial Tendencies Measure-Revised

SCT Social Cognitive Theory

SERC Scientific and Ethical Review Committee

SOPS Scale of Parenting Styles

SPSS Statistical Packages for Social Science

TARUC Tunku Abdul Rahman University College

UniMAP University Malaysia Perlis

UTAR University Tunku Abdul Rahman

The Impact of Parenting Styles on Prosocial Behaviour among Undergraduates in Malaysia

1.1 Background of Study

Factors that cause an individual to have voluntary actions to benefit the others and the society have continuously drawn developmental researchers' attention. Past studies have shown that the development of prosocial behaviour often relatable with the growth and changes across lifespan of an individual (e.g., Gross et al., 2017; Spinrad & Gal, 2018; Villardón-Gallego et al., 2018; Helliwell et al., 2019). For instance, Helliwell et al. (2019) indicated that individuals who experienced more positive emotions in daily lives tend to have more prosocial behaviours. According to Richaud et al. (2012), prosocial behaviour consists of four dimensions which are altruism, anonymous, public, and responsive. However, the result of the study showed that anonymous, public, and responsive prosocial behaviours were reinforced by the extrinsic rewards whereas altruism is the only prosocial behaviour that was motivated internally where an individual tends to assist others selflessly.

While parenting styles is one of the important factors for individuals' social behaviour development where an individual's behaviour could be reflected from how the individual being approached by family and how the individual's family reacts to the similar circumstance or situation (Bingham et al., 2017; Cerezo et al., 2018; Xiao et al., 2018). According to Cerezo et al. (2018), there are four types of parenting styles, which are Authoritative, Permissive, Authoritarian, and Neglectful. The difference between these four types of parenting styles is the parents' level of control and responsiveness towards the children. Based on the past studies done by developmental researchers, the results had consistently showed that children with Authoritative parents tend to have more positive social development in comparison to other parenting styles (Bingham et al., 2017; Carlo et al., 2017;

Cerezo et al., 2018; García et al., 2018). For instance, Carlo et al. (2017) indicated that individuals with Authoritative parents tend to have more prosocial behaviour compared to individuals with parents that practiced other types of parenting styles. Besides, there was a study indicated that parenting styles has a long-term effect on an individual's behaviour where the behaviour of an individual shaped by the parents could be maintained or increased over time despite the individual had reached the adulthood (García et al., 2018).

1.2 Problem Statement

Prosocial behaviours are especially important during pandemics in Malaysia because the pandemic has affected Malaysia economy, there are many families living in poverty currently. According to Imran et al. (2018), poverty is cointegrated with property crime, this reveals that poverty will influence people to engage in crime. According to the Department of Statistics Malaysia Official Portal (2020), crime index ratio per 100,000 population for Malaysia in 2019 is 256.6, where total cases for robbery and property crime is 9,729 and 66,967 respectively. If people do not show prosociality, the aid action 'White flag' movement will not exist to offer help to those in need. Undoubtedly, parents are the first socializing context that fosters children's prosocial behaviours, they play an important role to ensure their child's growth and development towards the positive way. Different parenting styles can be determined through observing the specific attitudes and behaviours shown by the parents and these styles are important in the life of children (Moradian et al., 2014). Nowadays, parents are busy with their job and only have less time to monitor their children, which will cause their child to become neglected. In addition, the study concluded that parenting style could influence children's social development (Mensah & Kuranchie, 2013). For instance, authoritative parenting which involves reasoning, understanding, consensus and trust will nurture children's prosocial behaviour while authoritarian parenting which shows strict rules,

verbal and physical punishments will lead to anti-social behaviour. The study conducted in Western countries may not fit into the Malaysian context because there are cultural differences. For example, Malaysian and Indonesian children show lower engagement in prosocial behaviour compared to German and Israel children because Asian cultures value respect for hierarchical relations (Trommsdorff et al., 2017). Moreover, the results from previous studies are not consistent (e.g., Guo & Feng, 2017; Anwar, 2019; Ottu et al., 2020; Hu & Feng, 2021). According to Hu and Feng, (2021), a study conducted in China revealed that neglectful parenting style is negatively correlated with prosocial behaviour among Chinese preschool children. This indicates that the child of a neglected parent is less likely to have prosocial behaviour. According to Ottu et al. (2020), their research result shows that the mother's aspect of parenting style positively predicted the student's prosocial behaviour. However, there are no direct effects shown by the perceived parenting style towards children's prosocial behaviour before adding in the intervening variables (Guo & Feng, 2017). In addition, a study conducted in Pakistan university reveals that empathy acts as the mediator when testing the relationship between parenting style and prosocial behaviour (Anwar, 2019).

1.3 Significance of Study

The result of this study will contribute to the parents to improve their parenting style. Based on this study, parents will have an idea about which parenting styles will develop prosocial behaviour in children. This can be supported by the study done by Parwez et al. (2020), the result showed that authoritative parenting style will be more effective in flourishing prosocial behaviour in their children. Fang and Shen (2021) also stated that authoritative parents tend to build up a healthy and prosocial development to their children.

This study is conducted based on Malaysia context as there is limited relevant research done in Malaysia. So, the findings can contribute to the Malaysia future researchers to use as reference and make improvement when conducting the similar study later. In addition, it also provides suggestions to the public to give concern and affection to teenagers. This can be supported by the study done by Syahril et al. (2020), where the result of the study suggested that when the parents and other authorities provide attention and affection to the adolescent, and this caused they are able to improve their prosocial behaviour. Teenagers who had prosocial behaviour tend to have positive personal and social characteristics (Syahril et al., 2020). This will result in a good result in the relationship between parent and children.

1.4 Research Objectives

- 1. To examine the impact of authoritative, authoritarian, permissive, and neglectful parenting styles towards the altruistic prosocial behaviour among undergraduates in Malaysia.
- 2. To examine the impact of authoritative, authoritarian, permissive, and neglectful parenting styles towards the anonymous prosocial behaviour among undergraduates in Malaysia.
- **3.** To examine the impact of authoritative, authoritarian, permissive, and neglectful parenting styles towards the public prosocial behaviour among undergraduates in Malaysia.
- **4.** To examine the impact of authoritative, authoritarian, permissive, and neglectful parenting styles towards the responsive prosocial behaviour among undergraduates in Malaysia.

1.5 Research Questions

RQ1- Do authoritative, authoritarian, permissive, and neglectful parenting styles significantly predict altruistic prosocial behaviour among undergraduates in Malaysia?

RQ2- Do authoritative, authoritarian, permissive, and neglectful parenting styles significantly predict anonymous prosocial behaviour among undergraduates in Malaysia?

RQ3- Do authoritative, authoritarian, permissive, and neglectful parenting styles significantly predict public prosocial behaviour among undergraduates in Malaysia?

RQ4- Do authoritative, authoritarian, permissive, and neglectful parenting styles significantly predict responsive prosocial behaviour among undergraduates in Malaysia?

1.6 Hypotheses

Hypotheses 1

H₀: Authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict altruistic prosocial behaviour among undergraduates in Malaysia.

H₁: Authoritative, authoritarian, permissive, and neglectful parenting style significantly predict altruistic prosocial behaviour among undergraduates in Malaysia.

Hypotheses 2

H₀: Authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict anonymous prosocial behaviour among undergraduates in Malaysia.

H₁: Authoritative, authoritarian, permissive, and neglectful parenting styles significantly predict anonymous prosocial behaviour among undergraduates in Malaysia.

Hypotheses 3

H₀: Authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict public prosocial behaviour among undergraduates in Malaysia.

H₁: Authoritative, authoritarian, permissive, and neglectful parenting style significantly predict public prosocial behaviour among undergraduates in Malaysia.

Hypotheses 4

H₀: Authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict responsive prosocial behaviour among undergraduates in Malaysia.

H₁: Authoritative, authoritarian, permissive, and neglectful parenting styles significantly predict responsive prosocial behaviour among undergraduates in Malaysia.

1.7 Conceptual Definition

1.7.1 Parenting Styles

Parenting is a complicated activity which contains many definite behaviours which work individually and together in order to affect the children's outcomes (Darling, 1999).

Cowan and Hetherington (2016) have identified four types of parenting styles based on the two appearances of parenting behaviour which are control and warmth. According to Kopko (2007), parental control means the degree to which parents regulate their children's behaviour. Parental warmth means the degree to which parents are adopting their children's behaviour (Kopko, 2007). The four types of parenting styles come out when the parental control and parental warmth are connected in dissimilar ways (Kopko, 2007). In current study, parenting style is defined as an important factor for an individual to develop their prosocial behaviour where their behaviour can be reflected from the ways they are being approached by their family.

Authoritative Parenting Style. Based on Pramudyani (2021), authoritative parenting style is a nourishing method which shows loving and perceptive verbalization of the children's needs and is capable of growing a good communication model in their early childhood. Darling (1999) stated that authoritative parents are highly responsive and highly control. This kind of parenting style is assertive, but they are not intrusive and restrictive. Authoritative parents tend to be more supportive but not punitive (Darling, 1999).

Authoritarian Parenting Style. According to Darling (1999), this kind of parenting style is high in control but low in responsiveness. Dornbusch et al. (1987) showed that this kind of parent tends to control and evaluate their children's behaviour based on their standard. Parents set strict rules to their children which are necessary to be followed (Jadon & Tripathi,

2017). Baumrind (1991) showed that those children who came from an authoritarian family tend to be depressed and lack of social competence.

Permissive Parenting Style. Permissive parenting style showed high level in responsiveness but low level in control (Darling, 1999). They are indulgent and inactive in their parenting style (Kopko. 2007). According to Kopko (2007), he also stated that this kind of parent does not like to reject or make their children feel disappointed. Baumrind (1991) had found that the children who came from permissive families tend to be immature, lack social responsibility and autonomy.

Neglectful Parenting Style. Neglectful parenting which is also known as uninvolved parenting has low levels in both responsiveness and control (Darling, 1999). Kopko (2007) stated that this kind of parents are not warm and do not set any demands on their children. Neglectful parents are completely emotionally truant from their children (Jadon & Tripathi, 2017). They are not concerned about their children's emotional needs and also any requirements from their children.

1.7.2 Prosocial Behaviour

Prosocial behaviour is an intentional, purposeful behaviour which causes benefits to another person (Lay & Hoppmann, 2015). Prosocial behaviour is a kind of behaviour which ascends in social contact (Junaedah et al., 2020). Junaedah et al. (2020) also stated that prosocial behaviour is a behaviour taken or proposed to help the other people without considering the motives of the helper. Ferreira et al. (2016) showed that prosocial behaviour is deliberate as an important proportion of positive development of children. In current study, prosocial behaviour is defined as an individual who has voluntary actions to benefit the other people and the society.

Altruistic Prosocial Behaviour. Altruism is a typical consideration of prosocial behaviour which is encouraged by genuine desire to provide advantages to other people, without anticipation of advantages to oneself (Lay & Hoppmann, 2015). Abdullahi and Kumar (2016) had stated that altruism refers to the moment when someone has the interest of helping the other people. Compared to altruism, other varieties of prosocial behaviour can be encouraged by the other extrinsic interest or by the avoidance of penalty (Richaud et al., 2012).

Anonymous Prosocial Behaviour. According to Richaud et al. (2012), anonymity is a behaviour which is performed without telling who is helped. Anonymous behaviour looks alike to altruism. However, the prior is actually extrinsically encouraged by the hope of obtaining a substance's rewards. Richaud et al. (2012) also stated that this behaviour corresponds positively with the parental conditions, mother's discovering experience and substance rewards. Even though the children showed that they prefer helping the other people by not telling who is helped, they appear not to be concerned solely in assisting the other people, but they expect to get the rewards from others (Richaud et al., 2012).

Public Prosocial Behaviour. According to Richaud et al. (2012), public behaviour is directed by the desire of obtaining approval and adoration from the other people and enriching oneself. In contrast, public prosocial behaviour is connected with pathological influence from the mother. This behaviour is carried out in order to avoid a penalty or to gain approval. This behaviour also needs external reinforcement so that this behaviour will be carried out (Richaud et al., 2012).

Responsive Prosocial Behaviour. Responsive is the combination of three kinds of prosocial behaviour which are dire, compliant and emotional. According to Richaud et al. (2012), dire behaviour means that helping in a critical point or emergency situation;

compliant behaviour is helping the others when they request; emotional behaviour is defined as helping the other people under emotionally evocative conditions. When these three types of prosocial behaviour were studied cooperatively, pathological influence from mother and excessive autonomy from father were found. This causes prosocial behaviour based on the avoidance of opposite feelings of distress when encountered with a powerful emotional situation (Richaud et al., 2012).

1.8 Operational Definition

1.8.1 Parenting Styles

The four types of parenting styles can be measured with two dimensions, which are control and responsiveness. To measure parenting styles practiced by an individual's parents, this study will adapt the Scale of Parenting Styles (SOPS) developed by Gafoor and Kurukkan (2014). Gafoor and Kurukkan (2014) indicated that the parenting style practiced by the individual's parents can be determined by the greater or lower separate total score of both parental control and responsiveness subscales of SOPS.

1.8.2 Prosocial Behaviour

Prosocial behaviour can be measured through four dimensions which are altruism, anonymous, public, and responsive. Prosocial Tendencies Measure-Revised (PTM-R) developed by Hardy and Carlo (2005) will be used to examine the participants' tendency to practice prosocial behaviours of each dimension accordingly. Sum scores of each dimension will be calculated and the greater score among these dimensions indicates the higher tendency of participants to be involved in the dimension of prosocial behaviour.

Literature Review

Past studies (Carlo et al., 2017; Vita, 2020) concluded that both parents are significant predictors of an individual's prosocial behaviour. This could be further explained by the consistent findings of past research where both maternal and paternal responsiveness towards the children was positively correlated with the children's prosocial behaviour (Carlo et al., 2017; Williams & Berthelsen, 2017; Bagán et al., 2019).

2.1 The Impact of Authoritative Parenting Style on Prosocial Behaviour

According to Hasting et al. (2007), the findings showed that authoritative parenting style significantly predicted an individual's prosocial behaviour. The past research (e.g., Carlo et al., 2017; Williams & Berthelsen, 2017; Emagnaw & Hong, 2018; Bagán et al., 2019; Ottu et al., 2020; Rahman & Jermadi, 2021) showed consistent results where authoritative parenting was significantly positive correlated with prosocial behaviour. Carlo et al. (2017) noticed that authoritative parents tend to have sons or daughters with higher prosocial behaviour tendencies in comparison to authoritarian, permissive and neglectful parents. The researchers later explained the result that parents with low level of responsiveness or support towards their children would have issues with the development of positive behaviour of their children, thus resulting in a low level of prosocial behaviour of an individual (Carlo et al., 2017; Ottu et al., 2020). However, there was a past study suggested that authoritative parenting was positively correlated with public, anonymous, and responsive prosocial behaviour. While the relationship between authoritative parenting and altruism prosocial behaviour were negatively correlated (Vita, 2020). Meanwhile, the relationship between authoritarian, permissive, and neglectful parenting and the prosocial behaviour have shown inconsistency throughout the past findings.

2.2 The Impact of Authoritarian Parenting Style on Prosocial Behaviour

For authoritarian parenting and prosocial behaviour, there were studies mentioned that authoritarian parenting was negatively correlated with prosocial behaviour (Williams & Berthelsen, 2017; Emagnaw & Hong, 2018; Bagán et al., 2019; Taylor, 2020; Rahman & Jermadi, 2021). This could be explained where some of the past findings indicated that the higher level of control from the parents towards the individual predicts a lower level of positive behaviour development of an individual (Bagán et al., 2019; Taylor, 2020). Knafo and Plomin (2006) support this view. The past findings revealed that authoritarian parents offered low level of support to their children, and this would cause the individual to have lower level of prosocial behaviour, where prosocial behaviour is one of the positive behaviours. Besides, there were studies suggested that there is no significant relationship between authoritarian parenting and prosocial behaviour (Ottu et al., 2020; Parwez et al., 2020). The researchers explained the result that parental support is the key predictor of prosocial behaviour but not control. While another study indicated that authoritarian parenting has a positive correlation with prosocial behaviour (Vita, 2020).

2.3 The Impact of Permissive Parenting on Prosocial Behaviour

For permissive parenting and prosocial behaviour, the past studies shown there were positive correlation between permissive parenting and prosocial behaviour (Carlo et al., 2017; Williams & Berthelsen, 2017; Emagnaw & Hong, 2018; Bagán et al., 2019; Ottu et al., 2020). The researchers explained with the concept where permissive parents provided high level of responsiveness would lead to high level of prosocial tendencies (Ottu et al., 2020). Hasting et al. (2007) indicated that permissive parenting style do have a meaningful impact on individuals' prosocial behaviour. The researcher explained that parents with low level of control towards their son or daughter would predict greater tendency of prosocial behaviour

from their children. However, there were also studies mentioned that permissive parenting has no significant relationship with prosocial behaviour (Parwez et al., 2020; Vita, 2020). While another study suggested that permissive parenting negatively correlated with prosocial behaviour (Llorca et al., 2017).

2.4 The Impact of Neglectful Parenting Style on Prosocial Behaviour

For neglectful parenting and prosocial behaviour, the past findings suggested that neglectful parenting has no significant relationship with prosocial behaviour (Bagán et al., 2019; Ottu et al., 2020; Parwez et al., 2020). While other researchers indicated that neglectful parenting was negative correlated with prosocial behaviour as neglectful parents are uninvolved with their children, providing low warmth and control towards their children, and cause their children less likely to have prosocial behaviour (Carlo et al., 2017; Williams & Berthelsen, 2017; Emagnaw & Hong, 2018). These findings also supported by Knafo and Plomin (2006) where an individual's reported lower prosocial behaviour when the parents practiced neglectful parenting toward their children.

2.5 Nuclear Family

Nuclear family is a type of family structure which consists of a father, mother, and their son or daughter in a family. Besides, a nuclear family was also being described as a family type in contrast to the joint family, and single-parent family. According to Herke et al. (2020), a nuclear family tends to have a greater impact on an individual's behaviour development. An individual from a nuclear family would involve more in family activities and have greater interaction with their parents in comparison to single-parent family and joint family (Parihar et al., 2017). These interactions between the individuals and their parents would shape the individuals' behaviour over time. Despite the individual had reach the

adulthood, the parents-children relationship could have a long-time impact on the individual's behaviour (García et al., 2018).

2.6 Theoretical Framework

Social Cognitive Theory (SCT) is derived from the health subject and defines a human operation model in which proactively personal reflection, personal regulation and personal organization (Bandura, 1989). Schunk and Usher (2019) has stated that social cognitive theory is a psychological viewpoint on human performance which emphasizes the crucial role played by the community environment on motivation, studying, and also self-regulation. Social Cognitive Theory has seen broad applicability in psychological practice, as well as in the other sphere for example, education, work, and also health (Schunk & DiBenedetto, 2019). Social Cognitive Theory presents morality and the other psychosocial causes for example working situations and climate to simplify how moral reasoning regulates moral conduct (Wood & Bandura, 1989). Therefore, "social cognitive theory assumes an interactionist view to moral occurrence" and presents a structure in which "individual factors, for example moral notion and influence personal reactions, moral direct and also environmental causes all work as interacting determinants which affect each other in concluding outcomes" (Bandura, 1989).

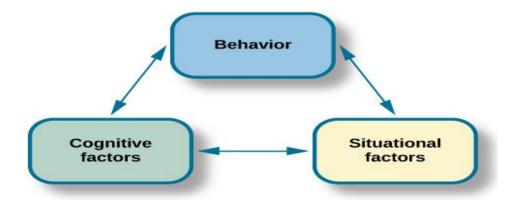


Figure 1. Social cognitive theory diagram.

2.7 Conceptual Framework

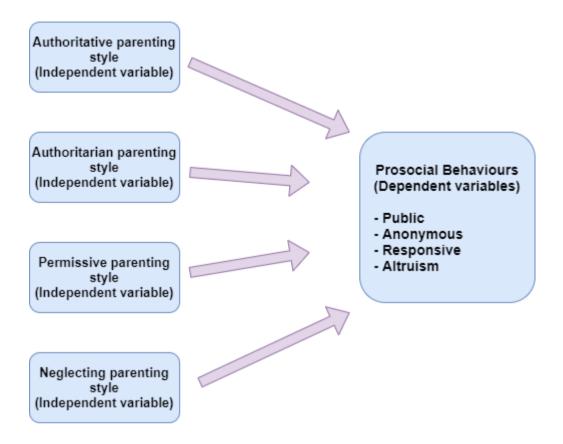


Figure 2. The relationship between parenting styles and prosocial behaviour.

In this study, the independent variable is parenting style, whereas the dependent variable is prosocial behaviour. Parenting styles have an influence on prosocial behaviour (Emagnaw & Hong, 2018). There are four kinds of parenting styles which are authoritarian parenting style, authoritative parenting style, permissive parenting style and neglectful parenting style. Emagnaw and Hong (2018) had shown that prosocial behaviour beyond parenting styles had essential correlation with prosocial behaviour between children adventuring various parenting styles at their home. Hastings et al. (2007) stated that authoritative parenting styles are connected with further prosocial behaviour. Authoritative parenting style is the most credible to be accompanied with prosocial behaviour to children compared with authoritarian parenting style. According to Richaud et al. (2012), there are six types of prosocial behaviour which are altruism, anonymous, public, dire, compliant and

emotional. Responsive are the combination of the last three types of prosocial behaviour.

These four factors construction was a parsimonious exhibition of the encourages underlying the prosocial behaviour (Richaud et al., 2012).

Methodology

3.1 Research Design

The type of research for this study is quantitative research to study the impact of parenting styles on prosocial behaviour among undergraduates in Malaysia. The quantitative research was used because the variables consist of humanistic morality, people tend to present the good self in front of others (Steinmetz et al., 2016). Thus, the qualitative research was not recommended to use in this study. This study has four independent variables, and one dependent variable. The dependent variable of this study is prosocial behaviour, which consists of four dimensions: public, anonymous, altruistic, and responsive prosocial behaviour. While the four independent variables are authoritative parenting style, authoritative parenting style, permissive parenting style, and neglected parenting style. Crosssectional design was used as the information about the parenting styles and prosocial behaviour which are gathered demonstrate what is happening at only one point in time (Olsen & George, 2004). Besides, cross-sectional design only required low-cost and less time to perform. Data were collected using a survey method, which is an online questionnaire to assess the effects of parenting styles towards prosocial behaviour. Survey method was chosen because it could save more time in collecting data from wide range, and easily to access to participants from different location (Ponto, 2015).

3.2 Sampling Technique

3.2.1 Sampling Method

Purposive sampling was selected as the method to collect data in this study. Purposive sampling, also known as judgmental sampling, is a non-probability sampling in which participants are recruited based on the researchers' judgment. The reason of using purposive

sampling method is for a better companion of the sample to the target and objectives of this research. Therefore, this sampling method can advance the rigout of this study (Campbell et al., 2020). In order to ensure the generalizable outcome, all participants were chosen based on the criteria which is from the nuclear family. According to Yaffe (2017), single mothers would show more authoritarian or authoritative parenting styles compared to non-single mothers. The questionnaire was created in Qualtrics Survey Software and sent to the participants through online platforms such as WhatsApp, Facebook, and Instagram. The informed consent was sent to the participants before they fill in the questionnaire to protect their privacy.

3.2.2 Participants and Location

The quantity of participants was calculated by using G*Power and the effect size, f=0.196, followed by 0.95 of statistical power level and 0.05 of error probability level. There are four predictors in this study which are four types of parenting style. The sample size calculated by G*Power were 57 participants. However, the calculated sample size was too small, so the quantity of participants was decided to be increased. Hence, a total of 142 respondents from different universities in Malaysia were collected for this study. The participants in this study are undergraduates in Malaysia who aged between 18 years old and 24 years old. There are 67 males (47.18%), and 75 females (52.82%) were recruited to fill in the online questionnaire. Within the 142 participants, 16 participants are Malay (11.27%), 106 are Chinese (74.65%), 19 are Indian (13.38%), and 1 from other races (0.70%). All of the participants are from nuclear families. Nuclear family is a family form that consists of a pair of married parents and living with their natural or adopted child.

The study was conducted online due to the Covid-19 pandemic in Malaysia. The online platforms such as "Facebook", "WhatsApp", and "Instagram" were used to collect

data from the participants. The percentage of active social media users in Malaysia is reported as 86 percent of Malaysian population in 2021. Besides, there are a total of 67 universities which include 20 public universities and 47 private universities in Malaysia. The undergraduates come from different universities in Malaysia. All of the universities are located in different states such as Pulau Pinang, Perak, Selangor, Malacca, and other states of Malaysia.

3.3 Instruments

3.3.1 Scale of Parenting Style (SOPS)

The Scale of Parenting Style was developed by Gafoor and Kurukkan (2014). The instrument measures in two dimensions, which is parental responsiveness, and parental control. It consists of 38-items, scale rated from 1 (*Very Wrong*) to 5 (*Very Right*). The items are classified into two dimensions: 19 items for parental responsiveness (e.g., "Does whatever I tell"); 19 items for parental control (e.g., "Points out my mistakes in the manner that I understand."). In order to identify the parenting styles, the median-split method was used to categorize the level for two dimensions. The validity coefficient for this scale of parenting styles is found that 0.76 for parental control and 0.80 for parental responsiveness (Gafoor & Kurukkan, 2014). This instrument shows good internal consistency, the Cronbach's alpha value for both parental responsiveness and parental control are .81 and .83 respectively.

3.3.2 Prosocial Tendencies Measure-Revised (PTM-R)

In order to test on the undergraduates' prosocial behaviour, the Prosocial Tendencies Measure-Revised (Hardy & Carlo, 2005; Richaud et al., 2012) was used in this study. The instrument originally assesses six dimensions of prosocial behaviour, which are public,

anonymous, dire, emotional, compliant, and altruistic. Then, modified to four dimensions of prosocial behaviour, which are public, altruism, anonymous, and responsive (Richaud et al., 2012). This instrument consists of 25 items, scale rated from 1 (*Does not describe me at all*) to 5 (*Describes me greatly*). All items were categorized to different dimension of prosocial behaviour: 4 items for *public* prosocial behaviour ($\alpha = .85$; e.g., "I can help others best when people are watching me."); 5 items for *anonymous* prosocial behaviour ($\alpha = .82$; e.g., "I prefer to donate money without anyone knowing."); 6 items for *altruistic* prosocial behaviour ($\alpha = .69$; e.g., "I think that one of the best things about helping others is that it makes me look good."); and 10 items for *responsive* prosocial behaviour ($\alpha = .90$; e.g., "It makes me feel good when I can comfort someone who is very upset."). There are five reversed items in this instrument, which are items 4, items 10, items 16, items 20, and items 23 from the altruistic prosocial behaviour subscale. Averaging the total score for each subscale to identify the types of prosocial behaviour. The Cronbach's alpha value for this instrument is .86, which indicates that it has good internal consistency.

3.4 Reliability Test of Instruments

Pilot study was conducted by analysing 30 participants' responses on Statistical Package for Social Science version 23 (SPSS ver. 23). The responses were collected through Qualtrics Survey Software. All the participants are Malaysian which aged from 18 to 24 years old. The reliability of each variable was calculated and presented in Table 1.0.

The result shows that Cronbach alpha value for both dimensions in Scale of Parenting Style (SOPS) are high which internal consistency for parental responsiveness (α = .81), for parental control (α = .80) in the pilot study. The four dimensions of prosocial behaviour which are public prosocial behaviour (α = .848), anonymous prosocial behaviour (α = .874), responsive prosocial behaviour (α = .920), and altruism prosocial behaviour (α = .723),

showed high internal consistency. These results from pilot study suggested that the actual study could be proceeded with the instruments. The reliability test of the instruments was done on the actual study as well after the data collection. All the scales were reported good reliability in actual study as presented in Table 1.0.

Table 1.0 Reliability of instruments. (n=30; n=142)

		η, α	
Variables	No of items	Pilot study	Actual study
Scale of Parenting Style (SOPS)	38		
Parental responsiveness	19	.81	.81
Parental control	19	.80	.83
Prosocial Tendencies Measure-	25		
Revised (PTM-R)			
Public prosocial behaviour	4	.85	.79
Anonymous prosocial behaviour	5	.87	.60
Responsive prosocial behaviour	10	.92	.74
Altruism prosocial behaviour	6	.72	.75

3.5 Research Procedure

The quantity of participants was calculated by using G*Power. G*Power is a software to compute effect sizes and statistical power analyses for different tests such as t tests, F tests, z tests and so on. The sample size that was suggested from the calculation in G*Power are 57 participants. However, a total of 142 responses were collected to generate a more generalized result. The online questionnaire was created in Qualtrics Survey Software and the generated

link was sent to the undergraduates which in line with the specific criteria from different
Universities in Malaysia. The participants were recruited from few states in Malaysia such as
Pulau Pinang, Perlis, Selangor, Perak, Malacca, and Sarawak. The undergraduates who
involved in this study are come from the following universities: University Tunku Abdul
Rahman (UTAR) in Perak, University of Nottingham Malaysia in Selangor, Tunku Abdul
Rahman University College (TARUC) in Pulau Pinang, University Malaysia Perlis (UniMAP)
in Perlis, Multimedia University (MMU) in Malacca, and Swinburne University of
Technology in Sarawak. This online questionnaire consists of three sections, which is
collecting some demographic details such as age, gender, race, and university name in
Section A, Section B (Scale of Parenting Style) and Section C (Prosocial Tendencies
Measure-Revised). Participants will need to spend about 15-20 minutes to complete this
online questionnaire.

The ethical clearance approval was obtained from UTAR Scientific and Ethical Review Committee (SERC) before proceeding to data collection to avoid some ethical issues. The reference number of approval letter is U/SERC/233/2021. Furthermore, the informed consent was attached in the first page of online questionnaire and participants were asked to fill in the informed consent before continuing with the online questionnaire. The participants received link to the online questionnaire from social medias such as Facebook, WhatsApp, and Instagram. The collected data were key into SPSS version 23 for complex statistical data analysis. The independent variable in this study is parenting styles while the dependent variable is prosocial behaviour.

3.6 Data Analysis

All collected data were exported to Statistical Packages for Social Science version 23 (SPSS ver.23) for data analysis to identify the descriptive statistics, which are mean, standard

deviations, frequency, and the total scores for Scale of Parenting style (SOPS) and Prosocial Tendencies Measure-Revised (PTM-R). The assumption of normality such as histogram, Quantile-Quantile plot (Q-Q plot), skewness, kurtosis, and Kolmogorov-Smirnov (K-S) test were tested to find out whether the data were normally distributed. In order to find out the parenting style for each participant, the median score for SOPS have been calculated. Besides, the dummy codes were created to analyse the level of parental control and parental responsiveness. Then, the parenting style for each participant were determined based on the characteristics of the parenting style. For example, authoritative parenting style has the characteristics of high parental control and high parental responsiveness. This is an important step as it would help in running Multiple Linear Regression (MLR) analysis. For inferential analysis, the assumption of normality was tested through histogram, normal Q-Q plot, box plot, and scatter plot. In addition, researchers also tested the multicollinearity for all predictors before the analysis. The correlation coefficient between independent variables were calculated by Pearson Correlation Coefficient. In order to identify the linear relationships between predictor and outcome variables, the coefficient of determination was measured. Multiple Linear Regression (MLR) is applied to examine the prediction relationship between predictor variables and outcome variable. The predictor variables in this study are parenting styles while outcome variable is prosocial behaviour. Multiple Linear Regression (MLR) was applied to test on all research questions.

Results

4.1 Descriptive Statistics

The online questionnaire has been distributed through social media platforms to total of 142 undergraduates from different universities in Malaysia to fill in. All universities are located at different part of Malaysia. Since Malaysia is a multicultural country, there are also participants from different races took part in this study. The demographic statistics are as below:

Table 2.0Demographics of Respondents

Demographic Variables		Frequency	Percent (%)
Age	18-24	142	100
Gender	Male	67	47.18
	Female	75	52.82
Race	Malay	16	11.27
	Chinese	106	74.65
	Indian	19	13.38
	Other	1	0.70
Parenting style	Authoritative	60	42.25
	Authoritarian	13	9.15
	Permissive	25	17.60
	Neglectful	44	31.00

Table 2.0 shows the descriptive statistics of participants in this study. The age range of participants in this study is from 18 to 24 years old (M = 20.89, SD = 1.46). There are 4 types of parenting styles were found from the participants, which 60 (42.25%) of them are authoritative parenting style, 13 (9.15%) are authoritarian parenting style, 25 (17.6%) are permissive parenting style, and 44 (31%) are neglectful parenting style. All of the participants are come from nuclear family.

4.1.1 Test of Normality

According to Ghasemi & Zahediasl (2012), the acceptable range for skewness and kurtosis values to show the normally distributed were between -1.96 and +1.96. This study can be assumed as approximately normally distributed because the skewness and kurtosis values for each variable are within the acceptable range. The rules of normality are not violated.

Table 3.0Skewness and Kurtosis

		Skewness	Kurtosis
Parenting Style	Authoritative	867	-1.393
	Authoritarian	235	708
	Permissive	707	-1.149
	Neglectful	-1.109	800
Prosocial Behaviour	Public	-1.236	-1.673
	Anonymous	1.739	.453
	Responsive	.842	027
	Altruistic	1.709	-1.698

4.1.2 Histogram

The histogram was used in current study to check the normality. The graph for each variable showed a bell-shaped curve. Hence, it reveals that the data collected for this study is normally distributed (refer to Appendix A).

4.1.3 Quantile-quantile (Q-Q) Plots

The current study also examined the Q-Q plots to check for normality. From the Q-Q plot diagram, all the points for each variable were aligned near to the reference line. Hence, it can be determined as the assumption of normality was met (refer to Appendix B).

4.1.4 Kolmogorov-Smirnov (K-S) Test

The K-S test was applied in current study to check for the normality. To indicates whether the test is normally distributed, the *p*-value should be larger than .05. From the table 4.0, it can be observed that two variables which are authoritative parenting style and permissive parenting style are not normally distributed since the results showed that the *p*-value is smaller than .05. Hence, the assumption of normality for the two variables were not met in the K-S test.

Table 4.0

Kolmogorov-Smirnov test

Variables	Significant value
Authoritative	.04
Authoritarian	.14
Permissive	.03
Neglected	.10

4.2 Inferential Statistics

4.2.1 Multiple Linear Regression Analysis

There are some assumptions have been tested before interpreting the results and check whether the variables in current study are normally distributed. First, the normality and linearity of the data can be observed in the histogram, Normal Q-Q plot, and box plot (refer to Appendix C). Second, the scatterplots of data were observed to determine whether there is a linear relationship between independent and dependent variables (refer to Appendix D). Unfortunately, the assumption was not met as the results showed that there is no linear relationship between independent and dependent variables. Third, the multicollinearity for all predictors were tested and it showed high tolerance in the model which indicated that there is no multicollinearity exist between all independent variables (Table 5.0).

The multiple linear regression (MLR) was used in current study to test the impact of four parenting style towards different dimensions of prosocial behaviour. As the parenting style is categorical variable, the dummy code for each variable was created for classification use. The dummy code was created for parental responsiveness and parental control which low (=0) and high (=1). Then, the parenting style for each participant were checked manually with the combinations for each category (Authoritative, Authoritarian, Permissive, Neglected).

Hypothesis 1

H₀: Authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict altruistic prosocial behaviour among undergraduates in Malaysia. H₁: Authoritative, authoritarian, permissive, and neglectful parenting style significantly predict altruistic prosocial behaviour among undergraduates in Malaysia.

For Hypothesis 1, it was found that authoritative ($\beta = .070$, p = .428), authoritarian ($\beta = .068$, p = .441), permissive ($\beta = -.156$, p = .080), and neglectful parenting styles ($\beta = -.007$,

p = .936) do not predict altruistic prosocial behaviour significantly among undergraduates in Malaysia. The authoritative parenting style showed stronger effect towards the altruistic prosocial behaviour. The decision was not to reject the null hypothesis.

Hypothesis 2

H₀: Authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict anonymous prosocial behaviour among undergraduates in Malaysia.

H₁: Authoritative, authoritarian, permissive, and neglectful parenting style significantly predict anonymous prosocial behaviour among undergraduates in Malaysia.

For Hypothesis 2, the result showed that authoritative (β = .373, p < .001), permissive (β = -.335, p < .001), and neglectful parenting style (β = -.279, p = .001) which indicates predict anonymous prosocial behaviour significantly among undergraduates in Malaysia, except for authoritarian parenting style showed the result (β = .134, p = .105). Among the four parenting styles, authoritative parenting style has the strongest effect towards the anonymous prosocial behaviour. Hence, the null hypothesis was partially rejected.

Hypothesis 3

H₀: Authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict public prosocial behaviour among undergraduates in Malaysia.

H₁: Authoritative, authoritarian, permissive, and neglectful parenting style significantly predict public prosocial behaviour among undergraduates in Malaysia.

For Hypothesis 3, all of the parenting style do not predict public prosocial behaviour significantly among undergraduates in Malaysia. The result showed authoritative (β = .075, p = .393), authoritarian (β = -.123, p = .160), permissive (β = .092, p = .298), and neglectful parenting style (β = -.098, p = .266). The highest standardized beta coefficient was found in permissive parenting style which indicates that it has stronger effect towards the public prosocial behaviour. The null hypothesis was not rejected.

Hypothesis 4

H₀: Authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict responsive prosocial behaviour among undergraduates in Malaysia.

H₁: Authoritative, authoritarian, permissive, and neglectful parenting style significantly predict responsive prosocial behaviour among undergraduates in Malaysia.

For Hypothesis 4, only authoritarian parenting style (β = .021, p = .804) do not predict responsive prosocial behaviour significantly among undergraduates in Malaysia. The other three parenting styles, authoritative (β = .345, p < .001), permissive (β = -.214, p = .013), and neglectful parenting style (β = -.277, p = .001) were predict responsive prosocial behaviour significantly among undergraduates in Malaysia. The authoritative parenting style have highest standardized beta coefficient which indicates that this variable has stronger effect towards the responsive prosocial behaviour. The decision was partially rejected the null hypothesis.

Table 5.0

Test of Multicollinearity

	Collinearity Statistics	
Variables	Tolerance	VIF
Authoritative	.926	1.080
Authoritarian	.926	1.080
Permissive	.904	1.106
Neglectful	.904	1.106

In conclusion, the current study showed there are two partially supported hypotheses which is hypothesis 2 and hypothesis 4. Throughout the findings, the authoritarian parenting style was not predicting any prosocial behaviours. In addition, it also can be seen that all of the parenting styles were not predicting some prosocial behaviours such as altruistic and

public prosocial behaviour. The correlation for two variables were found lower than .5 which indicates that the variables are hardly related.

Discussion and Conclusion

5.1 Discussion

The relationship between parenting styles and prosocial behaviour has been well examined in the past studies (Carlo et al., 2017; Llorca et al., 2017; Emagnaw & Hong, 2018; Ottu et al., 2020; Rahman & Jermadi, 2021). However, some studies conducted by previous researchers have excluded neglectful parenting style from the studies of parenting styles and human behaviour (Hasting et al., 2007; Llorca et al., 2017; Taylor, 2020; Vita, 2020). The researchers explained that when the individuals' parents are uninvolved, the individuals' behaviour is less likely to be influenced by their parents. Besides, when comes to examine the impact of parenting styles towards the four dimensions of prosocial behaviour, the past studies available is limited (Vita, 2020). Similar research conducted previously were to examine the effect of parenting styles towards general prosocial behaviour, but the impact of parenting styles towards the four dimensions of prosocial behaviour has received little attention from the researchers. Hence, the present study was conducted to examine the impact of authoritative, authoritarian, permissive and neglectful parenting styles towards the four dimensions of prosocial behaviour, which are altruistic, anonymous, public, and responsive prosocial behaviour.

5.1.1 The Impact of Authoritative, Authoritarian, Permissive, and Neglectful Parenting Styles on Altruistic Prosocial Behaviour

In present study, the findings showed that authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict altruistic prosocial behaviour among undergraduates in Malaysia. Hypotheses 1 has not been supported in this study. The results have not been well described in the previous findings, where in fact, there were no research

suggested that whether altruistic prosocial behaviour will be predicted by authoritative, authoritarian, permissive, and neglectful parenting styles.

However, authoritative, authoritarian, permissive, and neglectful parenting styles were hypothesized to predict altruistic prosocial behaviour in this study because individuals' tendency to practice prosocial behaviour might be different when the individuals' parents practiced different type of parenting styles. According to García et al. (2018), the interaction between parents and children could have a long-time impact on an individual's behaviour, despite the individual had reach the adulthood.

But in this study, the possible reasons that caused the results to be opposed to the hypotheses are worth noting for future research. Guo and Feng (2017) suggested that an individual's tendency to practice altruistic prosocial behaviour is more likely to be predicted by the kindness and tolerance of the individual's parents. This could be further explained where altruistic prosocial behaviour often described as a helping behaviour practiced by an individual towards the others selflessly (Richaud et al., 2012). As mentioned earlier in literature, the individuals' behaviour often shaped through the daily interactions with their parents. When the individual's parents are kind and with high level of tolerance, the individual will be more tolerance on the person's situation, and willing to help the person with pure intention (Guo & Feng, 2017). Therefore, parenting styles that stressed on parental control and responsiveness were not the significant predictors of altruistic prosocial behaviour.

5.1.2 The Impact of Authoritative, Authoritarian, Permissive, and Neglectful Parenting Styles on Anonymous Prosocial Behaviour

According to the findings of present study, hypothesis 2 was partially supported. The results reported that authoritative, permissive, and neglectful parenting styles do significantly

predict anonymous prosocial behaviour whereas authoritarian parenting style does not significantly predict anonymous prosocial behaviour. The results are relatively parallel to the past findings (Hasting et al., 2007; Carlo et al., 2017; William & Berthelsen, 2017; Ottu et al., 2020; Rahman & Jermadi, 2021). Hasting et al. (2007) suggested that authoritative and permissive parenting styles do significantly predict prosocial behaviour. According to Ottu et al. (2020), the individuals' prosocial behaviour is more likely to increase when their parents are caring, warmth, and supportive. These characteristics have been fulfilled by authoritative and permissive parents as they show high level of parental responsiveness towards their children.

But in this present study, the impact of parenting styles on specific types of prosocial behaviour were examined. Authoritative, permissive, and neglectful parenting styles were significant predictors of anonymous prosocial behaviour in this study. Possible explanation for authoritative, permissive, and neglectful parenting styles as predictors of anonymous prosocial behaviour are worth noting.

According to Carlo et al. (2017), individuals with authoritative parents will be more likely to practice prosocial behaviour due to the high level of responsiveness of their parents showed towards them. In contrast, Parwez et al. (2020) suggested that individual with strict parents were less likely to help others. The researchers further explained the result that the individuals' fear of being scolded by their parents when they make a mistake may prevent them from helping people in need. The conflict combination of both high level of control and responsiveness from authoritative parenting style may cause one to choose between helping a person but fear of being judged by others or not helping a person so that will not be judged by the person when making a mistake (Bagán et al., 2019; Rahman & Jermadi, 2021). Thus, practicing anonymous prosocial behaviour could be a good solution for individuals with

authoritative parents as they can help the person and keep their own identity anonymously at the same time.

For permissive parenting style, the low level of control received from their parents may cause the individuals to feel good when they help a person anonymously. This is supported by past study where the results suggested that individuals that grown up in a family with less rules and restriction tend to be more flexible when dealing with issue in their life (Branje, 2018). Helping a person anonymously would allow the individuals to freely focus on the process of helping rather than expecting unnecessary attention and respect from the public (Maloney et al., 2020).

The findings of the present study indicated that the neglectful parenting style does significantly predict anonymous prosocial behaviour. The findings are relatively supported by results of past studies (Carlo et al., 2017; Emagnaw & Hong, 2018). Researchers indicated that individuals with neglectful parents are often having a low level of self-esteem (Pinquart & Gerke, 2019; Maloney et al., 2020). Due to the low self-esteem of the individual, they may be feared to help others, and may feel uncomfortable to help a person in public. Hence, individuals with neglectful parents are more likely to practice anonymous prosocial behaviour, as their identities are hidden from the public, the individuals feel safe and comfortable to help the others anonymously.

Based on the results of this study, authoritarian parenting style was not significantly predicted anonymous prosocial behaviour. This finding is inconsistent with the past studies' results (Knafo & Plomin, 2006; Taylor, 2020; Vita, 2020; Rahman & Jermadi, 2021). Taylor (2020) indicated that authoritarian parenting style was significant predicted prosocial behaviour but in a negative way. In other words, the past study suggested that authoritarian parenting style has a negative correlation with prosocial behaviour. For instance, individuals

with parents who practiced authoritarian parenting would be less likely to practice prosocial behaviour. The present findings reported authoritarian parenting style does not have significant impact on anonymous prosocial behaviour could be caused by the individuals' action constantly being criticized and punished by the individuals' parents who are practicing authoritarian parenting style, and this may cause the individual to be uninvolved from prosocial behaviour or any social activities (Morris et al., 2017; Gittins & Hunt, 2019). This result is supported by the past study conducted by Shaw and Starr (2019), which their findings indicated that individuals with authoritarian parents have reported high level of stress, which would affect the individuals' relationship with others. Thus, one may have difficulties to have positive actions towards the others, even building relationship with others could be an issue for them when they have strict parents.

5.1.3 The Impact of Authoritative, Authoritarian, Permissive, and Neglectful Parenting Styles on Public Prosocial Behaviour

In present study, the findings showed that authoritative, authoritarian, permissive, and neglectful parenting styles do not significantly predict public prosocial behaviour among undergraduates in Malaysia. Hypotheses 3 has not been supported in this study. Despite past researchers suggested that parenting styles were significant predictors of general prosocial behaviour, there was no research indicated that whether public prosocial behaviour will be predicted by authoritative, authoritarian, permissive, and neglectful parenting styles. Therefore, this can be explained that the results have not been well describe in the past finding.

As mentioned earlier, the interaction between parents and children could have a long-time impact on an individual's behaviour, despite the individual had reach the adulthood (García et al., 2018). In addition, the past study done by Kuppens and Ceulemans (2018)

suggested that parenting styles could predict the children's prosocial behaviour and well-being, and thus affecting their social interaction with others. Hence, authoritative, authoritarian, permissive, and neglectful parenting styles were hypothesized to be significant predictors of public prosocial behaviour in the present study.

However, the findings of present study indicated that Authoritative, authoritarian, permissive, and neglectful parenting styles do not significant predict public prosocial behaviour. The possible explanations for this result to be opposed to the hypothesis are worth noting as well. Parenting styles may not predict public prosocial behaviour as public prosocial behaviour is a helping behaviour where the individuals are expecting the respect and approval from the audiences when practicing the helping behaviour (Richaud et al., 2012). This may because of parenting styles are focusing on parental control and parental responsiveness towards the children. Although parental control and parental responsiveness towards the children could be related to the attention received from the parents, there is not enough evidence to support that parental control and parental responsiveness could cause an individual's expectation to get respect and approval from the audience after practicing helping behaviour. In addition, previous researchers indicated that moral reasoning was negatively predicted public prosocial behaviour (Gülseven et al., 2020). According to Gülseven et al. (2020), moral reasoning is a practical reasoning that gives direction for an individual to make decision and thinking of whether the decision is morally accepted. In other words, an individual's tendency to practice public prosocial behaviour will decrease when the individual has a high level of moral reasoning. This can be further explained where an individual with high level of moral reasoning will be less likely to practice helping behaviour in front of the others as the individual perceives helping others with impure intention is not morally accepted (Davis & Carlo, 2018). In this case, parentings styles were not likely to be the significant predictors of public prosocial behaviour as parenting styles do

not have the direct impact on public prosocial behaviour despite moral reasoning could be taught by either parents or teachers of the individual (Gülseven et al., 2020).

5.1.4 The Impact of Authoritative, Authoritarian, Permissive, and Neglectful Parenting Styles on Responsive Prosocial Behaviour

According to the findings of present study, hypothesis 4 was partially supported. The results reported that authoritative, permissive, and neglectful parenting styles do significantly predict responsive prosocial behaviour whereas authoritarian parenting style does not significantly predict responsive prosocial behaviour. The results are relatively parallel to the past findings (Hasting et al., 2007; Carlo et al., 2017; William & Berthelsen, 2017; Ottu et al., 2020; Rahman & Jermadi, 2021). Hasting et al. (2007) suggested that authoritative and permissive parenting styles have important impact on one's prosocial behaviour. As mentioned before, the individuals' prosocial behaviour is more likely to increase when their parents are caring, warmth, and supportive (Ottu et al., 2020). Authoritative and permissive parents are more likely to have children with higher tendencies of prosocial behaviour as they show high level of parental responsiveness towards their children. These findings have been supported in the present study.

In this study, the impact of parenting styles on specific types of prosocial behaviour were examined. Authoritative, permissive, and neglectful parenting styles were significant predictors of responsive prosocial behaviour in this study. Possible explanation for authoritative, permissive, and neglectful parenting styles as predictors of responsive prosocial behaviour are worth noting as well.

The present study suggested that authoritative parenting style does significantly predict responsive prosocial behaviour. According to Taylor (2020), high level of parental control received from the parents might cause the individual to have the fear of violating the

rules and the fear to reject the request from other people. Responsive prosocial behaviour is often defined as offering help to a person who has negative emotion and seeking for help (Richaud et al., 2012). For instance, when a person is crying and asking help from an individual with authoritative parents, the individual might help the person because the individual thinks that a crying person should be comforted and helped. In addition, due to the high exposure to the strict parental practices of their parents, the individuals may be feared to reject the person when the person asked help from them (Feeney & Fitzgerald, 2021). Hence, the individuals with authoritative parents are more likely to practice the responsive prosocial behaviour.

For permissive parenting styles with low level of control and high level of responsiveness, past studies indicated that individual with permissive parents were more likely to give support to the others as they have supportive and warmth parents (Ottu et al., 2020; Rahman & Jermadi, 2021). This has supported the result where responsive prosocial behaviour could be predicted by permissive parenting style. As responsive prosocial behaviour is generally described as a helping behaviour that occurred when a person request for help from the individual (Richaud et al., 2012). Thus, when the individuals with permissive parents asked to give support and help to a person, they are more likely to offer support to the others because they have supportive parents as their modelling.

As hypothesized, neglectful parenting style was significantly predicted responsive prosocial behaviour. The findings are relatively supported by results of past studies (Carlo et al., 2017; Emagnaw & Hong, 2018). Besides, past findings reported that little attention and love received from the parents would lead the individual to gain them from their siblings, friends, or even strangers (Williams & Berthelsen, 2017; O'Brien, 2018). This result is relatively supported the findings of the impact of neglectful parenting style on responsive

prosocial behaviour in the present study. The low level of both parental control and responsiveness from the parents make the individual to feel neglected by the parents (Emagnaw & Hong, 2018). Thus, when a person asking help from the individuals with neglectful parents, the individuals with neglectful parents do not want the person to feel being neglected. As a result, ones will practice responsive prosocial behaviour in respond to the request of the person when the individuals have neglectful parents.

Based on the results of this study, authoritarian parenting style was not significantly predicted responsive prosocial behaviour. This finding is inconsistent with the past studies' results (Knafo & Plomin, 2006; Taylor, 2020; Vita, 2020; Rahman & Jermadi, 2021). Taylor (2020) indicated that authoritarian parenting style was significant negatively predicted prosocial behaviour. For instance, individuals with parents who practiced authoritarian parenting would be less likely to practice prosocial behaviour. But in this study, the findings reported authoritarian parenting style does not have significant impact on responsive prosocial behaviour. This could be caused by the individuals' authoritarian parents who constantly criticized the individuals' action and punished the individuals. Thus, causing the individual to be uninvolved from prosocial behaviour or any social activities (Morris et al., 2017; Gittins & Hunt, 2019). According to Shaw and Starr (2019), which their findings reported that authoritarian parenting style was associated with children's high level of stress, which would affect the children's relationship with others. Thus, one may have difficulties to have positive actions towards the others such as prosocial behaviour when they have authoritarian parents.

5.2 Implications of Study

Although the parenting styles has been consistently found as significant predictors of general prosocial behaviour, relatively little attention and attempt were taken to conduct the similar study with the specific types of prosocial behaviour. In this study, the findings have important implications where the results of this study provide insight into the literature gap and offer the first piece of research evidence to the impact of parenting styles on the specific dimensions of prosocial behaviour for researchers to refer and conduct similar studies in the future.

Besides, the results would contribute to the neglectful parenting style literature. The results of present study indicated neglectful parenting style as significant predictor of prosocial behaviour, which suggests that neglectful parenting style should be included in behaviour related studies in future. Despite the neglectful parenting style is defined as uninvolved parenting, the findings of present study shed light on the effect of neglectful parenting style on the development of prosocial behaviour. Suggestion of including neglectful parenting style on behaviour study were given in the past study because of the significant relationship between neglectful parenting style and prosocial behaviour. This study's results have further extended the recommendation.

Prosocial behaviour benefit both persons who received help and gave help (Junaedah & Ahmad, 2020). According to Helliwell et al. (2017), prosocial behaviour is associated with well-being in terms of relationship, physical health, and mental health. Malaysia's and worldwide educators and government should help emphasize the impact of parenting styles on prosocial behaviour with the findings from this study and other similar research study. For instance, government and educators would be able to use the findings from this study to organize meaningful programmes and classes on the impact of parenting styles on prosocial

behaviour. With the help of educators and government, parents would not overlook the importance of practicing proper parenting style towards their children, and thus, a lovely society would form when the society's members practice prosocial behaviour in their daily life.

5.3 Limitation

There are some limitations which this study needed to be stated out. The first limitation is the sample size. The number of the participants recruited for this study was 142. Therefore, the result of this study might not be able to represent and cannot be generalized the whole undergraduates in Malaysia. Small sample size of a study may reduce the power of the study and also lower the real effect when carried out the statistical analysis.

Besides that, the second limitation is cross-sectional design was used to collect data. Since the cross-sectional research design only needed less time to conduct this research and it was low cost (Johnson, 2018). This meant that all of the variables which were used in this research were assessed once in time. Nevertheless, the four types of prosocial behaviours which are altruistic, anonymous, public, and responsive will alter across the time as a result of the environmental factors and also genes. Prosocial behaviour is a complicated trait and can be affected by genes with small effect and also environmental factors (Knafo-Noam et al., 2018). The other cause of the prosocial behaviours may not be resolved as cross-sectional design in this research is only used to identify the types of parenting styles.

5.4 Recommendation

There are some recommendations for the future study in order to address the limitation of the research. The first recommendation is future study advised to increase the

number of the participants. So that the significance of finding will be improved and able to create a higher statistical power that will raise the real effect of statistical analysis.

Next is longitudinal research design is recommended to be used for future study. Longitudinal research design may help the researchers to distinguish the changes over time in the identical individual (Johnson, 2018) to establish the reason and effect of what is being investigated among the variables. Hence, the researchers are able to recognize the changes over time about the variables which are parenting styles and prosocial behaviours on the cultural commitment among the undergraduate students in Malaysia. The variety of variables on cultural commitment can occur across the time due to the difference of ethnicity. So longitudinal research design is recommended to use by the future researcher to do research in this field.

Apart from that, based on our result, all of the parenting styles have significantly predicted any of the prosocial behaviour except the Authoritarian parenting style did not significantly predict any of the prosocial behaviour. According to Mesurado and Richaud (2017), authoritarian parenting style restrains prosocial behaviour due to low level of support but high level of demanding behaviour. The recommendation is focusing more on smaller conjunctions of parenting practices connected with authoritarian parenting style to improve understanding their influence on the prosocial behaviour. The researcher may assess these conditions individually otherwise in pairs to assess moderation.

The last recommendation is focusing on the different ethnic groups and their parenting styles for future study. Since culture can determine parenting style. Parenting styles and faith are subjected to culture and also social influence (Sahithya et al. 2019). Culture may help to form parenting and is sustained and transmitted by affecting parental cognitions which in change shape parenting practices (Bornstein, 2012). Distinct cultural experience in

parenting practices form individuals to be distinct from other people (Riany et al., 2016). Hence, the future researcher may focus on different ethnic groups and their parenting styles in future study.

5.5 Conclusion

Throughout the present study, the findings suggested a role of parenting styles in developing one's prosocial behaviour. Authoritative, permissive, and neglectful parenting styles were found to be significant predictors of prosocial behaviour whereas authoritarian parenting style was not suggested as a significant predictor of prosocial behaviour. The results where authoritative and permissive parenting styles were significant predictors of prosocial behaviour is relatively consistent to the past findings. But the inconsistent results of the impact of authoritarian parentings style on prosocial behaviour with the past studies and the suggestion where including neglectful parenting style in parentings styles and prosocial behaviour studies are worth noting in this study. Future researchers are encouraged to conduct similar studies to explore more on the topic and further extend the suggestion.

These findings have extended the public's understanding of the impact of parenting styles on prosocial behaviour. Specifically, this study provides insights to future researchers that parenting styles could predict specific types of prosocial behaviour such as, anonymous prosocial behaviour and responsive prosocial behaviour. Hopefully with this first piece of research evidence, more research will be conducted in future to examine the impact of parenting styles on the specific types of prosocial behaviour.

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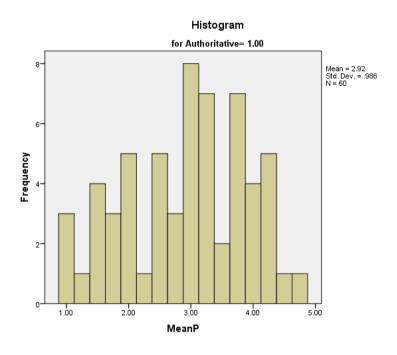
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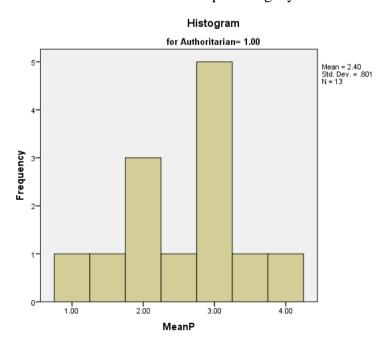
Appendix A

Histogram

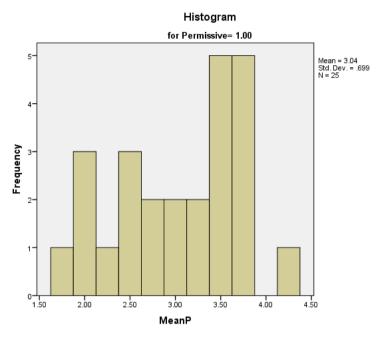
Authoritative parenting style



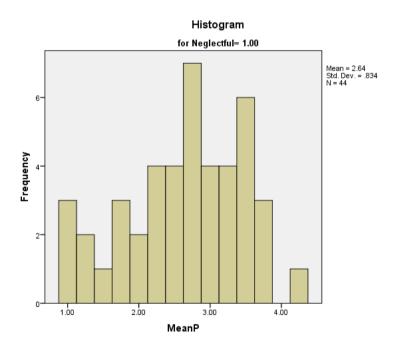
Authoritarian parenting style



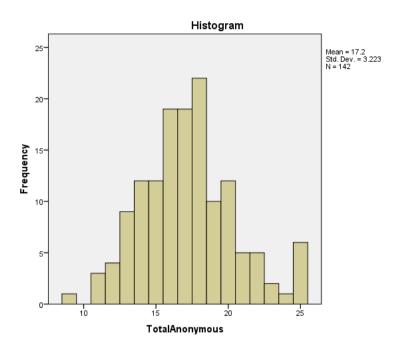
Permissive parenting style



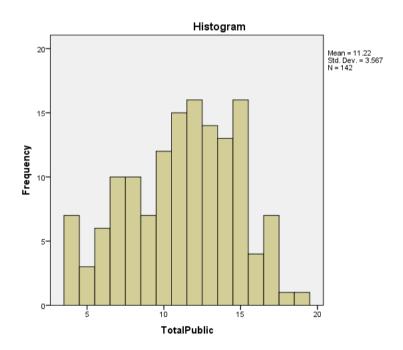
Neglectful parenting style



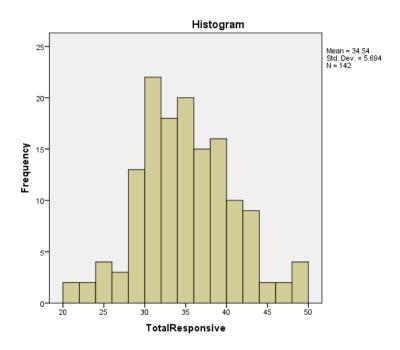
Anonymous prosocial behaviour



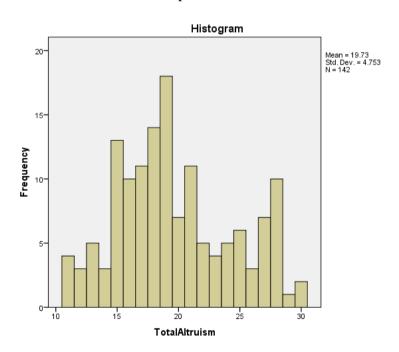
Public prosocial behaviour



Responsive prosocial behaviour



Altruistic prosocial behaviour

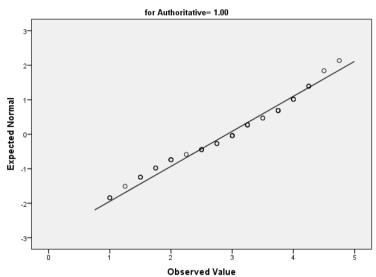


Appendix B

Q-Q Plot

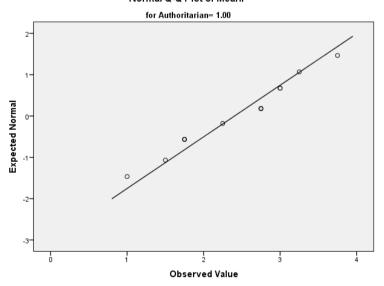
For Authoritative parenting style



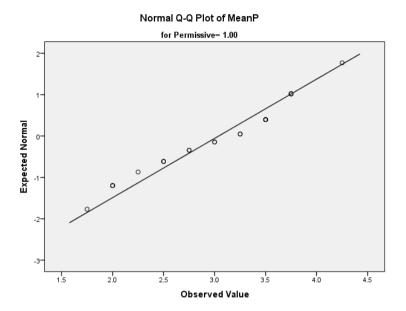


For Authoritarian parenting style

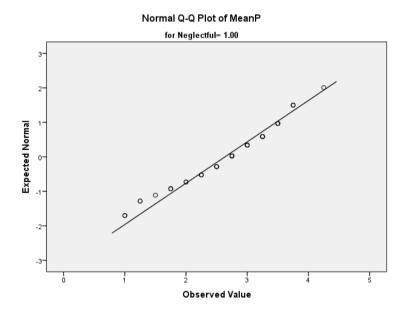
Normal Q-Q Plot of MeanP



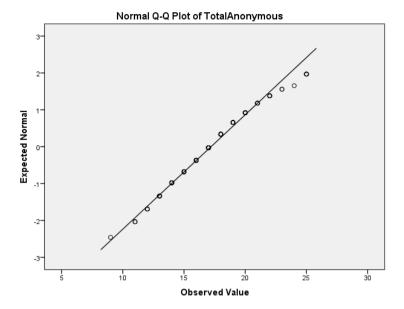
For Permissive parenting style



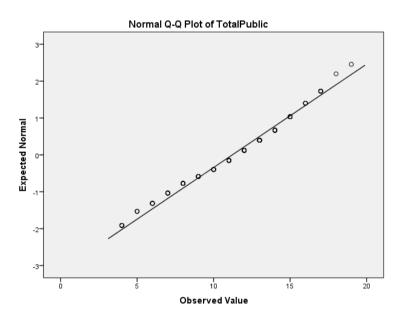
For Neglectful parenting style



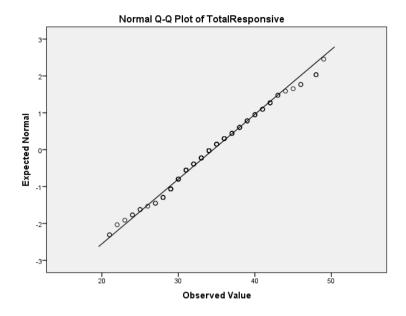
Anonymous parenting style



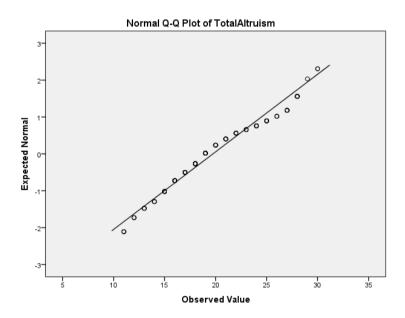
Public parenting style



Responsive prosocial behaviour



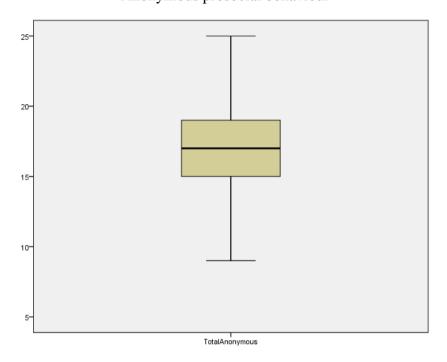
Altruistic prosocial behaviour



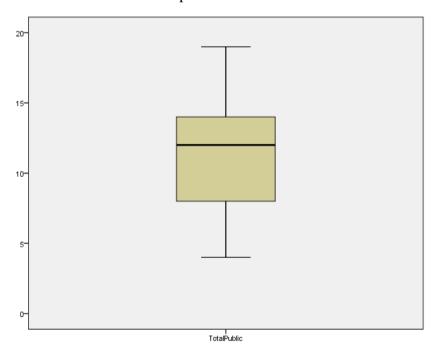
Appendix C

Box Plot

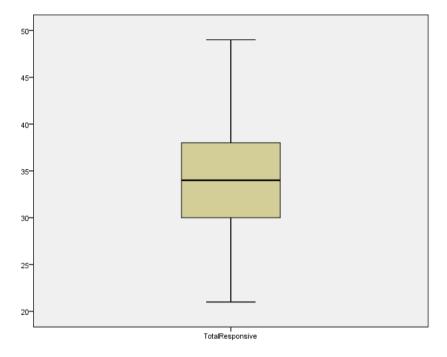
Anonymous prosocial behaviour



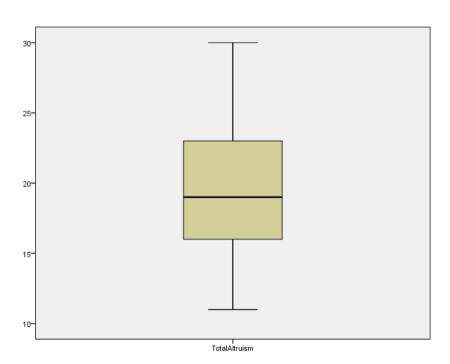
Public prosocial behaviour



Responsive prosocial behaviour



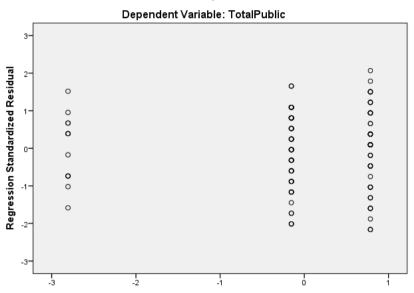
Altruistic prosocial behaviour



Appendix D

Scatterplot

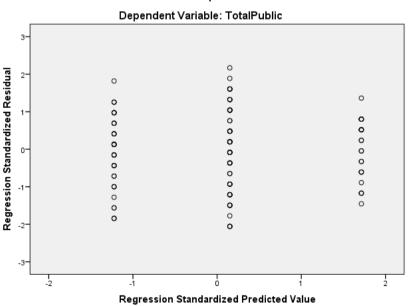
Scatterplot



Regression Standardized Predicted Value

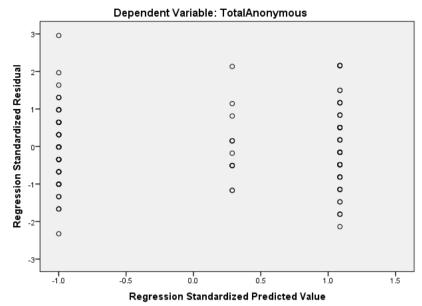
Predictor: Authoritative, Authoritarian parenting style Dependent variable: Public prosocial behaviour

Scatterplot



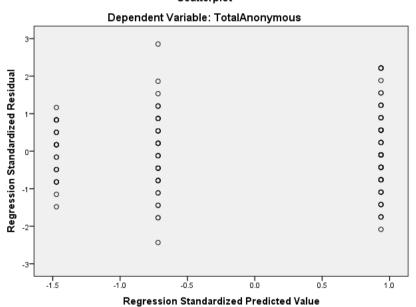
Predictor: Permissive, Neglectful parenting style Dependent variable: Public prosocial behaviour

Scatterplot



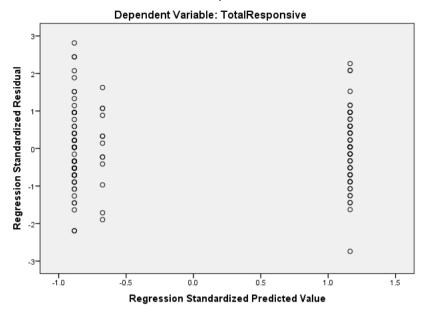
Predictor: Authoritative, Authoritarian parenting style Dependent variable: Anonymous prosocial behaviour

Scatterplot



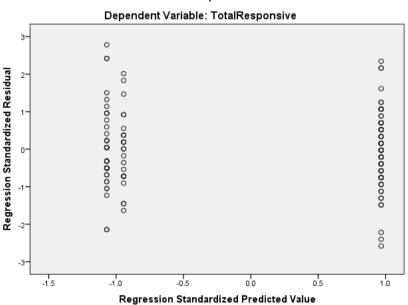
Predictor: Permissive, Neglectful parenting style Dependent variable: Anonymous prosocial behaviour

Scatterplot



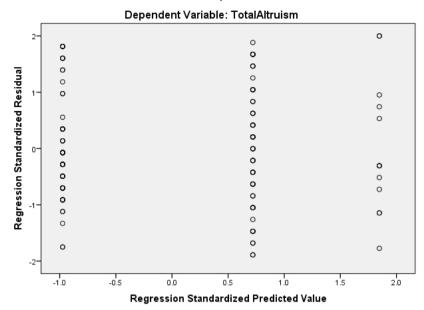
Predictor: Authoritative, Authoritarian parenting style Dependent variable: Responsive prosocial behaviour

Scatterplot



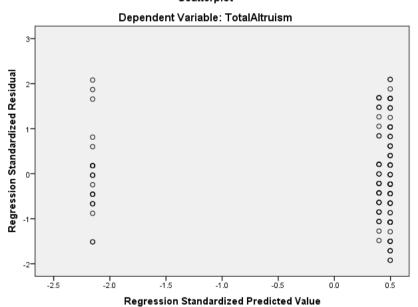
Predictor: Permissive, Neglectful parenting style Dependent variable: Responsive prosocial behaviour

Scatterplot



Predictor: Authoritative, Authoritarian parenting style Dependent variable: Altruistic prosocial behaviour





Predictor: Permissive, Neglectful parenting style Dependent variable: Altruistic prosocial behaviour

Appendix E

Articles' Front Page





The Journal of Genetic Psychology

Research and Theory on Human Development

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Parental emotion regulation and preschoolers' prosocial behavior: The mediating roles of parental warmth and inductive discipline

Sonya Xinyue Xiao, Tracy L. Spinrad & D. Bruce Carter

To cite this article: Sonya Xinyue Xiao, Tracy L. Spinrad & D. Bruce Carter (2018): Parental emotion regulation and preschoolers' prosocial behavior: The mediating roles of parental warmth and inductive discipline, The Journal of Genetic Psychology, DOI: 10.1080/00221325.2018.1495611

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Psicothema ISSN: 0214-9915 ISSN: 1886-144X psicothema@cop.es Colegio Oficial de Psicólogos del Principado de Asturias España

DIMENSIONS OF PARENTING STYLES, SOCIAL CLIMATE, AND BULLYING VICTIMS IN PRIMARY AND SECONDARY EDUCATION.

Cerezo, Fuensanta; Ruiz-Esteban, Cecilia; Sánchez Lacasa, Consuelo; Arense Gonzalo, Julián Jesús DIMENSIONS OF PARENTING STYLES, SOCIAL CLIMATE, AND BULLYING VICTIMS IN PRIMARY AND SECONDARY EDUCATION.

Psicothema, vol. 30, no. 1, 2018

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Psychosocial Intervention (2018) 27(3) 153-161



Psychosocial Intervention

Psychosocial Intervention

http://journals.copmadrid.org/pi

Parenting Styles and Short- and Long-term Socialization Outcomes: A Study among Spanish Adolescents and Older Adults

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ARTICLE INFO

Article history: Received 12 July 2018 Accepted 15 October 2018

Keywords: Parenting styles Parental warmth Parental strictness Indulgent parenting Authoritative parenting

ABSTRACT

In this study, the association between parenting styles and short- and long-term socialization outcomes was analyzed using a two-dimensional model of four types of parenting styles. The socialization outcomes analyzed were self-esteem and internalization of social values. Participants were a sample of Spanish adolescents (n = 571) and older adults (n = 527). Results showed that both adolescents and older adults from indulgent families reported equal or even higher self-esteem than those from authoritative households, whereas those from neglectful and authoritarian homes were consistently associated with the lowest levels of self-esteem. Regarding internalization of social values, adolescents and older adults raised in indulgent and authoritative families prioritized self-transcendence values (universalism and benevolence) and conservation values (security, conformity, and tradition) as compared to those from authoritarian and neglectful homes, whereas those from neglectful and authoritarian families showed lower scores in all internalization of social values measures. These results suggest that the combination of high levels of parental warmth and involvement and low levels of strictness and imposition (i.e., indulgent parenting style) is an optimum parenting strategy in the cultural context where the study was conducted, and that the link between parenting styles and socialization outcomes share a common short- and long- term pattern.

Estilos parentales y resultados de la socialización familiar a corto y largo plazo: un estudio con adolescentes y adultos mayores españoles

RESUMEN

Palabras clave: Estilos parentales Aceptación parental Severidad parental Estilo parental indulgente Estilo parental autorizativo En este estudio se analizaron los estilos parentales de socialización familiar y sus resultados a corto y largo plazo aplicando el modelo de dos dimensiones y cuatro tipologías de socialización. Los resultados de la socialización parental analizados en los hijos fueron la autoestima y la internalización de los valores sociales. Los participantes fueron adolescentes (n = 571) y adultos mayores (n = 527) españoles. Los resultados indicaron que tanto los adolescentes como los adultos mayores de las familias indulgentes mostraron igual e incluso mayor autoestima que los de las familias autorizativas, mientras que los de las familias autorizativas y negligentes se asociaban de manera consistente a los niveles de autoestima más bajos. Respecto a la internalización de los valores sociales, los adolescentes y adultos mayores de familias indulgentes y autorizativas priorizaron los valores de autotrascendencia (universalismo y benevolencia) y conservación (seguridad, conformidad y tradición) en comparación con los de hogares autoritarios y negligentes y los de las familias negligentes y autoritarias mostraron puntuaciones más bajas en todas las medidas de internalización de valores sociales. Estos resultados sugieren que la combinación de altos niveles de aceptación e implicación, junto con bajos niveles de severidad e imposición (el estilo parental indulgente), constituye la estrategia parental óptima en el contexto cultural donde se ha realizado el estudio y que la relación entre los estilos parentales y los resultados de la socialización comparten un mismo patrón a corto y largo plazo.

Research has traditionally captured parenting styles using two dimensions: parental warmth and parental strictness (Darling & Steinberg, 1993; Smetana, 1995; Steinberg, 2005). The parental warmth dimension refers to the extent to which parents show their

children care and acceptance, support them, and communicate with them (mirroring other traditional labels such as responsiveness, assurance, implication, or involvement). The parental strictness dimension reflects the extent to which parents impose standards

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WILEY

RESEARCH ARTICLE

Parenting styles and home literacy opportunities: Associations with children's oral language skills

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Correspondence

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Abstract

This study examined associations among parenting style, home literacy practices, and children's language skills. A total of 181 ethnically diverse parents, primarily African American, and their preschoolaged child participated. Results suggest that an authoritative parenting style was positively associated with informal home literacy (book reading) practices and formal literacy (parental teaching) practices whereas an authoritarian parenting style was negatively associated with informal home literacy practices. Informal home literacy experience was positively and parents' teaching literacy was negatively related to children's oral language scores. In a mediational model, parents who were more likely to have authoritative parenting style provided their children with informal (reading) home literacy experiences, which in turn, was associated with children's oral language skill. Parent education was positively related to home literacy experiences and directly related to children's oral language skill. Findings suggest that researchers should acknowledge multiple aspects of parenting when considering relations among home literacy practices and children's language and literacy development.

Highlights

- Parenting style is associated with parents' engagement in home literacy activities with children.
- The relation between parenting style and children's oral language skills is mediated by the home literacy environment.
- Parent education has a strong and direct impact on children's oral language skills.

KEYWORDS

emergent literacy, home literacy, oral language, parenting, parenting style

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CHILD DEVELOPMENT



Child Development, March/April 2018, Volume 89, Number 2, Pages 577-592

Longitudinal Relations Among Parenting Styles, Prosocial Behaviors, and Academic Outcomes in U.S. Mexican Adolescents

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Cara Streit University of Missouri Rebecca M. B. White Arizona State University

George P. Knight Arizona State University

Katharine H. Zeiders University of Missouri

This article examined parenting styles and prosocial behaviors as longitudinal predictors of academic outcomes in U.S. Mexican youth. Adolescents (N=462; Wave 1 $M_{\rm eg}=10.4$ years 48.1% girls), parents, and teachers completed parenting, prosocial behavior, and academic outcome measures at 5th, 10th, and 12th grades. Authoritative parents were more likely to have youth who exhibited high levels of prosocial behaviors than those who were moderately demanding and less involved. Bathers and mothers who were kess involved and mothers who were moderately demanding were less likely than authoritative parents to have youth who exhibited high levels of prosocial behaviors. Prosocial behaviors were positively associated with academic outcomes. Discussion focuses on parenting, prosocial behaviors, and academic attitudes in understanding youth academic performance.

Disparities in academic outcomes among ethnic and racial groups in the United States remain an important concern (Aud et al., 2013; Gándara & Contreras, 2009). Latino/a children and adolescents across the United States, for example, demonstrate disproportionately high school dropout rates, low academic performance and achievement scores, and low percentages of enrollment in colleges and universities (Martinez, DeGarmo, & Eddy, 2004). Given the relatively large representation and continued rapid growth of Latino/as in the United States, research that focuses on predictors of academic outcomes for Latino/a youth is of great importance (American Psychological Association Presidential Task Force on Educational Disparities, 2012). Of particular interest is research that focuses on predictors of academic success to develop effective intervention programs that may foster positive academic outcomes among this population. The prosent study was designed to examine parenting styles and prosocial behaviors as longitudinal prodictors of academic outcomes in a sample of U.S. Mexican youth.

Predominant parenting style frameworks generally characterize parents as authoritative, authoritarian, indulgent, or neglectful according to two major dimensions of parenting; responsiveness and demandingness (Baumrind, 1991; Maccoby & Martin, 1983). Responsiveness refers to affections and attentiveness to children's developmental needs, and responsive parents are accepting (regular displays of warmth and support toward children) and nonpunitive (avoid harsh parenting characterized by punitive or demeaning behaviors; Simons & Conger, 2007). Demandingness refers to control, expectations for child behavior, and implementation and enforcement of clear standards and tules (Domenech Rodriguez, Donovick, & Crowley, 2009)

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This research was supported, in part, by NIMH Grant Mil 168920 (Cultum, Context, and Mexican American Mental Health). The authors are thunkful for the support of Nancy Gonzales, Mark Roosa, Jenn-Yun Tein, Mariesia Torres, Adriana Umana-Taylor, Jaimee Virgo, our Community Advisory Board and interviewers, and the in miles who participated in the study. Correspondence concerning this artide should be addressed to

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Article

Impact of the Interactive Learning Environments in Children's Prosocial Behavior

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Abstract: Prosocial behavior consists of a set of behaviors that are beneficial to others in the form of sharing and helping. It includes aspects such as solidarity and friendship, and it fosters development and positive psychological functioning; it also improves classroom and school climate. Interactive learning environments may play a crucial role in creating affordances for students to develop prosocial behavior. This study analyzes the impact of two educational interventions based on egalitarian dialogue (Dialogic Literary Gathering and Interactive Groups) on prosocial behavior among fourth grade elementary students. A quasi-experimental design has been carried out, in which measurements have been taken before and after the intervention. Results show that students involved in the Dialogic Literary Gatherings increased significantly their level of prosocial behavior more than those in the control groups. However, no significant differences have been found between students in the experimental and control condition, when considering Interactive Groups. These results have important educational implications for creating conducive learning environments for the development of prosocial behavior.

Keywords: prosocial behavior; interactive learning environments; egalitarian dialogue; elementary education

1. Introduction

The study of prosocial behavior has emerged as a crucial issue across many diverse disciplines in social and behavioral sciences to advance towards an inclusive and sustainable society [1]. Developing inclusive, innovative and reflective societies is at the heart of the current European agenda for a sustainable development [2]. In this context, education plays a key role to advance towards this goal because its potential to reduce inequalities and social exclusion [2]. Therefore, creating effective learning environments that provide students with academic skills and social competences for their success and inclusion, may contribute to the Sustainable Development Goal 4 "ensure inclusive and quality education for all and promote lifelong learning" [3]. Since prosocial behaviour has been positively related to both academic performance and social skills [4], it seems considerably important to foster its development. Along these lines, schools can be an optimal context for implementing effective interventions that support positive relationships and interactions to ultimately provide students' social, academic and emotional development. Therefore, gathering scientific evidence on which interactive learning environments are effective to foster prosocial behavior, might be a relevant contribution for advancing towards inclusive and sustainable societies [1]. This paper aims at analyzing the efficacy of two particular interactive learning interventions, namely Dialogic Literary Gatherings and Interactive Groups, to improve prosocial development among elementary students.

Psychological Reports: Mental & Physical Health 2012, 111, 3, 687-696. © Psychological Reports 2012

ANALYSIS OF DIMENSIONS OF PROSOCIAL BEHAVIOR IN AN ARGENTINEAN SAMPLE OF CHILDREN¹

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Interdisciplinary Center of Mathematical and Experimental Psychology Research (CIIPME)

National Council of Scientific and Technological Research (CONICET)

Summary.—This study assessed how many motivational factors were required to explain scores for prosocial behavior, as measured by the Spanish version of the Prosocial Tendencies Measure. A sample of 472 middle class children and adolescents, both sexes, from Buenos Aires, Argentina, completed the Prosocial Tendencies Measure. This instrument presents prosocial behavior in six types: altruistic, compliant, emotional, public, anonymous, and dire. However, there is evidence that there should be a valid four-factor solution. To verify which factor structure better fit the empirical data obtained, two confirmatory analyses were performed. The results suggest that a four-factor structure (altruistic, public, anonymous, and responsive) is a more parsimonious explanation of the prosocial responses, compared to a six-factor solution. Finally the correlations between the four dimensions reinforced the hypothesis that altruism is the only prosocial behaviour that is selflessly motivated.

Prosocial behaviors are positive social acts carried out to promote the well-being of others (Brief & Motowidlo, 1986). Eisenberg, Guthrie, Murphy, Shepard, Cumberland, and Carlo (1999) suggested defining prosocial behavior as voluntary behavior intended to benefit others, for instance, behaviors that have the objective of helping, sharing, and comforting. Such behaviors can also be considered as a buffer factor protecting against aggression and as a disposition that favors social skills. Given the importance of prosocial behavior, its assessment is essential (Zimmer-Gembeck, Geiger, & Cric, 2005; Carlo, Mestre, Samper, Tur, & Armenta, 2010).

There are different ways of assessing prosocial behavior. In general, the existing measures are divided into global and specific social behavior scales. Global prosocial behavior measures assess personal tendencies to behave in a prosocial way across contexts and motives (Carlo & Randall, 2002). On the other hand, the assessment of specific prosocial behavior involves a specific situation, and is generally carried out through observations of children's reactions to a story, film, or puppets that include a person or animal needing help. Global prosocial behavior measures do not take into account that there are different types of prosocial behavior, such as helping, cooperation, or sharing, and that these behaviors can correspond to different kind of motivations, e.g., intrinsic or extrinsic (Ball, 1982).

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REVIEW

WILEY

The multifaceted nature of prosocial behavior in children: Links with attachment theory and research

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Abstract

Prosocial behavior involves attempting to improve others' welfare and plays a central role in cooperative social relationships. Among the manifold processes that contribute to prosocial development is the quality of children's attachment to their caregivers. Often, researchers have investigated the link between secure attachment and broad indices of prosociality. Recent theory and research, however, suggest that children's prosocial behavior is multifaceted, with distinct correlates and developmental trajectories characterizing specific prosocial behaviors. We offer a theoretical model of the role of parent-child attachment in the development of prosocial behavior, first broadly, and then with regard to comforting, sharing, and helping, specifically. Further, we review the empirical work on this topic from infancy through adolescence. Overall, evidence supports an association between secure attachment and prosociality, broadly defined, but results vary across comforting, sharing, and helping. We discuss potential explanations for the findings and outline directions for future research examining the role of attachment in shaping the diversity of prosocial behaviors across development.

attachment, emotion regulation, empathy, prosocial behavior, social competence

1 | INTRODUCTION

Prosocial behavior involves voluntary action to improve another's welfare; it encompasses diverse behaviors, such as feeding a hungry child, lending a hand to a stranger, or soothing a distraught friend. Individual differences in prosociality emerge early in life and carry significant implications for social development (e.g., Eisenberg, Fabes, & Spinrad, 2006). Given the importance of prosociality in sustaining cooperative human relationships, substantial research has focused on understanding the factors that contribute to its development. One of the most influential theories of social

Accepted Manuscript

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Effect of Nuclear Family in Participation of Activities



Khusboo Singh Parihara; Rajkumar Dahiyab; Rachna Billaiyac; Paras Jaind

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Correspondence Author a



Keywords

Child Education; Conventional family; Nuclear Family; Participation Activities; Quality education;

Abstract

In nuclear families parents pay more attention to child education; they plan school, college, career after discussion with field experts. Such consciousness increases their intention towards quality education. Parents belonging nuclear family pay more money rather than conventional family. Parents have become more concerned for child In other families attention on a child is distributed and unable to concentrate child only. This social trend influence child performance and quality education. They have a financial plan also regarding study.

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Article

Health and Well-Being of Adolescents in Different Family Structures in Germany and the Importance of Family Climate

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Abstract: The family is of exceptional and lifelong importance to the health of adolescents. Family structure has been linked to children's and adolescents' health and well-being; a nuclear family has been shown to be indicative of better health outcomes as compared with a single-parent family or a step-family. Family climate is rarely included in studies on children's and adolescents' health and well-being, albeit findings have indicated it is importance. Using data from n = 6838 students aged 12–13 years from the German National Educational Panel Study, this study shows that stronger familial cohesion and better a parent-child relationship are associated with better self-rated health, higher life satisfaction, more prosocial behavior, and less problematic conduct, and that these associations are stronger than those for family structure. Surveys on young people's health are encouraged to include family climate above and beyond family structure alone.

Keywords: subjective health; well-being; family structure; family climate; children; adolescents; National Educational Panel Study; Germany

1. Introduction

The family is of exceptional and lifelong importance to the health of adolescents, both physical and mental health, as well as health behaviors [1,2]. In childhood and adolescence, social determinants such as income, education, or occupational status are often derived from the family and influence health. Persons in advantaged socioeconomic positions are less likely to suffer from illness and other health impairments. But there are other determinants of children's and adolescents' health stemming from the family, such as family structure or the family climate, especially the latter being rarely examined and underdeveloped. The family structure is described by the family members present in a child's or adolescent's household, whereas the family climate refers to the interpersonal relationships within the family. Theoretical approaches on how these determinants stemming from the family are linked to adolescents' health exist alongside and complement each other.

First, the family provides resources. Parents often introduce their individual socioeconomic resources into the household and provide their children and each other with life chances. These resources are often due to the socioeconomic background, material resources, occupational position, or the education of the parents. More resources are linked to better physical and mental health [3]. Adolescents in socially advantaged positions have more resources at their disposal, and therefore more health-related opportunities.

Second, the family provides social support and integration to compensate for external psychosocial burdens and provides an important context in which to learn, practice, and also assert health





Article

Learning and Parenting in Spanish Environments: Prosocial Behavior, Aggression, and Self-Concept

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Abstract: The psychology of sustainability and sustainable development is related to improvements in people's quality of life in different environments, including the family. Based on this theoretical approach, this study explores the relationships between parenting styles (maternal and paternal support, control, and neglect) and prosocial behavior, aggression, and self-concept of children from Spain aged 4–7 years (M = 5.81; DS = 1.05). Participants were 635 boys and girls (53.7% boys; 46.3% girls) from Valencia and Castellón (Spain). Most parents had low educational levels and low-qualified, temporary jobs. Over 82% of participants were from Spain. The other participants were from Western Europe, Eastern Europe, Latin America, Sub-Saharan Africa, North Africa, and Southeast Asia. The results indicate that maternal support and control have the strongest relationships with children's prosocial behavior, aggression, and self-concept, fundamentally as predictors of self-concept and aggression. According to children's perceptions, maternal parenting plays a more prominent role than paternal parenting. Authoritarian and neglectful parenting at these ages seems to be perceived less negatively than at other ages, and the effects of such parenting may arise at a later age. Furthermore, prosocial behavior and self-concept curb aggression. These results can support the design of interventions in childhood.

Keywords: prosocial behavior; parenting styles; aggression; self-concept; childhood

1. Introduction

Socialization during childhood primarily occurs through family relations. According to the psychology of sustainability, the concept of sustainability must be broadened to embrace the psychological dimension of human development [1]. Accordingly, the psychology of sustainability can enrich the traditional view of sustainability. Instead of limiting this view to ecology, equity, and the economy, the psychology of sustainability also deals with sustainability in terms of improvement in the quality of life of people in a range of contexts, thereby encouraging sustainable development [1–3].

From this perspective, the family context can be an important driver of the quality of life of family members and can encourage sustainable development. The way in which parents conceive parenting shapes parent–child relationships and the way that children understand complex relationships with the world [4]. During the early years of development, proximal and contextual factors are essential for the development of cognitive or social skills as well as the way in which an individual understands relationships in the future [5,6]. Among these factors, parenting occupies a crucial position.

Furthermore, from an early age, children progress in performing simple prosocial actions such as helping or sharing toys [7]. They also externalize aggressive behaviors in response to embarrassing or frustrating situations [8].

The first goal of this study is to explore the relationships between parenting styles, prosocial behavior, aggression, and self-concept during childhood. The second goal is to observe the possible

Self-Monitoring, Peer-bullying and Parenting Style in Prosocial Behaviours of Boarding School Students

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Abstract

Prosocial behaviours can be groomed or inhibited through many direct or indirect attributes. Among teenagers who live in school dormitories, prosocial behaviour tends to decline due to the culture of bullying, which has suffused the Nigerian School System and heightened in boarding school facilities. This study examined the role of bullying, self-monitoring and parenting style on pro-social behaviour among students in a Federal Government College in Nigeria. The study adopted a cross-sectional survey, and sampled 200 participants using a structured questionnaire that measured self-monitoring, parenting style, peer bullying and prosocial behaviour. Findings revealed a significant relationship between prosocial behaviour and mother parenting style. The negative relationship between bullying and prosocial behaviour was, as expected, not surprising. Similar relationships between other independent variables (self-monitoring, and father parenting style) and prosocial behaviour, did not show significant results. The multiple regression results indicate that these independent variables did not predict prosocial behaviour among the study sample. Although past studies have reported levels of correlation between these variables and prosocial behaviour, the overly negative and low beta value of bullying in this study shows that victimized students may be deeply depressed and needed more social support from parents and teachers to strengthen their self-confidence which they seem to bolster through individual self-monitoring. It is recommended that future studies should examine the role of school social support as a way of reducing the impact of bullying on students' psyche towards the manifestation of new levels of prosocial behaviours.

Keywords: Boarding school system, parenting style, prosocial behavior, self-monitoring, students' bullying.

Introduction

Prosocial behaviour denotes a constellation of voluntary acts intended to benefit or improve the welfare of others. These behaviours are some of our intuitive, reflexive and even automatic acts (Zaki& Mitchell, 2013) that do not seem to provide a direct reward to the person performing it (Batson, et al., 2011). Sometimes it can assume a social exchange dimension in the form of reciprocal altruism when we help others in expectation of future reciprocation by those we have helped. Generally, people have continued to show concern over the expression of prosocial behaviour partly as a way of verifying the nexus between personal and social needs and partly because, it is central to human social functioning (Knafo, et al., 2009).

Pakistan Journal of Humanities & Social Sciences Research Volume No. 03, Issue No. 02 (December, 2020)

IMPACT OF PARENTING STYLES ON PROSOCIAL BEHAVIOR AND LIFE SATISFACTION AMONG UNIVERSITY STUDENTS OF PESHAWAR

Saima Parwez*, Sabeen Raheem† & Aiman Hussain‡

Abstract

The current study investigated the gender differences in Pro-social Behavior and focused on the relationship between helping behavior and life satisfaction of the students. This study was also aimed to explore the dominant parenting style of parents and its influence on the helping behavior of their children. A sample of 100 students (50 males and 50 females) were selected from different universities of Peshawar. The Helping Attitude Scale, (Nickell, 1998) Scale of Parenting Styles (2014) and the Satisfaction with Life Scale (1985) were administered to the participants to measure all the variables. The obtained data were statistically analyzed by Product Moment Correlation and t-test in SPSS. The results revealed that male students scored higher on the helping attitude scale as compared to the female students and there was a significant correlation between the Prosocial behavior and life satisfaction whereas there was no significant difference between parenting style on prosocial behavior of the students.

Keywords: Prosocial behavior, Parenting style, Life satisfaction, Adolescents.

Introduction

The development of a helping attitude in students is very important, not only for the formation of social responsibility and moral behavior, but also

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ORIGINAL ARTICLE

Parental Stress and Parenting Styles in Managing Autistic Children With Behaviour Problems

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ABSTRACT

Introduction: Problems in the behaviour of a child suffering from autism spectrum disorder (ASD) can influence the mental health of parents and their parenting style. This research was aimed in identifying the relationship between behaviour problems in ASD children with parental stress and parenting styles. Methods: 79 parents with ASD children aged 4 to 12 years were recruited based on convenience sampling from various organisations. The instruments used in this study included a Strengths and Difficulties Questionnaire, Parenting Stress Index, and Parenting Styles and Dimensions Questionnaire. Data were then analysed by Pearson's chi-squared and Pearson's product-moment correlation coefficient using SPSS software. Results: Overall, most of the children with ASD in this study had abnormal peer problems. Parents of children with ASD used mostly authoritative parenting style. Prosocial behaviour was strongly correlated to parental stress. Child gender, Parent-Child Dysfunctional Interaction (P-CDI) and prosocial behaviour impacted the use of an authoritative parenting style, the parent's age impacted the authoritarian parenting style, and the parent's ethnicity, marital status, additional caregivers, parental distress and difficult children influenced a permissive parenting style. Conclusion: Understanding the relationship of the behaviour of ASD children with parental stress and parenting styles can enhance the provision of effective services by health care professionals.

Keywords: Autism spectrum disorder; Behavior; Parental stress; Parenting styles

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INTRODUCTION

The duties of a parent towards a child with disabilities become even more demanding when the child manifests challenging behaviours or behavioural problems. Problems in the behaviour of a child diagnosed with autism spectrum disorder (ASD) or autistic children can have an effect on the parents' mental health (1), and also influence their style of parenting (2). Parents with autistic children are consistently reported to experience great parental stress, and are known to have higher levels of stress than parents of typically developing children (3) and children with other disabilities such as Down syndrome (4). The functionality of a parent may also be affected and may lead to depression and deprived wellbeing (5). In Malaysia, 4 out of 5 parents of children with ASD in Malaysia reported significantly high levels of stress (6), which has given rise to an alarming concern for the mental health of the parent population in the country.

Challenging behaviour is often associated with ASD, in addition to its typical autistic features. Among the problematic behaviours and symptoms associated with ASD are poor communication skills, impaired social relations, repetitive or stereotypical patterns of behaviour, hyper- or hypo-sensitivities to stimuli, aggressiveness, self-injuring behaviour, and sleep disturbances (7). The challenging nature of the behaviour and characteristics of children with ASD is often one of the main causes of distress among their parents and families. In some circumstances, such difficult behaviour may expose other people to the risk of injury (8). It also limiting the child access to community services, and thus interferes with possible social integration (8, 9).

Parenting children with ASD is a complex and highly stressful task, particularly when there are challenging behaviours to be tackled. A child's inability to adjust to changes in the social environmental and behavioural problems such as disobedience attention-seeking, acceptability and demandingness can affect parenting styles (10). As parents are commonly the primary caregivers of a child, their level of stress and parenting abilities, which are affected by the child's behaviour problems, are important areas of concern In addition,

CHILD DEVELOPMENT



Child Development, March/April 2018, Volume 89, Number 2, Pages 577-592

Longitudinal Relations Among Parenting Styles, Prosocial Behaviors, and Academic Outcomes in U.S. Mexican Adolescents

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Cara Streit University of Missouri Rebecca M. B. White Arizona State University

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This article examined parenting styles and prosocial behaviors as longitudinal predictors of academic outcomes in U.S. Mexican youth. Adolescents (N = 462; Wave 1 Mage = 10.4 years; 48.1% girls), parents, and teachers completed parenting, prosocial behavior, and academic outcome measures at 5th, 10th, and 12th grades. Authoritative parents were more likely to have youth who exhibited high levels of prosocial behaviors than those who were moderately demanding and less involved. Fathers and mothers who were less involved and mothers who were moderately demanding were less likely than authoritative parents to have youth who exhibited high levels of prosocial behaviors. Prosocial behaviors were positively associated with academic outcomes. Discussion focuses on parenting, prosocial behaviors, and academic attitudes in understanding youth academic performance.

Disparities in academic outcomes among ethnic and racial groups in the United States remain an important concern (Aud et al., 2013; Gándara & Contreras, 2009). Latino/a children and adolescents across the United States, for example, demonstrate disproportionately high school dropout rates, low academic performance and achievement scores, and low percentages of enrollment in colleges and universities (Martinez, DeGarmo, & Eddy, 2004). Given the relatively large representation and continued rapid growth of Latino/as in the United States, research that focuses on predictors of academic outcomes for Latino/a youth is of great importance (American Psychological Association Presidential Task Force on Educational Disparities, 2012). Of particular interest is research that focuses on predictors of academic success to develop effective

intervention programs that may foster positive academic outcomes among this population. The present study was designed to examine parenting styles and prosocial behaviors as longitudinal predictors of academic outcomes in a sample of U.S. Mexican youth.

Predominant parenting style frameworks generally characterize parents as authoritative, authoritarian, indulgent, or neglectful according to two major dimensions of parenting: responsiveness and demandingness (Baumrind, 1991; Maccoby & Martin, 1983). Responsiveness refers to affections and attentiveness to children's developmental needs, and responsive parents are accepting (regular displays of warmth and support toward children) and nonpunitive (avoid harsh parenting characterized by punitive or demeaning behaviors; Simons & Conger, 2007). Demandingness refers to control, expectations for child behavior, and implementation and enforcement of clear standards and rules (Domenech Rodríguez, Donovick, & Crowley, 2009)

This research was supported, in part, by NIMH Grant MH68920 (Culture, Context, and Mexican American Mental Health). The authors are thankful for the support of Nancy Gonzales, Mark Roosa, Jenn-Yun Tein, Marisela Torres, Adriana Umana-Taylor, Jaimee Virgo, our Community Advisory Board and interviewers, and the families who participated in the study.

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Relationship among Parenting Styles, Prosocial Behavior and School Performance of Students Who are Attending to Grade Seven and Eight State Schools

Alemayehu Belay Emagnaw^{1,2} and Jian-zhong Hong²

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ABSTRACT

The purpose of this study was to examine parenting style, proso- *Correspondence to Author: cial behavior and students school performance in junior school. Alemayehu Belay Emagnaw In addition, this study attempted to examine the level of parenting Department of School and Counstyles in their children school performance. Two ten hundred ad- seling Psychology, Faculty of Eduolescents (Mean age = 14.9 years) measured their own prosocial cational and Behavioural Sciences behaviors, their perceptions of parenting styles of their parents ,Woldia University,Ethiopia; School and collected their academic scores from the record office of the of Psychology, Central China Norschools. Questionnaires were used to collect data. Quantitative mal University analyses (both descriptive and inferential statistics) were used to analyze the obtained data. The data collected were analyzed How to cite this article: employing different statistical techniques like correlation, multiple Alemayehu Belay Emagnaw and regression, and path analysis. Analysis of the data revealed that Jian-zhong Hong. Relationship parenting styles do have significantly higher involvement in their among Parenting Styles, Prosocial children's school performance. Parenting styles have an effect Behavior and School Performance on prosocial behavior of adolescents. Path analysis of the data of Students Who are Attending showed that prosocial behavior has statistically significant con- to Grade Seven and Eight State tribution to the students school performance. Prosocial behavior Schools. American Journal of Edalso has mediate effect between parenting styles and school ucational Research and Reviews, performance. The current study has significant implications for 2018,3:32. parents, schools, government and non government sectors and practitioners who are concerned about promoting adolescents' positive behaviors and performance and discouraging negative

Keywords: Parenting styles, prosocial behavior, adolescence, Website: http://escipub.com/ school performance



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CHAPTER 25

The Socialization of Prosocial Development

Paul D. Hastings, William T. Utendale, and Caroline Sullivan

What prompts a toddler to offer his toy to a crying infant? Why does a preschooler invite a reluctant and withdrawn peer to join her circle of playmates? How does a schoolgirl pull herself away from a fun activity to comfort a classmate who has fallen and injured herself? What motivates a teenage boy to volunteer for an organization that delivers meals to shut-ins?

Kind, caring, compassionate attitudes and helpful, comforting, altruistic behaviors characterize what are considered by many to be the finest qualities of human nature. They are also often overlooked, as another class of behaviors tends to capture the attention of media: Aggression, violence, crime, delinquency, and other selfish acts that harm and violate the rights of others. Social scientists have also given far more attention to antisocial and other problematic behaviors than to prosocial and other positive behaviors, as can be seen in many of the chapters of this Handbook. Yet, this negative side of behavior is only one facet of the complex and varied scope of what it is to be human. To fully understand the dynamic regulation of emotional, behavioral, social, and cultural processes, the more positive aspects of behavior cannot be ignored. Therefore, this chapter draws attention to that smaller, yet still substantial, literature that focuses on the positive: the socialization of prosocial development.

We begin by briefly reviewing biological and environmental perspectives on the origins of the emotions and behaviors comprising prosocial development and the early experimental approaches to demonstrating how children's prosocial behavior could be shaped through adults' actions. We then evaluate the roles of various agents of socialization, including parents, siblings, peers, teachers, community and culture, in the develop-

THE RELATIONSHIP BETWEEN PARENTING STYLE AND PROSOCIAL BEHAVIOUR OF PREADOLESCENTS IN A SOUTH AFRICAN CONTEXT

WENDY LA VITA

Thesis presented in fulfilment of the requirements for the degree of Master of Arts (Psychology) at

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Supervisor: Prof. A.P. Greeff

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ORIGINAL RESEARCH published: 09 August 2017 doi: 10.3389/fpsyg.2017.01246



Parenting Styles, Prosocial, and Aggressive Behavior: The Role of Emotions in Offender and Non-offender Adolescents

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¹ Department of Personality, Evaluation and Psychological Treatment, University of Valencia, Valencia, Spain, ² National Council of Scientific and Technological Research, Buenos Aires, Argentina, ² Basics Psychology, University of Valencia, Valencia, Spain

The aim is to analyse the parenting styles effects (acceptance, negative control and negligence) on prosociality and aggressive behavior in adolescents through the mediator variables empathy and emotional instability, and also, if this model fits to the same extent when we study adolescents institutionalized due to problems with the law and adolescents from the general population, and at the same time, if the values of the different analyzed variables are similar in both groups of adolescents. We carried out a cross-sectional study. 220 participants from schools in the metropolitan area of Valencia took part in the study. Also, 220 young offenders took part recruited from four Youth Detention Centres of Valencia, in which they were carrying out court sentences. The age of the subjects range from 15-18 years. The results indicate that the emotional variables act as mediators in general, in the non-offender adolescents, but it has been observed, in the offender adolescents, a direct effect of support on aggressive behavior in a negative way and on prosociality in a positive way; and of negligence on aggressive behavior and of permissiveness on prosociality in a negative way.

Keywords: parenting styles, aggression, prosocial behavior, emotional instability, empathy, non-offender adolescents, offender adolescents

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INTRODUCTION

Due to its relevance, there has been an increase in interest to research prosocial development in childhood and adolescence in recent years, in particular, as a moderator factor of aggressive behavior and as a disposition that encourages social adaptation.

A large number of studies have demonstrated the importance of parenting style in the transmission of values and in the encouragement of prosocial behaviors (Carlo et al., 2010; Richaud de Minzi et al., 2011). Indeed, parental support predicts a strong sense of self-worth and security, greater psychological well-being, and other positive outcomes (Steinberg, 2001; Coplan et al., 2002). Parental control helps to shape responsible conformity and self-control in children. The rules and guidelines parents set and enforce teach children about group and societal standards of behavior (Baumrind, 1966). Maccoby and Martin (1983), distinguish different types "styles of parenting" based on the balance between high and low levels of parental responsiveness (i.e., support) and demands (i.e., control). One of them is authoritative parents, which display high levels of both responsiveness and demands. This parents are warm, nurturing, and sensitive to their child's

ABSTRACT

Prosocial Behaviors: The Influence of Authoritarian Parenting Style on Adolescents' Prosocial

Behaviors Towards Friends and Strangers

Krista-Gay Taylor

Adolescence is the period of development of many negative and positive behaviors. On the positive side, prosocial behaviors are positive behaviors that become more prominent in adolescents. Many of the studies that explore prosocial behaviors have explored it during childhood rather than in adolescence. Additionally, few have assessed specific parenting styles, like authoritarian parenting and its influence on adolescents' prosocial behaviors within distinct relationships. Therefore, the aims of this study were to assess how the maternal authoritarian parenting style is associated with adolescents' prosocial behaviors. I also explored how the association between these two variables differ for friends and strangers (i.e., it was expected to be stronger for friends than strangers). Participants were N = 463 adolescents between the ages of 13 and 18 years old (51.9% female, 64% European American) and their mothers from Wave V of the Flourishing Families Project. Correlations revealed that authoritarian mothers had adolescents who reported lower prosocial behaviors with friends. Still, regressions controlling for demographic variables showed no associations between authoritarian parenting and prosocial behaviors with friends or strangers. Implications include assisting parents of adolescents in promoting prosocial behaviors. Implications of this study lie within assessing ethnicity as a moderator rather than a control variable to capture the overall rationale behind these compelling findings.

IJEC DOI 10.1007/s13158-017-0185-5



ORIGINAL PAPER

The Development of Prosocial Behaviour in Early Childhood: Contributions of Early Parenting and Self-Regulation

Kate E. Williams¹ · Donna Berthelsen¹

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Abstract This research considers the role of parenting practices and early selfregulation, on children's prosocial behaviour when they begin school. Data for 4007 children were drawn from Growing Up in Australia: The Longitudinal Study of Australian Children (LSAC). The analyses explored relations between self-reported parenting practices for mothers and fathers, using scales for parenting warmth and hostility, and parent report on children's emotional and attentional regulation at 2-3 years. Teacher reports for prosocial behaviour were obtained when children were 6-7 years. Maternal and paternal non-hostile parenting and warmth made significant, indirect contributions to later prosocial development, through influencing children's early self-regulation. These findings inform understandings about the intergenerational pathways through which children's self-regulation influences prosocial skills. Responsive caregiving by parents, and by adults in early childhood education programs, supports the development of early self-regulation. This, in turn, enables children to take greater advantage of the learning opportunities afforded to them at home and in early childhood education programs. Support for early selfregulation can offset effects of child and family risk factors on children's later development.

Keywords Early childhood · Self-regulation · Responsive parenting · Mothers · Fathers · Prosocial behaviour

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Gender Differences in Prosocial Behaviour

Isah Aliyu Abdullahi¹*, Dr. Pardeep Kumar²

ABSTRACT

The objective of current research was to examine the gender differences in prosocial behaviour. Total 60 students (N = 60, 30 Males and 30 Females) participated in the current study from Lovely Professional University, Punjab, India. The Prosocial Personality Battery (PSB) consisting seven dimensions including social responsibility (SR), emphatic concern (EC), perspective taking (PT), personal distress (PD), other oriented moral reasoning (O), mutual concern moral reasoning (M) and self report altruism (SRA) has been used in the study to collect the data. The results revealed significant gender differences on two dimensions of prosocial personality battery, i.e. perspective taking (t = 2.04, p <.05) and other oriented moral reasoning (t = 2.01, p <.05), being females on the higher side. On rest of the five dimensions the differences were negligible falling far away from the probability level of .05. The results suggest that males and females are both almost equal on most of the prosocial behaviour dimensions. However, in case of perspective taking and mutual concern moral reasoning females are on higher side suggesting that they have better understanding of others' mental state and they are more concerned about morality in the society.

Keywords: Prosocial Behaviour, Altruism, Helping Behaviour

Prosocial behaviour is a common and important aspect of every day social life. This behaviour could be viewed as an action intended to help another person's need for support or to promote and sustain a tangible benefit for them. In other words, pro-social behaviour stem from several diverse motives and helps achieving several goals. Considerable studies shows that, through serving and volunteering, young people can convince their own need, learn and express their values, realize the world, get related experience and strengthen social competence and relationships. Individual differences are one of the crucial factors responsible for prosocial behaviour as people differ in terms of personality traits, so some people have altruistic personality others do not. Second, gender is also considered another determinant of prosocial

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The Influence of Parenting Style on Adolescent Competence and Substance Use

Diana Baumrind University of California at Berkeley

An overview of the Family Socialization and Developmental Competence longitudinal program of research (FSP) is followed by a presentation of the hypotheses and findings pertaining to family patterns as determinants of adolescent competence, and of types of adolescent substance users. Data include clusters derived from comprehensive ratings of parents and their children completed independently within- and across-time periods at ages 4, 9, and 15 years. At Time 3 (T3), the sample included 139 adolescents and their parents from a predominantly affluent, well-educated, Caucasian population. Parenting types were identified that differ on the bases of commitment and balance of demandingness and responsiveness. Authoritative parents who are highly demanding and highly responsive were remarkably successful in protecting their adolescents from problem drug use, and in generating competence. Authoritative upbringing, although sufficient, is not a necessary condition to produce competent children. Casual recreational drug use was not associated with pathological attributes, either precursive or concurrent, although nonusers showed an increment in competence from Time 2 (T2) to Time 3 (T3).

In his eulogy to John P. Hill, Steinberg (1989, pp. 1-2) wrote, "G. Stanley Hall may be considered to be the 'father' of the study of adolescence, but John Hill is the person who took the field out of its infancy." This presentation

This article is based on an invited address at the Science Weekend of the American Psychological Association in New Orleans, August 12-13, 1989, in recognition of the G. Stanley Hall Award conferred by Division 7 in 1988 to the author. It does not purport to be a fully documented empirical report but instead presents an overview of the major results on the adolescent phase of the Family Socialization and Developmental Competence Project (FSP). The data drawn on for this essay are being prepared in empirical reports, two of which, on adolescent substance use, have been recently completed. I wish to acknowledge the generous support of the William T. Grant Foundation and the Institute of Human Development at Berkeley. I wish also to express my appreciation to two long-term staff members: Steven Pulos, Ph.D., for his excellent assistance with the analyses of the longitudinal data; and Margaret Tauber, Ph.D., for her help in collecting and organizing those data. Above all, thanks are due to the families who contributed their time and ideas so that their peers and progeny could profit from their experience.

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Parenting Style and Its Correlates. ERIC Digest.

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Developmental psychologists have been interested in how parents influence the development of children's social and instrumental competence since at least the 1920s. One of the most robust approaches to this area is the study of what has been called "parenting style." This Digest defines parenting style, explores four types, and discusses

The Relation of Parenting Style to Adolescent School Performance

Sanford M. Dornbusch, Philip L. Ritter, P. Herbert Leiderman, Donald F. Roberts, and Michael J. Fraleigh

Stanford Center for the Study of Youth Development

DORNBUSCH, SANFORD M.; RITTER, PHILIP L., LEIDERMAN, P. HERBERT; ROBERTS, DONALD F.; and FRALEIGH, MICHAEL J. The Relation of Parenting Style to Adolescent School Performance. CHILD DEVELOPMENT, 1987, 58, 1244–1257. This article develops and tests a reformation of Baumrind's typology of authoritarian, permissive, and authoritative parenting styles in the context of adolescent school performance. Using a large and diverse sample of San Francisco Bay Area high school students (N=7,836), we found that both authoritarian and permissive parenting styles were negatively associated with grades, and authoritative parenting was positively associated with grades. Parenting styles generally showed the expected relation to grades across gender, age, parental education, ethnic, and family structure categories. Authoritarian parenting tended to have a stronger association with grades than did the other 2 parenting styles, except among Hispanic males. The full typology best predicted grades among white students. Pure authoritative families (high on authoritative but not high on the other 2 indices) had the highest mean grades, while inconsistent families that combine authoritarian parenting with other parenting styles had the lowest grades.

A recent review of research on the family and school as educational institutions notes an increasing emphasis on "process" studies that seek to identify those features of the family environment through which socioeconomic and cultural background have an impact on mental development and school achievement. Hess and Holloway (1984) analyzed results from studies of preschool, primary, and middle-school children and identified five processes linking family and school achievement: (1) verbal interaction between mother and children, (2) expectation of parents for achievement, (3) positive affective relationships between parents and children, (4) parental beliefs and attributions about the child, and (5) discipline and control strategies. Among these various processes, discipline and control strategies appeared to have a major influence on school achievement (Baumrind, 1973; Hess & McDevitt, 1984; Marjoriebanks, 1979).

The research of Baumrind is particularly pertinent because she attempts to link components of family interaction to cognitive competence. She postulates three family parenting styles (authoritative, authoritarian, and permissive) that have consequences for the development of cognitive and social competence. These three family types differ in the values, behaviors, and standards that children are expected to adopt; in the ways these values, behaviors, and standards are transmitted; and in parental expectations about the behavior of children. In this study we extend Baumrind's typology to a large and ethnically diverse sample of adolescents.

Baumrind, in a series of studies of preschool children and their families (Baumrind & Black, 1967), and later in studies of somewhat older children, delineated three modes of family interaction that we will reformulate for use in this study of adolescents and their

This research was supported by the Hewlett Foundation, the Irvine Foundation, the Bank of America Foundation, individual trustees of the California Family Foundation, the Stanford Center for the Study of Youth Development, and Father Flanagan's Boys' Home. It was part of the joint project known as the Study of Stanford and the Schools. The principals of the six cooperating schools participated actively at every stage, from project design to analysis: Verdis Crockett, Samuel Johnson, Jr., Gary McHenry, Robert Palazzi, Charles Perotti, Gary Poulos, Joyce Rosenstiel, and Jesus Sanchez. We are indebted to Lee J. Cronbach, Helena Kraemer, Steven H. Chaffee, Michael W. Kirst, Michael Garet, W. Richard Scott, Robert C. Calfee, Shirley Feldman, Eleanor E. Maccoby, Martin Ford, and Albert H. Hastorf for their suggestions and criticisms. Jean Kanerva, Barbara Prescott, Lindsay White, Lisa Shaffer, Fox Vernon, Robert Macaulay, Ivan Fukumoto, Angela Valenzuela, and Worku Negash assisted in data collection and analysis. Send requests for reprints to the first author at The Stanford Center for the Study of Youth Development, Stanford University, Stanford, CA 94305.

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ORIGINAL PAPER

Preschool Children's Prosocial Behavior: The Role of Mother-Child, Father-Child and Teacher-Child Relationships

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Abstract Prosocial behavior is considered an important dimension of positive development. Although previous research suggests the quality of children's early relationships may influence prosocial behaviors, the specific contributions of mother, father and teacher to children's prosocial behavior have been less examined. This is a cross-sectional study that investigates (a) the combined associations between mother-, father- and teacher-child relationships, and prosocial behavior in 168 children aged 36-72 months, and (b) the mediating role of the teacherchild relationship in the association between the parentchild relationship and prosocial behavior. Results suggested a positive link between the quality of relationships with early caregivers and children's prosocial behavior. The quality of both father- and teacher-child relationships were found to have a direct association with children's prosocial behavior. The quality of the mother-child relationship was indirectly linked to children's prosocial behavior, via the teacher-child relationship. Results suggesting connections between multiple relational contexts were discussed based on the notion of internal working models proposed by attachment theory. Mothers' and fathers' contributions to children's prosocial behavior were also discussed considering differences on relational styles and changing roles of mothers and fathers from dual-earner

Introduction

Early childhood is an important period for the development of prosocial behavior (Hay et al. 2004), usually defined as the voluntary actions intended to benefit others (Eisenberg et al. 2006). Prosocial behaviors, such as helping, comforting and sharing, emerge between the first and second year of life, progressively increasing in frequency and variety during the early childhood period (Zahn-Waxler et al. 1992). There is a well-documented relation between prosocial behavior and several dimensions of adaptive development, such as social acceptance and friendship, psychosocial adjustment and academic achievement (Caprara et al. 2000; Clark and Ladd 2000; Hay and Pawlby 2003; Sebanc 2003). Research has been focusing on the conditions that might foster children's prosocial behavior, highlighting the importance of early social environments, such as family and school.

There are several studies suggesting the association between children's prosocial behavior and distinct positive features of the parent—child relationship, namely parental involvement, warmth, responsiveness, sensitivity, connectedness, prosocial modeling and parental encouragement of children's emotional expression (Brophy-Herb et al. 2010; Bryant and Crockenberg 1980; Clark and Ladd 2000; Garner 2006; Kärtner et al. 2010; Kiang et al. 2004; Koestner et al. 1990). In a 26-year longitudinal study, Koestner et al. (1990) found early paternal involvement in child care to be significantly associated with empathic concern at the age of 31 years. Additional predictors of

Keywords Prosocial behavior · Mother-child relationship · Father-child relationship · Teacher-child relationship

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Effect of Authoritarian Parenting style on self esteem of the Child: A Systematic Review

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ABSTRACT

This study has been conducted to find out the effect of authoritarian parenting style on self esteem of the children between the ages of 6 to 19 years, authoritarian parenting is very strict, expecting, controlling and rigid style of parenting which is being carried out by the parents with an objective to keep their kids safe and secure, but they often forget its consequences on the mental health of the child. 10 research papers were reviewed to find out the relationship and it was found that authoritative parenting style is being considered as the best parenting style giving limited independence and opportunities to understand their children which considerably has a positive impact on self-esteem of their children, on the other hand all the researches have proved that authoritarian parenting style always has a negative effect on the self esteem, it destroys their self-confidence and increases their insecurity and inferiority. It is very important in today's era that we choose an appropriate and efficient parenting style to rear our child that is to keep their future secure and to help them be interdependent.

Keyword: Self Esteem, Parenting Styles, Authoritarian Parenting

1. INTRODUCTION

"The sign of great parenting is not the child's behaviour, the sign of truly great parenting is the parents behaviour."Andy Smithson

Parenting is also known as child rearing, it is a process of taking care of a child, looking after their physical, emotion and also their financial needs and requirement. A person does not simply becomes a parent through a biological relationship with a child instead a parent is someone who looks after the child as they grow up they could be a sibling, grandparents, uncle, aunt or any family friend. In many cases the child is mostly been taken care by the biological parent but in other cases like for the orphans, government and other social institutions also play a major role in child rearing.

Donald Winnicott, an English paediatrician and a psychoanalyst, elaborated the concept of "good enough" parenting in which the minimum pre requirements for a healthy child development are met. He described "The good-enough mothers...starts off with an almost complete adaptation to her infant's needs, and as time proceeds she adapts less and less completely, gradually, according to the infant's growing ability to deal with her failure."

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The Outdoor Learning Modules Based on Traditional Games in Improving Prosocial Behaviour of Early Childhood

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Abstract

Working outside can be harder than inside; one may be physically more active, regularly battling against the elements and often more alert – watchful for potential dangers. Overall education out of doors is physically and mentally taxing. We have to be convinced all the effort is for a good reason (Bilton, 2010, p. 12). The researchers applied the mixed method with covergent parallel design (Creswell, 2016). The results showed that 1) The initial description of prosocial behaviour of young children in *Joy Kids* Kindergarten, *Mangasa* Subdistrict, *Tamalate* Makassar District, showed that teachers paid attention to improve and look for activities in the form of play so that things that were worse towards prosocial behaviour of children could be avoided. 2) The traditional game-based outdoor learning module produced has been accepted from the results of an assessment of the utility, feasibility and accuracy, carried out by two experts in the field of education and an education practitioner. 3) The traditional game-based outdoor learning module that is produced affects the development of prosocial behaviour of young children. Based on the validator's evaluation, it is declared valid to be used, its practical value is feasible to be used in the field without the need for revision, and all the devices previously presented can be declared valid for use.

Keywords: outdoor learning module, traditional games, child prosocial behaviour

1. Introduction

Early Childhood Education/Pendidikan Anak Usia Dini (PAUD) is a process of fostering the growth and development of children from birth to six years as a whole, which includes physical and non-physical aspects by providing stimulation for physical, spiritual (moral and spiritual) development, motor, mind, emotional, and the right and correct prosocial so that children can grow and develop optimally. The efforts made include intellectual stimulation, maintenance of healthy nutrition, and providing broad opportunities to explore and learn actively.

As stated in Law Number 20 Year, 2003 concerning the National Education System states that Early Childhood Educationis:

A coaching effort aimed at children from birth until the age of six carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have the readiness to enter further education (article 1 paragraph 1)

Education in the family environment is the most basic education because children first recognized that environment. However, at the age of 4 years, children begin to be less satisfied with only hanging out with family and want to expand relationships with members of the nearest community. This is what triggers parents to provide freedom of association with the community, but that has educational value, namely by including children in educational institutions known as kindergartens. Patterns of social behaviour or behaviour that are not prosocial are fostered in early childhood or during the formation of character; early prosocial experiences determine personality after children become adults. The many experiences of happiness encourage children to look for their experiences again to become people who have prosocial nature. The number of unpleasant experiences may lead to an unhealthy attitude towards prosocial experiences and towards people in general. Unpleasant experiences that are too much also encourage children not prosocial and anti-prosocial.

Early age is the age of play, the age at which children imitate what they see, they learn from what they see. Introducing the environment to young children is the first step in shaping their behaviour. Introducing the

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Parenting Styles and Adolescents

This research brief provides an overview of research on parenting styles and their impact on adolescent development. It is intended primarily as a guide for parent educators and other professionals working with parents of teens.

The teenage years are often portrayed as stressful for both parents and teens. Research demonstrates that teens undergo a number of developmental adjustments including biological, cognitive, emotional and social changes on their way to becoming adults. Parenting effectively during the teen years, as in any developmental period, requires a thorough understanding of these normative developmental changes.

Parents can benefit from an understanding that *how* they parent, or their parenting *style*, provides a basis for many healthy developmental outcomes during adolescence. Understanding the different parenting styles and their impact on the parent-teen relationship may help parents—

and their teens—navigate adolescence more smoothly.

Parenting Styles

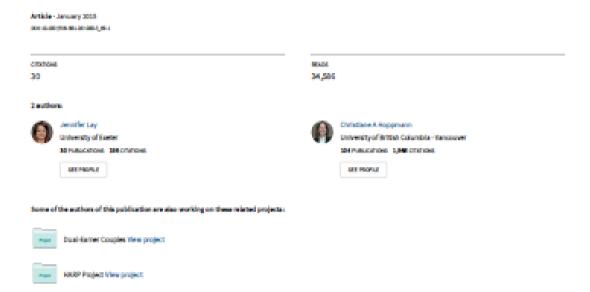
Psychologist Diana Baumrind (1971, 1991) identified four patterns of parenting styles based upon two aspects of parenting behavior: control and warmth. Parental control refers to the degree to which parents manage their children's behavior-from being very controlling to setting few rules and demands. Parental warmth refers to the degree to which parents are accepting and responsive of their children's behavior as opposed to being unresponsive and rejecting. When the two aspects of parenting behavior are combined in different ways, four primary parenting styles emerge:

Authoritative Parents are warm but firm. They encourage their adolescent to be independent while maintaining limits and controls on their actions. Authoritative parents do not invoke the "because I said" rule. Instead, they are willing to

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Altruism and Prosocial Behavior





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The Effect of Parenting Styles for Children's Behaviour on Using Gadget at Revolution Industry

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Abstract

This study aims to know of understanding of authoritative parenting style and affected the children behaviour while using a gadget. This is qualitative with data collection from an interview, observation, and document. Analysis of the data used by Miles and Huberman. The subject is parent's and their children lived at Yogyakarta. This result is the parents with authoritative parenting can classify, analyze, comparing, and evaluate their parenting style. With those understanding gives the effect on children when the children used gadget at home such as show discipline and follow the parent's rules; the children have critical thinking and independent using the gadget. Even though authoritative parenting identical with gives freedom, they have to give limit time for children to use a gadget, 6 - 7 hours in a week. Another recommendation does not give the children a gadget even though a gadget is one of the basic need for communication.

Keywords: parenting style; children behaviour; gadget.

Abstrak

Penelitian ini bertujuan untuk mengetahui pemahaman orangtua tentang pola asuh otoritatif dan efeknya dalam perilaku penggunaan gawai pada anak. Penelitian ini menggunakan pendekatan penelitian kualitataif deskriptif dengan pengumpulan data dari wawancara, observasi, dan dokumentasi. Analisis data dalam penelitian ini menggunakan Miles dan Huberman. Subjek penelitian ini adalah orangtua dengan pola asuh otoritatif dan anak usia dini yang tinggal di Yogyakarta. Hasil penelitian menunjukkan bahwa tingkat pemahaman orangtua dengan pola asuh otoritatif yaitu mampu mengklasifikasikan, menganalisis, membandingkan, dan mengevaluasi pola asuh yang dilakukan. Pemahaman tersebut berpengaruh pada penggunakan gawai anak dirumah dengan menunjukkan sikap disiplin dan mentaati aturan, anak dapat berpikir kritis dan mandiri saat menggunakan. Meskipun orang tua diharapkan memberikan durasi waktu yang sesuai dengan umur perkembangan anak yaitu 6 – 7 jam selama satu minggu. Selain itu diharapkan tidak memberikan gawai sejak dini kepada anak meskipun trend gawai adalah salah satu kebutuhan sehari-hari sebagai alat komunikasi.

Kata Kunci: pola asuh, perilaku anak, gawai.

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Human Agency in Social Cognitive Theory

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ABSTRACT: The present article examines the nature and function of human agency within the conceptual model of triadic reciprocal causation. In analyzing the operation of human agency in this interactional causal structure, social cognitive theory accords a central role to cognitive, vicarious, self-reflective, and self-regulatory processes. The issues addressed concern the psychological mechanisms through which personal agency is exercised, the hierarchical structure of self-regulatory systems, eschewal of the dichotomous construal of self as agent and self as object, and the properties of a nondualistic but nonreductional conception of human agency. The relation of agent causality to the fundamental issues of freedom and determinism is also analyzed.

The recent years have witnessed a resurgence of interest in the self-referent phenomena. One can point to several reasons why self processes have come to pervade many domains of psychology. Self-generated activities lie at the very heart of causal processes. They not only contribute to the meaning and valence of most external influences, but they also function as important proximal determinants of motivation and action. The capacity to exercise control over one's own thought processes, motivation, and action is a distinctively human characteristic. Because judgments and actions are partly self-determined, people can effect change in themselves and their situations through their own efforts. In this article, I will examine the mechanisms of human agency through which such changes are realized.

The Nature and Locus of Human Agency

The manner in which human agency operates has been conceptualized in at least three different ways—as either autonomous agency, mechanical agency, or emergent interactive agency. The notion that humans serve as entirely independent agents of their own actions has few, if any, serious advocates. However, environmental determinists sometimes invoke the view of autonomous agency in arguments designed to repudiate any role of self-influence in causal processes.

A second approach to the self system is to treat it in terms of mechanical agency. It is an internal instrumentality through which external influences operate mechanistically on action, but it does not itself have any motivative, self-reflective, self-reactive, creative, or self-directive properties. In this view, internal events are mainly products of external ones devoid of any causal efficacy. Because the agency resides in environmental

forces, the self system is merely a repository and conduit for them. In this conception of agency, self-referent processes are epiphenominal by-products of conditioned responses that do not enter into the determination of action. For the material eliminativist, self-influences do not exist. People are not intentional cognizers with a capacity to influence their own motivation and action; rather, they are neurophysiological computational machines. Such views fail to explain the demonstrable explanatory and predictive power of self-referent factors that supposedly are devoid of causal efficacy or do not even exist.

Social cognitive theory subscribes to a model of emergent interactive agency (Bandura, 1986). Persons are neither autonomous agents nor simply mechanical conveyers of animating environmental influences. Rather, they make causal contribution to their own motivation and action within a system of triadic reciprocal causation. In this model of reciprocal causation, action, cognitive, affective, and other personal factors, and environmental events all operate as interacting determinants. Any account of the determinants of human action must, therefore, include self-generated influences as a contributing factor. Empirical tests of the model of triadic reciprocal causation are presented elsewhere and will not be reviewed here (Wood & Bandura, in press). The focus of this article is on the mechanisms through which personal agency operates within the interactional causal structure.

Exercise of Agency Through Self-Belief of Efficacy

Among the mechanisms of personal agency, none is more central or pervasive than people's beliefs about their capabilities to exercise control over events that affect their lives. Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action. They operate on action through motivational, cognitive, and affective intervening processes. Some of these processes, such as affective arousal and thinking patterns, are of considerable interest in their own right and not just as intervening influencers of action.

Cognitive Processes

Self-efficacy beliefs affect thought patterns that may be self-aiding or self-hindering. These cognitive effects take various forms. Much human behavior is regulated by forethought embodying cognized goals, and personal goal setting is influenced by self-appraisal of capabilities. The stronger their perceived self-efficacy, the higher the goals people set for themselves and the firmer their commitment

Journal Pre-proofs

Motivation and Social Cognitive Theory

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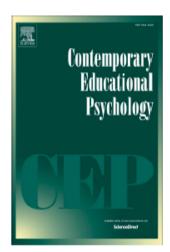
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^e Academy of Management Review, 1989, Vol. 14, No. 3, 361-384

Social Cognitive Theory of Organizational Management

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This article analyzes organizational functioning from the perspective of social cognitive theory, which explains psychosocial functioning in terms of triadic reciprocal causation. In this causal structure, behavior, cognitive, and other personal factors and environmental events operate as interacting determinants that influence each other bidirectionally. The application of the theory is illustrated in a series of experiments of complex managerial decision making, using a simulated organization. The interactional causal structure is tested in conjunction with experimentally varied organizational properties and belief systems that can enhance or undermine the operation of the self-regulatory determinants. Induced beliefs about the controllability of organizations and the conception of managerial ability strongly affect both managers' self-regulatory processes and their organizational attainments. Organizational complexity and assigned performance standards also serve as contributing influences. Path analyses reveal that perceived managerial self-efficacy influences managers' organizational attainments both directly and through its effects on their goal setting and analytic thinking. Personal goals, in turn, enhance organizational attainments directly and via the mediation of analytic strategies. As managers begin to form a self-schema of their efficacy through further experience, the performance system is regulated more strongly and intricately through their self-conceptions of managerial efficacy. Although the relative strength of the constituent influences changes with increasing experience, these influences operate together as a triadic reciprocal control system.

Many theories have been proposed over the years to explain human psychosocial functioning. They differ in the conceptions of human nature they adopt and in what they regard as the basic determinants and mechanisms of human motivation and action. Human behavior often

has been explained in terms of one-sided determinism. In such models of unidirectional causation, behavior is depicted as being shaped and controlled either by environmental influences or by internal dispositions. Social cognitive theory explains psychosocial functioning in terms of tri-



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The Relationship between Undergraduate Students' Parenting Style and Creativity

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Abstract

Purpose: Taking into account previous research on the role that the parenting styles to which individuals are exposed during childhood have in shaping prosocial behaviors, attitudes and personality and so on, this study aims to investigate the relationship between parenting styles of parents and creativity. Design/Methodology/Approach: The creativity and the parenting style questionnaires were completed by 239 undergraduate student participants. Pearson correlation coefficients were extracted and regression analysis was performed. Findings: The results indicate that undergraduate students with democratic parents tend to show stronger creative thinking and open the way to further study what parental characteristics may be responsible for the development of creativity in undergraduate students. Research Limitations/Implications: Participants retrospectively assessed their parents' style. Future research may recruit both the actual parents of participants to collect more accurate data on parenting practices or use observational methods. Social Implications: This work seems to suggest that to achieve a more creative society, the ability of parents to raise their children by adopting a democratic style should be taken into account and—if needed—enhanced. Originality/Value: To the best of authors' knowledge, this is the first study to investigate the relationship between parenting styles of parents and creativity.

Keywords

Parenting Style, Democratic Parenting Style, Creativity

1. Introduction

Innovation is the soul of a nation's progress, the inexhaustible source of a country's prosperity and the deepest national endowment. Young people, especially

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The Effect of Parenting Patterns and Empathy Behavior on Youth Prosocial

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This study aims to find an effect between parenting and empathy for adolescent prosocial behavior. The type of research used throughout this study is ex post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings. In this study, researchers cannot manipulate variables. Researchers only describe what happens to independent variables and looks for information about causal relationships from events. There were 60 respondents selected from class VII of Junior High School, which consisted of 30 men and 30 women, aged 13-14 years. The technique of collecting data uses a questionnaire developed by researchers. The questionnaire was derived from authoritative parenting questionnaires, empathy questionnaires, and prosocial behavior questionnaires. The technique used in the analysis is multiple regression analysis techniques. The results showed that there was a relationship between authoritative parenting and empathy together towards prosocial behavior of 25.1%, while 74.9% were determined by other variables. Authoritative parenting and four positive correlations with adolescent prosocial behavior because children who get attention, discipline, sincere affection from parents and family will have good social behavior.

Keywords: prosocial, parenting patterns, empathy behavior, youth, adolescent, empathy

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Do Single Mothers Differ from Non-Single Mothers in Their Parenting Styles? A Brief Report Study

Yosi Yaffea,b

Abstract. The paper briefly reports a study comparing the parenting styles of single mothers with a matched comparison group of married mothers. The sample consisted of 91 divorced mothers (Mage = 37.56, S.D. = 8.35) against 77 married mothers (Mage = 38.70, S.D. = 8.60). Mothers in both groups have at least one adolescent child whose age ranges from 10 to 15. Single mothers scored significantly higher on the authoritarian and the authoritative scales of parenting than non-single mothers, while the formers' scores on the permissive parenting scale was significantly lower. Moreover, single mothers rated their parenting as more authoritative than authoritarian, and more authoritarian than permissive. The study's conclusion, that single mothers retain more parental authority than non-single mothers, is discussed in light of some theoretical and methodological issues.

Keywords: Single-parent; Single-mother; Parenting styles; Child.

Correspondence concerning this article should be addressed to Dr. Yosi Yaffe, Ohalo Academic College, Israel P.O.B. 222 Katzrin 12900, Israel Tel-Hai Academic College, Qiryat Shemona, Israel. Email: vabsolut@my.ohalo.ac.il; yaffeyos@telhai.ac.il

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Prosocial Behavior From Early to Middle Childhood: Genetic and Environmental Influences on Stability and Change

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Prosocial behavior is important for the functioning of society. This study investigates the extent to which environment shared by family members, nonshared environment, and genetics account for children's prosocial behavior. The prosocial behavior of twins (9,424 pairs) was rated by their parents at the ages of 2, 3, 4, and 7 and by their teachers at age 7. For parent ratings, shared environmental effects decreased from .47 on average at age 2 to .03 at age 7, and genetic effects increased from .32 on average to .61. The finding of weak shared environmental effects and large heritability at age 7 was largely confirmed through the use of teacher ratings. Using longitudinal genetic analyses, the authors conclude that genetic effects account for both change and continuity in prosocial behavior and nonshared environment contributes mainly to change.

Keywords: prosocial behavior, development, genetics, TEDS

One of the most important aspects of humans, distinguishing us from other species, is the degree of helping, cooperation, and altruism among people (Fehr & Fischbacher, 2003). Prosocial behavior, that is, behavior intended to benefit others (Eisenberg & Fabes, 1998), is often considered as the basis of human relationships (Staub, 1979). Prosocial children are relatively well-adjusted and have better peer relationships than do children low in prosocial behavior (e.g., Clark & Ladd, 2000). The growing interest in positive human behavior is manifested in a call by Seligman and Csikszentmihalyi (2000) to study its antecedents. This study addresses the etiology of one positive aspect of human behavior, prosocial behavior. Using data from 9,424 pairs of twins, we study the genetic and environmental sources of individual differences in the development of prosocial behavior at ages 2, 3, 4, and 7.

Possible environmental sources of individual differences in prosocial behavior have often been considered (Grusec, Davidov, & Lundell, 2002; Staub, 1979). Most of the studies focused on parental influences on children's prosocial behavior (Eisenberg & Fabes, 1998). However, there is some evidence that, under certain conditions, peers and schools also affect children's degree of prosocial behavior (see review by Eisenberg & Fabes, 1998). In addition, television programs designed to increase children's prosocial behavior and attitudes have been shown to have at least short-term success (Calvert & Kotler, 2003; Cole et al., 2003).

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Work on this article started while Ariel Knafo was at the Social, Genetic and Developmental Psychiatry Research Centre, King's College, London, United Kingdom. We thank the parents and teachers of the twins in the Twins' Early Development Study (TEDS) for making the study possible. TEDS is supported by a program grant (G9424799) from the U.K. Medical Research Council program.

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Studies of parental effects found evidence that prosocial behavior in children relates positively to parental warmth and is enhanced by parental modeling of helping behavior (Eisenberg & Fabes, 1998). For example, parents' use of inductive discipline (explaining to children the consequences of their behavior) as opposed to power-assertive discipline has been related to early adolescents' empathy and prosocial behavior (Krevans & Gibbs, 1996). In another study, children who had a warm relationship with their parents, as rated by behavioral observation, were rated by their teachers as more prosocial (Clark & Ladd, 2000).

In addition to broad parenting styles, parents provide for children their first socialization system, and parent's actions regarding prosocial behavior have been documented to relate to children's behaviors. For example, mothers of 6- to 11-year-olds who felt comfortable about using rewards for increasing children's prosocial behavior reported their children to be relatively low on prosocial behavior (Fabes, Fultz, Eisenberg, May-Plumlee, & Christopher, 1989). For these children, rewards for helping undermined subsequent prosocial behavior (Fabes et al., 1989). In contrast, there is evidence that assignment of routine household work to children relates to concern for others (Grusec, Goodnow, & Cohen, 1996).

Thus, there is compelling evidence for environmental, particularly familial, effects on prosocial behavior. In addition, there is evidence for genetic influences, as we discuss below. This study uses a genetically informative design to disentangle environmental and genetic effects on prosocial behavior. We approach the issue of genetic and environmental contributions to individual differences in prosocial behavior by using the twin design. This design compares monozygotic (MZ) twins, who share all of their genes, with dizygotic (DZ) twins, who share on average half of their genes. The twin method uses this genetic difference in conjunction with the equal environments assumption, which assumes that MZ and DZ twins growing up in the same families are equal in terms of how similar the environments of the twins are, in which case greater similarity of MZ twins versus DZ twins indicates genetic influence. Similarity beyond this genetic effect is attributed to the

FAMILY TRANSITIONS

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2

CHAPTER

Social Cognitive Theory and Motivation

Dale H. Schunk and Ellen L. Usher

Abstract

Social cognitive theory is a theory of human behavior that emphasizes learning from the social environment. This chapter focuses on Bandura's social cognitive theory, which postulates reciprocal interactions among personal, behavioral, and social/environmental factors. Persons use various vicarious, symbolic, and self-regulatory processes as they strive to develop a sense of agency in their lives. Key motivational processes are goals and self-evaluations of progress, outcome expectations, values, social comparisons, and self-efficacy. People set goals and evaluate their goal progress. The perception of progress sustains self-efficacy and motivation. Individuals act in accordance with their values and strive for outcomes they desire. Social comparisons with others provide further information on their learning and goal attainment. Self-efficacy is a critical influence on motivation and affects task choices, effort, persistence, and achievement. Recommendations are made for future research.

Keywords: social cognitive theory, vicarious processes, symbolic processes, self-regulatory processes, goals, self-evaluations of progress, outcome expectations, values, social comparisons, self-efficacy

Introduction

Contemporary perspectives of motivation postulate that cognitive and affective variables (e.g., thoughts, beliefs, emotions) underlie motivation. As used in this chapter, motivation refers to the process whereby goal-directed activities are instigated and sustained (Schunk, Meece, & Pintrich, 2014). Current cogniand consequences of behaviors. People are motivated to act in accordance with their beliefs about their capabilities and the expected outcomes of actions.

From its inception, social cognitive theory has emphasized the importance of motivation in human behavior. Rotter's (1954) social learning theory, for example, included two prominent motivational





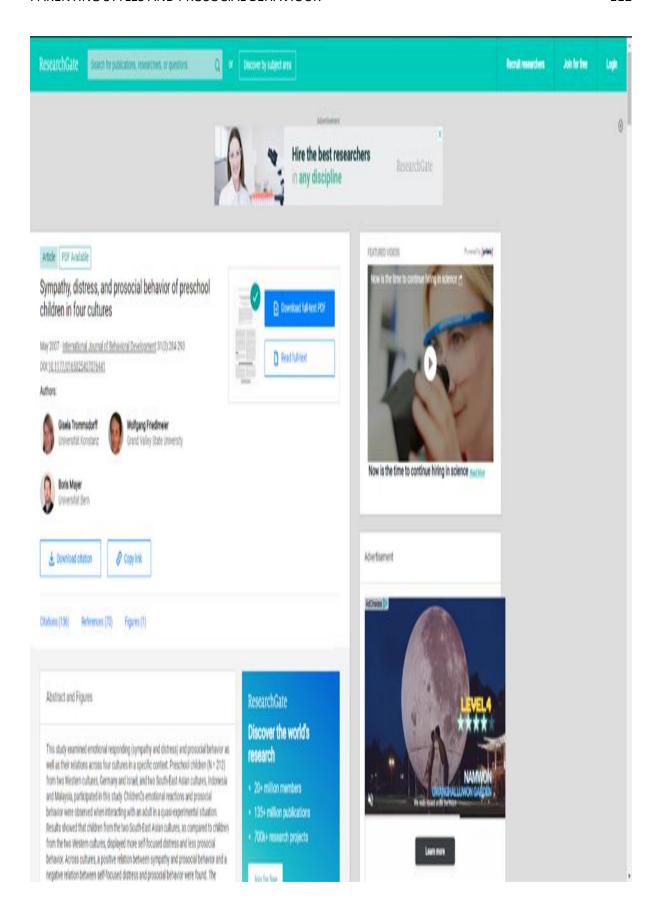
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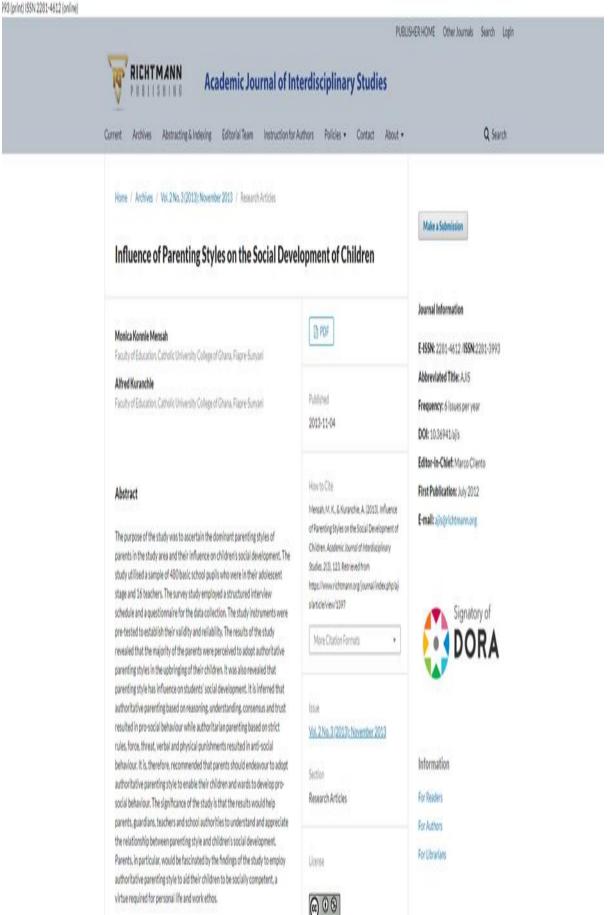
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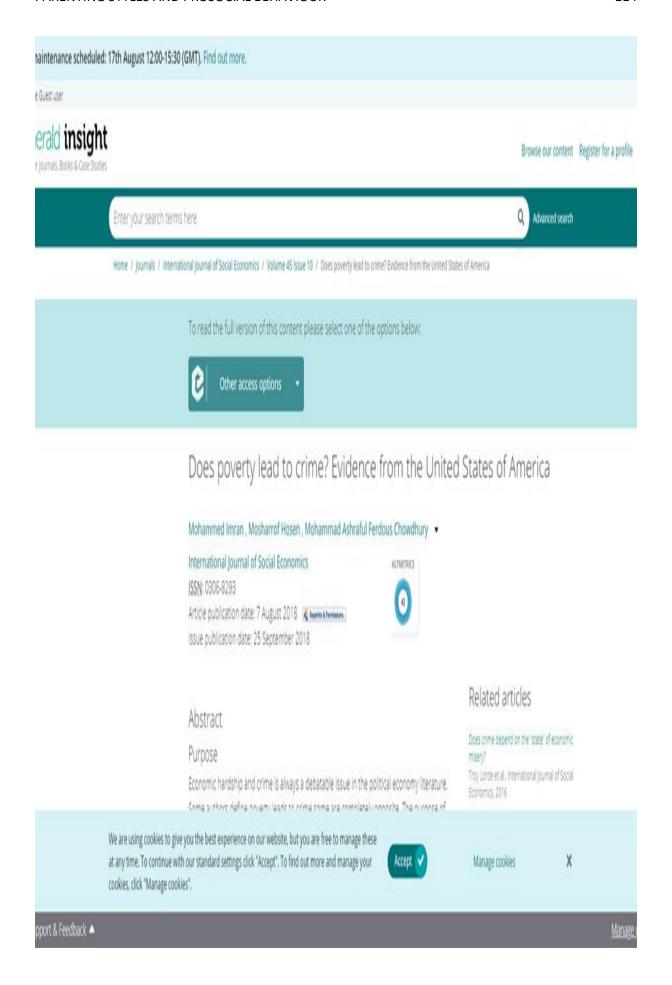


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inities ctions

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Title: Impact of Parenting Styles on Prosocial Behaviour of University Students: Mediating Role of Empathy

Authors: Tayyab Jamal Anwar, Muhammad

Keywords: Applied Psychology Issue Date: 15-Nov-2019

Series/Report no.: ;4579

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Abstract: The present study aims to find out the impact of parenting styles on prosocial behavior of university students. Empathy mediates the relationship between parenting styles and probleman behavior. The sample comprised of 480 university students whom were purposefully selected with age ranges 16-24 years. Three questionnaires were employed; Parental Authori Questionnaire (PAQ-Urdu) developed by Buri (1991), Prosocial Tendencies Measure (PTM) by Carlo (2002) and Basic Empathy Scale (BES) by Carre (2013). The results of the stu revealed that there was a positive relationship between parenting styles (authoritative, authoritative, authoritarian and permissive parenting style) and prosocial behavior of university students. Moreover, the results also found that empathy mediates the relationship between parenting style and prosocial behavior. While, it was also found that authoritative and permissive styles were significantly positively correlated with prosocial behavior and empathy of university students. Although, authoritative parenting style, perceived permissive parenting style, empathy and prosocial behavior were significantly higher among fer compared to males. The findings of this study would be helpful for making better understanding of these phenomenon and implementing them for students in enhancing the prosocial behavior among adults and for parents to adapt such parenting practices which would be helpful in increasing prosocial tendencies in their children.

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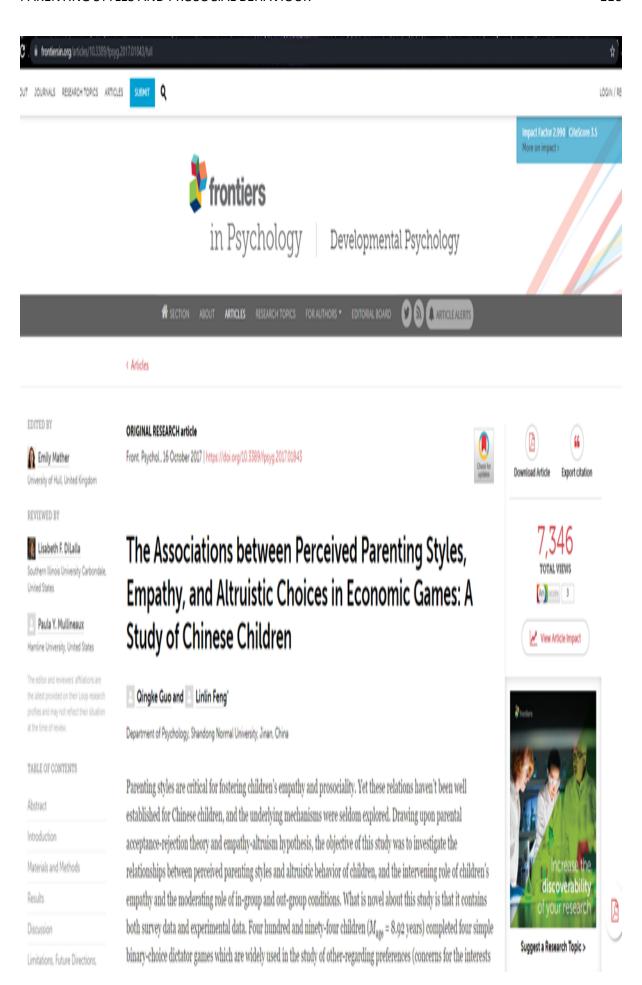
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The present research examines the relationship between parenting style and the development of prosocial behaviour of preschool children in China and how this relationship is moderated by family income, an everchanging factor caused by rapid economic development in modern China. A total of 188 parents of preschool children responded to the questionnaires covering both family parenting style and prosocial behaviour scales for preschool children. The results showed that democratic parenting style has a significantly positive prediction on the total score and all dimensions of prosocial behaviour whereas neglecting parenting style is significantly and negatively correlated with the total score and dimensions of sharing and comfort in the prosocial behaviour. Authoritarian parenting style negatively predicts the morality dimension of the prosocial behaviour. Moreover, family income significantly moderates the relationship



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Psychology Press

Cultural Approaches to Parenting

Marc H. Bornstein

SYNOPSIS

This article first introduces some main ideas behind culture and parenting and next addresses philosophical rationales and methodological considerations central to cultural approaches to parenting, including a brief account of a cross-cultural study of parenting. It then focuses on universals, specifics, and distinctions between form (behavior) and function (meaning) in parenting as embedded in culture. The article concludes by pointing to social policy implications as well as future directions prompted by a cultural approach to parenting.

INTRODUCTION

Every culture is characterized, and distinguished from other cultures, by deeply rooted and widely acknowledged ideas about how one needs to feel, think, and act as a functioning member of the culture. Cross-cultural study affirms that groups of people possess different beliefs and engage in different behaviors that may be normative in their culture but are not necessarily normative in another culture. Cultural groups thus embody particular characteristics that are deemed essential or advantageous to their members. These beliefs and behaviors tend to persist over time and constitute the valued competencies that are communicated to new members of the group. Central to a concept of culture, therefore, is the expectation that different cultural groups possess distinct beliefs and behave in unique ways with respect to their parenting. Cultural variations in parenting beliefs and behaviors are impressive, whether observed among different, say ethnic, groups in one society or across societies in different parts of the world. This article addresses the rapidly increasing research interest in cultural differences in parenting. It first takes up philosophical underpinnings, rationales, and methodological considerations central to cultural approaches to parenting, describes a cross-cultural study of parenting, and then addresses some core issues in cultural approaches to parenting, namely, universals, specifics, and the form-versus-function distinction. It concludes with an overview of social policy implications and future directions of cultural approaches to parenting.

THE CULTURE-PARENTING NEXUS

Culture is usefully conceived of as the set of distinctive patterns of beliefs and behaviors that are shared by a group of people and that serve to regulate their daily living. These beliefs and behaviors shape how parents care for their offspring. Thus, having experienced

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CHILD DEVELOPMENT PERSPECTIVES

Development of Parent–Adolescent Relationships: Conflict Interactions as a Mechanism of Change

Susan Branje 📵

Utrecht University

ABSTRACT-Adolescence is a period of rapid biological and psychosocial changes, which have a salient impact on parent-child relationships. Parents and adolescents have to reorganize responsibilities and more toward a more egalitarian relationship. Although conflicts between parents and children become more frequent and more intense duing adolescence, those conflicts are also thought to be a means to negotiate relational changes. The short-term dualic processes that occur during conflict interactions are important in the development of parent-adolescent wlationships, Parent-adolescent deads with more emotional variability during conflict interactions (and to adapt effectively and reorganize their relationships in response to the developmental needs of adolescents. Thus, parentadolescent conflicts are adaptive for relational development when parents and adolescents can writch flexibly between a range of positive and negative emotions.

NATW (NIOS...parent-ad alexeent relationships; conflict interactions; adolescence

Parent-child relationships are among the most important relationships for adolescents. Adolescence is a period of rapid biological, cognitive, and neurological changes (I), which have

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a solient impact on psychosocial functioning and relationships (2). During adolescence, porent-child relationships are thought to become more equal, interdependent, and exipercal (3), changes that co-occur with a temporary decrease in the quality of the relationship and an increase in conflict (4). Indeed, adolescents report that their parents are less supportive in early to middle adolescence, and they gradually perceive their parents as less powerful and controlling over the course of adolescence (5, 6).

In this atticle, I aview theories and empirical evidence of development in parent-adolescent relationships, highlighting charge and continuity. I address the role of short-term dyadic processes during conflict interactions in parent-adolescent relationships. Although I focus on developmental changes, most studies of parent-adolescent relationships examine ties between mothers and their adolescent children.

THEORIES OF DEVELOPMENT IN PARENT-ADOLESCENT RELATIONSHIPS

Developmental changes in parent-child relationships have been attributed to adolescents' biological or cognitive maturation. Homoral charges related to puberty are thought to lead adolescents to strive for autonomy and individuation from perents (7), and result in conflicts with parents that permit adolescents to form mature and egalitarian relationships. Cagnitive models imply that developments in adolescents' abstract reasoning foster an increasingly reciprocal and egalitarian view of parent-child relationships (8). Cognitive advances may also prompt adolescents to perceive issues that were considered to be under parental jurisdiction as personal decisions (8). This biological and cognitive development facilitates reorganization of the parent-adolescent relationship from a vertical relationship, in which parents have more knowledge and social power than their children and are expected to provide security and warnth, toward a more horizontal relationship, characterized by equal, symmetrical, and reciprocal interactions (9-11).

Child Developmen Perspectives



Purposive sampling: complex or simple? Research case examples

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The roles of parenting practices, sociocognitive/emotive traits, and prosocial behaviors in low-income adolescents



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ARTICLE INFO

Keywords: Parenting practices Sociocognitive traits Empathic concern Prosocial behaviors

ABSTRACT

The goal of the current study was to examine the links among parenting practices (i.e., use of social and material rewards), sociocognitive and socioemotive traits (i.e., perspective taking, prosocial moral reasoning, and empathic concern), and prosocial behaviors among adolescents in a low-income, Midwestern community. Participants were 311 adolescents (Mage = 16.10 years; range = 14-19 years; 58.7% girls; 82.7% White; 13.6% Latino). The results demonstrated that social rewards were positively associated with perspective taking, empathic concern, and prosocial moral reasoning, which were each associated with multiple forms of prosocial behaviors. Material rewards were negatively associated with prosocial moral reasoning and empathic concern. There were also direct links between material and social rewards and prosocial behaviors. Discussion will focus on the intervening role of social cognitions and emotions in explaining links between parenting practices and low-income adolescents' prosocial behaviors.

Understanding the role of parents in adolescents' social development has long been an interest among scholars. The accumulation of research suggests that there are aspects of positive parenting that promote healthy adolescent adjustment, such as parental warmth, inductive discipline practices (orienting children to the impact of the child's behaviors on others), and authoritative/democratic parenting (see Eisenberg & Valiente, 2002; Krevans & Gibbs, 1996). When examining the links between parenting behaviors and adolescent development, one important developmental outcome to consider is prosocial behaviors. Prosocial behaviors, defined as actions intended to benefit others (Carlo & Randall, 2002; Eisenberg, 2002), are of particular interest among social scientists because of the benefits to the individual as well as broader society. Prosocial behaviors include a multitude of socially-desirable actions, such as volunteering, donating time or resources, and comforting others.

There is growing research that demonstrates that these socially-desirable actions are associated with mental and physical health, lower aggression and delinquency, good self-regulation, higher self-esteem, better academic outcomes, and improved interpersonal relationships (Carlo, 2014). As such, prosocial behaviors are indicators of behavioral health and social well-being and are also important for a flourishing society because of the focus on promoting the well-being of others in the community (see Randall & Wenner, 2014). Therefore, it important to understand parenting practices that promote prosocial behaviors among adolescents. The goal of the current study was to examine the links between specific parenting practices (use of material and social rewards) and adolescents' prosocial behaviors. The current study also aimed to extend the existing literature by examining potential mediating mechanisms (sociocognitive/emotive processes).

Despite the importance of understanding the relations between the family context and prosocial behaviors, the majority of the existing studies on parenting behaviors and adolescents' prosocial behaviors have been conducted with middle to upper class,

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Autonomy-Connection Tensions, Stress and Attachment: The Case of COVID-19

Judith A. Feeney, Jennifer Fitzgerald

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Parental behavioural control in adolescence: How does it affect self-esteem and self-criticism?



Catherine B. Gittins*, Caroline Hunt**

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ARTICLE INFO

Keywords: Firm control Psychological control Self-concept Self-worth Support

ABSTRACT

Introduction: Parental behavioural control is believed to be beneficial for young children. However, with increased need for independence during adolescence, parental rules may undermine self-heliefs

Methods: The current study examined the effect of behavioural control, plus parental support and psychological control, on the self-esteem and self-criticism of 243 Australian adolescents (mean age = 12.08, 52% female) over two years.

Results: Behavioural control largely did not predict self-esteem. Furthermore, in girls it predicted higher self-criticism 12 and 24 months later. Behavioural control does not appear to benefit adolescents' self-cognitions and, in fact, increases self-criticism in girls.

Conclusions: By providing copious rules around appropriate behaviours, parents may possibly indicate to girls that they are not capable of becoming independent, thus reducing feelings of competence.

1. Introduction

Parental behavioural control, also referred to as firm control (Lewis, 1981; Schludermann & Schludermann, 1988), describes parenting that aims to guide children to behave in ways that are appropriate and effective. A broad-reaching construct, it encompasses a large range of specific behaviours, which serve this ultimate goal of firmly guiding children's behaviour. Parents compose and communicate rules about acceptable and unacceptable behaviours, ensure they are aware of the child's behaviours, firmly and consistently implement appropriate consequences for compliance and non-compliance and provide reasonable explanations for their demands on children's behaviour (Barber, Olsen, & Shagle, 1994; Baumrind, 1971, 1996; Rollins & Thomas, 1979; Smetana & Daddis, 2002). Children are allowed to make decisions for themselves but this occurs within the limits set by overall parental guidelines (Baumrind, 1971, 1978). Baumrind's (1966, 1968, 1971, 1978) theory in particular emphasised the benefits of behavioural control, asserting that the structure created by clear and reasonable parental rules provides children with an opportunity to understand the consequences of their actions, and thus develop their own effective decision-making skills. This parenting approach is notably distinct from psychological control, which aims to shape children's behaviour by denigrating the child themself, rather than simply addressing their behaviour. Psychological control includes inducing guilt or shame in the child and punishing by stopping expressions of affection towards the child (Barber, 1996; Rogers, Buchanan, & Winchell, 2003). Behavioural control is also distinct from overly strict parenting which can be harsh, punitive or involve unjust punishment and is recognised as being damaging to children (Baumrind, 1966; Gershoff, 2002; Janssens et al., 2015).

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Article

The Roles of Perspective Taking, Empathic Concern, and Prosocial Moral Reasoning in the Self-Reported Prosocial Behaviors of Filipino and Turkish Young Adults Journal of Cross-Cultural Psychology
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Zehra Gülseven^{1,2}, Asiye Kumru³, Gustavo Carlo^{1,2}, and Maria Rosario de Guzman⁴

Abstract

Traditional social cognitive model of prosocial development suggests important links between both sociocognitive and socioemotive traits and prosocial behaviors. The present study examined the relations among perspective taking, empathic concern, prosocial moral reasoning, and public, emotional, compliant, and anonymous prosocial behaviors in Filipino and Turkish young adults to test the generalizability of this traditional model. Participants were 257 college students recruited from state universities in Ankara, Turkey (57 women, 83 men; $M_{\rm age}$ = 19.26 years, SD = 0.63) and Manila, the Philippines (75 women, 42 men; $M_{\rm age}$ = 18.41 years, SD = 1.44). Results showed that the relations among perspective taking, empathic concern, prosocial moral reasoning, and four types of self-reported prosocial behaviors were robust across two countries and gender. Perspective taking was positively related to empathic concern, which, in turn, was positively related to emotional and compliant prosocial behaviors. Perspective taking was also positively related to prosocial moral reasoning, which, in turn, was positively related to anonymous and negatively related to public prosocial behaviors. Overall, the findings provide support for the generalizability of traditional model of prosocial development and extend our understanding of prosocial behaviors to two non-Western, collectivist-oriented societies.

Keywords

culture, perspective taking, empathic concern, prosocial moral reasoning, prosocial behavior, moral development

Prosocial behaviors, or actions intended to benefit others (e.g., helping, sharing, comforting; Eisenberg et al., 2006), are valued in all societies because such actions are critical to foster community cohesion, cooperation, and harmony. Traditional social cognitive model of prosocial

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CHAPTER

17

Design of Observational Studies

Laura Lee Johnson

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INTRODUCTION

Observational studies are a fundamental part of epidemiology and account for many of the research papers published in specialty research journals. We can apply epidemiology to study any specific population including, but not limited to, plants, animals, and humans. A basic premise of epidemiology is that health, disease, and illness are not random; we assume that there are characteristics that protect us and that predispose us



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Genetic and environmental contributions to children's prosocial behavior: brief review and new evidence from a reanalysis of experimental twin data

Ariel Knafo-Noam, Dana Vertsberger and Salomon Israel

Children's prosocial behaviors show considerable variability. Here we discuss the genetic and environmental contributions to individual differences in children's prosocial behavior. Twin research systematically shows, at least from the age of 3 years, a genetic contribution to individual differences in prosocial behavior, both questionnaire-based and observed. This finding is demonstrated across a wide variety of cultures. We discuss the possibility that different prosocial behaviors have different genetic etiologies. A re-analysis of past twin data shows that sharing and comforting are affected by overlapping genetic factors at age 3.5 years. In contrast, the association between helping and comforting is attributed to environmental factors. The few molecular genetic studies of children's prosocial behavior are reviewed, and we point out genome-wide and polygenic methods as a key future direction. Finally, we discuss the interplay of genetic and environmental factors, focusing on both gene × environment interactions and gene-environment correlations.

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Introduction

Children start helping, sharing with, and comforting others at a very early age [1*,2]. When voluntary and intended to benefit others, such behaviors are referred to as prosocial behaviors [3**]. Despite this early emergence, prosocial behaviors also show considerable variation; some children willingly sacrifice personal resources and help others while some children do not. Studies have linked individual differences to many factors, including parenting, peers, school variables, and temperament [3**,4]. Here we discuss the genetic and environmental

contributions to individual differences in children's prosocial behavior, reviewing both quantitative and molecular genetic research (see [6] for a broader discussion of morality genetics in children and adults).

Quantitative genetic designs

The most frequently used method to assess genetic contributions to prosocial behavior relies on comparing behavioral similarity in monozygotic (MZ) twins, who share virtually 100% of their genes, and dizygotic (DZ) twins, who share on average 50% of the genetic variance. Assuming both twin types received equally similar environments, greater MZ twin similarity indicates a genetic basis for a phenotype (heritability [5]). Substantial DZ twin similarity beyond what would be expected by genetic relatedness indicates shared environment effects, environmental influences making siblings similar, while twin differences not due to genetic differences indicate the contribution of non-shared environmental effects and measurement error. Importantly, these estimates are contingent upon the context, culture, age and population from which they are derived.

Twin studies in infancy and early childhood show relatively low heritability estimates and substantial shared environment effects on prosocial behavior [6]. For example, 19–25 month-olds' observed prosocial helping toward their mothers in a simulated distress experiment showed shared environmental influence and no genetic effect [7].

Starting at age three, research shows more clearly the importance of genetics to prosocial behavior. This was replicated with questionnaire (parent, teacher, and selfreport) data from samples of diverse cultural backgrounds (Israel [8], Nigeria [9*], South Korea [10], the USA [11*], and the United Kingdom [12]). Research using observational measures is rarer. One study [13] found only environmental contributions to experimentally observed sharing behavior in seven year-olds. Aggregating across six laboratory-based behaviors in 3.5-year-old twins, we found modest heritability estimates for compliant (following request) (34%) and self-initiated (without request) prosocial behaviors (43%), with nonshared environment accounting for the remaining variance [14], indicating that genetic findings are not limited to questionnaire-based research.

Longitudinal designs enable study of the changing roles of genetics and the environment within the same Journal of Child and Family Studies (2019) 28:168-181 https://doi.org/101007/s10056-018-1343-x

ORIGINAL PAPER



Parenting Styles: A Closer Look at a Well-Known Concept

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Published chiline: 10 September 2018 © The Author(s) 2018

Abstract

Although parenting styles constitute a well-known concept in parenting remarch, two issues have largely been overlooked in existing stidies. In particular, the psychological control dimension has neely been explicitly modelled and there is limited insight into joint parenting styles that simultaneously characterize maternal and parental practices and their impact on child development. Using data from a sample of 600 Flemish families raising an 8-to-10 year old child, we identified naturally occurring joint parenting styles. A cluster analysis based on two parenting dimensions (parental support and behavioral control) revealed four congruent parenting styles an authoritative, positive authoritative, authoritation and uninvolved parenting style. A subsequent cluster analysis comprising three parenting dimensions (parental support, behavioral and psychological control) yielded similar cluster profiles for the congruent (positive) authoritative and authoritation parenting styles, while the fourth parenting style was relabeled as a congruent intrusive parenting style. ANOVAs demonstrated that having (positive) authoritative parents associated with the most favorable outcomes, while having authoritation parents also associated with the least favorable outcomes. Although less pronounced than for the authoritation style, having intusive parents also associated with poorer child outcomes. Results demonstrated that accounting for parental psychological control did not yield additional parenting styles, but orbaneed out understanding of the pattern among the three parenting dimensions within each parenting style and their association with child outcomes. More similarities than dissimilarities in the parenting of both parents emerged, although adding psychological control slightly enlarged the differences between the somes of mothers and fathers.

Keywords Parenting styles 'Cluster analysis' Psychological control 'Psychosocial outcomes 'School-aged children

Parenting has gained ample research attention from various scientific disciplines. Many theoretical frameworks emphasize that parenting plays a vital role in child development, which has fueled research investigating the impact of parenting on child development for over 75 years. When studying parenting, researchers can take various strategies by considering parenting practices, parenting dimensions or parenting styles. Parenting practices can be defined as directly observable specific behaviors that parents use to socialize their children (Darling and Strinberg 1993). For example, parenting practices intended to promote academic achievement are showing involvement by attending parent—tracher meetings or regular supervision of children's homework. Other parenting practices pertain to positive reinforcement, discipline, or problem solving.

Rather than focusing on specific parenting practices, other researchers have identified oversrching parenting dimensions that reflect similar parenting practices, mostly by modeling the relationships among these parenting practices using factor analytic techniques. There is consensus among scientists about the existence of at least two broad dimensions of parenting, labeled parental support and parental control. Parental support pertains to the affective nature of the parent-child relationship, indicated by showing involvement, accentance, emotional availability, warmth, and responsivity (Cummings et al. 2000). Support has been related to positive development outcomes in children, such as the prevention of alcohol abuse and deviance (Barnes and Farrell 1992), depression and delinquency (Bean et al. 2006) and externalizing problem behavior (Shaw et al. 1994).

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Anonymity vs. Familiarity: Self-Disclosure and Privacy in Social Virtual Reality

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ABSTRACT

Understanding how and why users reveal information about their self in online social spaces and what they perceive as privacy online is a central research agenda in HCI. Drawing on 30 in-depth interviews, in this paper we focus on what type of information users disclose, to whom they reveal information, and concerns they had regarding self-disclosure in social Virtual Reality (VR) where multiple users can interact with one another through VR head-mounted displays in 3D virtual spaces. Our findings show that overall, users felt comfortable to disclose their emotions, personal experience, and personal information in social VR. However, they also acknowledged that disclosing personal information in social VR was an inevitable trade-off: giving up bio-metric information in order to better use the system. We contribute to existing literature on self-disclosure and privacy online by focusing on social VR as an emerging novel online social space. We also explicate implications for designing and developing future social VR applications.

CCS CONCEPTS

 Human-centered computing → Empirical studies in collaborative and social computing.

KEYWORDS

self-disclosure, social virtual reality, digital privacy, online social interaction

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1 INTRODUCTION

Social virtual reality (VR) is a growing social ecosystem where multiple users can interact with one another through VR headmounted displays in 3D virtual spaces [38, 39]. In the past five years, commercial social VR applications such as Facebook Spaces (discontinued in 2019), AltspaceVR, VR Chat and Rec Room have emerged as an important research agenda for VR and HCI communities. However, social VR research is still in its infancy as existing literature mainly focuses on design considerations [38, 39], avatar perceptions [17, 18], and interaction dynamics [9, 33-36]. This demonstrates that these immersive social ecosystems have emerged beyond purely gaming and entertainment to instead cultivate more intimate family experiences [35] and self explorations via embodied avatars [18]. Yet, they also raise a wide range of new challenges and questions regarding negative social experiences and interactions, such as harassment [9] and privacy concerns in these growing immersive spaces.

In this paper, we especially focus on the sharing of information and privacy in social VR for two reasons. First, though most social VR platforms (e.g., AltspaceVR, RecRoom, VRchat) are free to play and are open worlds, they do not clearly inform users on privacy in social VR, for example, regarding what information is public versus what information is private on these platforms. This lack of education and transparency often creates tensions for privacy centric users, and places their personal information at risk. Second, little to no work has investigated privacy and self disclosure in social VR. The majority of prior scholarship on privacy in VR has focused largely on eye tracking [47] and assessing the privacy knowledge of developers and consumers [2], but not specifically relating to social VR.

Therefore, we are motivated to explore: (1) what the common ways social VR users disclose information; (2) what type of information users often share in social VR; and (3) users' concerns regarding disclosing information in social VR. Answers to these questions are not only important to better understand the complicated social dynamics that are afforded in social VR but also can inform the future design of social VR environments and experiences. We thus offer two main contributions to research on VR and HCI. First, we contribute to the existing literature on privacy and self-disclosure in online settings by exploring social VR, a novel and emerging online social space. With little to no scholarship on privacy in social VR, to the best of our knowledge, our work is one of the first that offers empirical evidence to explore user privacy in social VR. Second, our focus on self-disclosure and privacy sheds

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RESEARCH PAPER

The Relationship Between Parental Variables, Empathy and Prosocial-Flow with Prosocial Behavior Toward Strangers, Friends, and Family

Belén Mesurado^{1,2} · María Cristina Richaud¹

© Springer Science+Business Media Dordrecht 2016

Abstract The goal of this study was to explore the relationship between two different aspects of the parent—child relationship (parental challenge and authoritative parental style) and empathy as well as prosocial flow with prosocial behavior toward strangers, friends, and family. The participants were 422 young adults who were enrolled in undergraduate social responsibility courses at a University. The results show that the combination of parental support and parental challenge has an important influence on prosocial flow and on positive behavior such as prosocial behavior toward friends and family, but no influence on that toward strangers. Moreover, in the same way, empathy and prosocial flow promote prosocial behavior toward these three targets. The interpretations of these findings are delineated in the discussion.

Keywords Empathy · Prosocial flow · Authoritative parental style · Parental challenge · Prosocial behavior · Young adults

1 Introduction

Prosocial behaviors are "voluntary actions that are intended to help or benefit another individual or group of individuals" (Eisenberg and Mussen 1989, p. 3). Usually, they are positive social actions carried out to promote the wellbeing of others (Brief and Motowidlo 1986). Carlo and Randall (2002) propose, for their part, that prosocial behaviors are based on different types of motivations such as, for example, an intrinsic motivation or primary desire to benefit others. These activities take place in the absence of obvious external

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CHILD DEVELOPMENT PERSPECTIVES

The Impact of Parenting on Emotion Regulation During Childhood and Adolescence

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ABSTRACT—Regulating emotions well is critical for promoting social and emotional health among children and adolescents. Parents play a prominent role in how children develop emotion regulation. In 2007, Morris et al. proposed a tripartite model suggesting that parents influence children's emotion regulation through three mechanisms: children's observation of parents' emotion regulation, emotion-related parenting practices, and the emotional climate of the family. Over the past decade, we have conducted many studies that support this model, which we summarize here along with other research related to parenting and emotion regulation. We also discuss recent research on the effects of parenting on the neural circuitry involved in emotion regulation and highlight potential directions for research. Finally, we suggest how this research can aid prevention and intervention efforts to help families.

KEYWORDS—emotion regulation; parenting; child and adolescent development

Children's ability to regulate emotions effectively is a developmental skill essential for maintaining successful relationships with peers and family, academic success, and mental health

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(1, 2). One of the most influential forces in the development of emotion regulation is children's parents (3-5). In 2007, Morris et al. (6) published a tripartite model on the impact of the family on children's emotion regulation and adjustment. According to the model, parents influence children's emotion regulation through three mechanisms: children's observation of parents' emotion regulation (e.g., modeling, social referencing, emotion contagion), emotion-related parenting practices (e.g., emotion coaching, reactions to emotions), and the emotional climate of the family (e.g., attachment, parenting style, emotional expressivity, family relationships). Guided by this conceptual framework, we and others have examined the influence of parenting on emotion regulation. Our work has focused on low-income, minority children and families because families living in poverty are at heightened risk for problems such as dropping out of school, depression, anxiety, and antisocial behavior (7). Because emotion regulation is an essential developmental task, improving emotion regulation is a leverage point for intervention and prevention programs.

In this article, we begin by defining emotion regulation and by describing how it is typically measured in studies of children and adolescents. In the next two sections, we discuss research on the effects of parenting on children's emotion regulation, highlighting the parent–child relationship and parenting practices associated with emotion regulation. We end with a discussion of recent research on the effects of parenting on the neural circuitry involved in emotion regulation, and highlight directions for research as well as for prevention and intervention programs.

DEFINING AND MEASURING EMOTION REGULATION

Guided by the work of Thompson (8) and Eisenberg and Morris (2), we define emotion regulation as the process of modulating the occurrence, duration, and intensity of internal states of feeling (both positive and negative) and emotion-related physiological processes. Emotion regulation is often a dyadic process Child Abuse & Neglect 81 (2018) 1-11



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"Sometimes, Somebody Just Needs Somebody – Anybody – to Care:" The power of interpersonal relationships in the lives of domestic minor sex trafficking survivors



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Keywords: Domestic minor sex trafficking Qualitative Interpersonal relationship Risk and resiliency framework

ABSTRACT

Domestic minor sex trafficking (DMST) is the recruitment, harboring, transportation, provision, or obtaining of U.S. minors for the purposes of a commercial sex act. DMST victims and survivors often become involved with state-level systems including the child welfare and/or juvenile justice systems. This study presents exploratory qualitative findings regarding the role of interpersonal relationships in the lives of system-involved DMST survivors from the perspectives of DMST survivors. Results indicate survivors perceive interpersonal relationships as key to promoting risk, providing protection, and fostering resiliency over DMST. Findings from the current study not only provide a context for understanding the role of interpersonal relationships in the lives of DMST survivors but also point to directions for development of interventions targeted toward this population.

1. Introduction

Domestic minor sex trafficking (DMST) is the recruitment, harboring, transportation, provision, or obtaining of U.S. minors for the purposes of a commercial sex act (Trafficking Victims Protection Act [P.L. 106–386]). DMST also includes a person's exchange or acceptance of sex acts as a means of meeting basic needs, also termed survival sex (e.g., sex in exchange for food or shelter; Adelson, 2008). Due to a lack of parental supervision and the illegal acts inherent in the crime, DMST victims and survivors have a higher chance of becoming involved in state-level systems (e.g., the child welfare and/or juvenile justice systems; Fong & Berger-Cardoso, 2010; Jordan, Patel, & Rapp, 2013; Stransky & Finkelhor, 2008). Similarly, known risk factors for DMST include both childhood abuse and delinquent activities such as drug use, running away, fighting, and gang activity (Lutnik, 2016; Watson & Edelman, 2012). At the same time, researchers and clinicians are unclear about what would foster resiliency among these children, thereby reducing their risk of future or ongoing DMST victimization. Interpersonal relationships have been identified as both a risk and protective factor for a number of risky adolescent behaviors including early sexual relationships, delinquency, and drug use (Boyden & Mann, 2005; Fraser, Galinsky, & Richman, 1999; Tusaie & Dyer, 2004). It remains unclear if interpersonal relationships play a similar role for system-involved victims and survivors of DMST.

1.1. Domestic minor sex trafficking in the United States

DMST is one of the most hidden forms of child abuse in the United States (Clawson & Goldblatt Grace, 2007; Kotrla, 2010). DMST traffickers are motivated to keep their criminal acts concealed and- if caught- are often prosecuted for crimes paralell to trafficking

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Cross-Sectional Study Design and Data Analysis

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REVIEW PAPER



Associations of Parenting Styles with Self-Esteem in Children and Adolescents: A Meta-Analysis

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Abstract

Objectives The objective of the present meta-analysis was to integrate the available research on associations of parenting styles with self-esteem in children and adolescents.

Methods A systematic search in electronic databases (PSYCINFO, ERIC, Google Scholar, and PSYNDEX) and cross referencing identified 116 studies that were included in a random-effects meta-analysis.

Results Cross-sectional studies found small to moderate positive associations of authoritative parenting with self-esteem (r=0.26; 95%-CI [0.24, 0.29]) while authoritarian (r=-0.18; 95%-CI [-0.21, -0.14]) and neglectful parenting (r=-0.18; 95%-CI [-0.23, -0.12]) were related to lower self-esteem in the offspring. A very small positive association of permissive parenting with self-esteem was observed in studies that defined permissiveness by low control and high warmth rather than only by low control (r=0.07; 95%-CI [0.01, 0.12]). Cross-lagged analyses found evidence for child effects on change in authoritative (r=0.13; 95%-CI [0.05, 0.21]) and neglectful parenting (r=-0.28; 95%-CI [-0.34, -0.22]) but not on effects of parenting styles on change in self-esteem; however very few longitudinal studies were available. Few moderating effects of study characteristics were identified.

Conclusions We conclude that correlations between parenting styles and child self-esteem cannot be interpreted as a pure effect of parenting styles and that more longitudinal research is urgently needed for testing potential bidirectional effects.

Keywords Authoritative parenting · Authoritarian parenting · Permissive parenting · Neglectful parenting · Self-esteem

Self-esteem has been defined as a positive or negative attitude toward the self (Rosenberg 1965, p. 30). While the level or positivity of self-esteem is a central feature of self-esteem, other features pertain the degree to which the self-esteem is based on achieving socially prescribed or self-imposed standards (contingent self-esteem), the degree of stability of self-esteem over situations (which is reduced in the case of contingent self-esteem) and whether the self-esteem is conceptualized as people's explicit beliefs about the self or as implicit self-esteem that exists largely outside of conscious awareness (Zeigler-Hill 2013). As studies on associations of parenting styles with self-esteem have almost exclusively focused on the level of the explicit self-esteem, the present manuscript will also target this topic. High self-esteem is

linked to better mental health (e.g., Sowislo and Orth 2013), academic success (e.g., Di Giunta et al. 2013), proactive coping with stressors (Lo 2002), and low levels of externalizing problems (Teng et al. 2015), although very positive self-views may increase the risk of aggression if accompanied by negative views on other persons (Perez et al. 2005).

Given the (mostly) desirable outcomes of high self-esteem in children and adolescents, parents from Westem countries are interested in promoting high self-esteem in their offspring (e.g., Lindstrom 2014). It has often been stated that authoritative parenting has a positive impact on the self-esteem of young people while authoritarian and neglectful parenting have a negative impact (e.g., Jadon and Tripathi 2017; Moghaddam et al. 2017; Singh 2017). However, most available studies analyzed cross-sectional data that do not allow for causal conclusions, and some authors suggested that the size and direction of associations of parenting styles with child outcomes vary by culture (e.g., Chao 1994; Gracia et al. 2008; Rudy and Grusec 2001). Thus, there is a need to analyze whether associations between parenting styles and self-esteem are robust across

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Understanding the Influence of Traditional Cultural Values on Indonesian Parenting

Yulina Eva Riany, Pamela Meredith & Monica Cuskelly

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Parenting styles and its impact on children – a cross cultural review with a focus on India

B. R. Sahithya, S. M. Manohari & Raman Vijaya

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Journal of Child and Family Studies https://doi.org/10.1007/s10826-019-01534-1

ORIGINAL PAPER



Intergenerational Transmission of Emotion Dysregulation: The Role of Authoritarian Parenting Style and Family Chronic Stress

Zoey A. Shaw¹ · Lisa R. Starr¹

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Abstract

Objectives Although studies support a direct association between parent and child emotion regulation, little work has considered potential mechanisms, such as family context. For example, parents who have difficulty regulating their emotions may be more likely to adopt an authoritarian parenting style, especially under high family chronic stress, and this parenting style may then influence children's development of emotion regulation. The current study examined authoritarian parenting style as a potential mechanism of the intergenerational transmission of emotion regulation. We also examined how maternal emotion regulation and family chronic stress interact to influence parenting behaviors.

Methods A total of 218 mother-adolescent dyads (M age = 15.5 years, 55% female) were recruited from the community and assessed using a mix of self-report measures of emotion dysregulation and parenting style, and interview-based measures of family chronic stress.

Results Results showed maternal emotion dysregulation predicted authoritarian parenting style that, in turn, predicted adolescent emotion dysregulation, with a significant indirect effect. Family chronic stress strengthened the association between maternal emotion dysregulation and authoritarian parenting style, such that the indirect effect of maternal emotion regulation on adolescent emotion regulation via authoritarian parenting style was stronger at high levels of chronic stress. Conclusions Results suggest that authoritarian parenting style and family chronic stress serve as important factors in the intergenerational transmission of emotion regulation.

Keywords Emotion regulation · Intergenerational transmission · Authoritarian parenting style · Family chronic stress · Adolescents

Emotion regulation (ER) refers to the internal and external processes involved in initiating, maintaining, and modulating the occurrence, intensity, and expression of emotion (Thompson 1994). An essential component of development is learning to regulate emotional tone and dynamics and manage emotional responses in socially appropriate and adaptive ways (Eisenberg et al. 2002). Strategies employed to regulate emotion have important implications for individual's interpersonal functioning, affective experience, and wellbeing (Gross and John 2003). Difficulties with ER have been increasingly linked to a wide range of outcomes,

including transdiagnostic psychopathology risk and increased physical illness (e.g., Aldao et al. 2010; Graziano et al. 2010; Yap et al. 2007). As such, understanding the development of ER capacities has broad implications for an individual's psychosocial development.

There is evidence to support an association between parent and child ER, suggesting that ER is transmitted across generations. In a review, Bridgett et al. (2015) identified studies utilizing various methods across developmental periods to assess the intergenerational transmission of ER. Positive associations were reported between parental and infant vagal tone (Bornstein and Suess 2000), matemal and toddler effortful control (Bridgett et al. 2011), parental and preschooler reappraisal/response suppression, (Gunzenhauser et al. 2014), and parental and adolescent emotion dysregulation (Buckholdt et al. 2014; Saritas and Gencoz 2012). These studies support the direct association between parent and child ER, but few have tested potential mechanisms through which transmission occurs. More work

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Understanding and Evaluating Survey Research

Julie Ponto, PhD, APRN, AGCNS-BC, AOCNS®

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A variety of methodologic approaches exist for individuals interested in conducting research. Selection of a research approach depends on a number of factors, including the purpose of the research, the type of research questions to be answered, and the availability of resources. The purpose of this article is to describe survey research as one approach to the conduct of research so that the reader can critically evaluate the appropriateness of the conclusions from studies employing survey research.

SURVEY RESEARCH Go to: ♥

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009).

NBER WORKING PAPER SERIES

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INTERPERSONAL RELATIONS AND GROUP PROCESSES

Being Observed Magnifies Action

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We test the hypothesis that people, when observed, perceive their actions as more substantial because they add the audience's perspective to their own perspective. We find that participants who were observed while eating (Study 1) or learned they were observed after eating (Study 2) recalled eating a larger portion than unobserved participants. The presence of others magnified both desirable and undesirable actions. Thus, observed (vs. unobserved) participants believed they gave both more correct and incorrect answers in a lab task (Study 3) and, moving to a field study, the larger the audience, the larger the contribution badminton players claimed toward their teams' successes as well as failures (Study 4). In contrast to actions, inactions are not magnified, because they are unobservable; indeed, observed (vs. unobserved) participants believed they solved more task problems but did not skip more problems (Study 5). Taken together, these studies show that being observed fundamentally alters the subjective magnitude of one's actions.

Keywords: motivation, observers, social influence, shared reality

How the presence of others affects people's self-regulation and performance is one of the oldest questions of social psychology (Triplett, 1898; Zajonc, 1965). From this research, some fundamental findings have emerged: the presence of observers increases peoples' speed and performance in simple, well-practiced tasks, whereas it decreases performance in complex tasks (Bond & Titus, 1983; Guerin, 2010; Latané, 1981; Uziel, 2007). In other words, if an individual is observed during an action, the mere observation typically affects the *performance* of the action (e.g., Klehe, Anderson, & Hoefnagels, 2007; Zajonc & Sales, 1966).

Over and above altering overt behavior, the presence of others can also affect people's *perceptions* of their own actions. The presence of observers motivates people to establish a shared reality

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with these observers: to tune their understanding of their own action with the observers' understanding of those actions (Hardin & Higgins, 1996). As a result, people experience their actions from their own perspective and from the perspective of the observer simultaneously. We explore whether this additional perspective of one's actions amplifies the perceived magnitude of the action. Thus, we set out to examine the hypothesis that being observed magnifies peoples' perception of their own behavior such that their actions appear more substantial.

Being Observed

Being observed has manifold consequences on peoples' behavior. The presence of observers can influence how well people perform at various tasks, ranging from gymnastic performance (Paulus & Cornelius, 1974) to more complex tasks such as verbal learning (Higgs & Joseph, 1971). These effects emerge because the presence of observers increases the psychological and even physiological arousal the actor experiences (Mullen, Bryant, & Driskell, 1997; Zajonc, 1965), which enhances performance on easy, dominant tasks, and hinders performance on more complex, nondominant tasks (Henchy & Glass, 1968). Arousal in this case often stems from apprehending the evaluation of others (Blascovich, Mendes, Hunter, & Salomon, 1999; Cottrell, Wack, Sekerak, & Rittle, 1968). Specifically, people make inferences about the evaluations of others, and during easy tasks, the evaluations are positive and reinforce mastery of these easy tasks. However, performance on difficult tasks is more error-prone, and the fear of

Appendix F

Informed Consent

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Default Question Block

Personal Data Protection Statement

In accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

- 1. The purposes for which your personal data may be used are inclusive but not limited to:-
- · For assessment of any application to UTAR
- · For processing any benefits and services
- · For communication purposes
- · For advertorial and news
- · For general administration and record purposes
- · For enhancing the value of education
- · For educational and related purposes consequential to UTAR
- · For the purpose of our corporate governance
- · For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan
- 2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be

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shared when required by laws and when disclosure is necessary to comply with applicable laws.

- 3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.
- 4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent Form for Research Participation and Personal Data Protection

Title of Project: The impact of parenting styles on prosocial behaviour among undergraduates in Malaysia.

NOTE: This consent form will remain with the UTAR researchers for their records.

I understand I have been asked to take part in the research project specified above by UTAR students for the purpose of their course assignment for UAPZ 3023 FINAL YEAR PROJECT II. I have had the project explained to me, and I have read the Explanatory Statement, which I keep for my records.

I understand that:

- I will be asked to complete a questionnaire about "The impact of parenting styles on prosocial behaviour among undergraduates in Malaysia."
- My participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalized or disadvantaged in any way
- I may ask at any time for my data to be withdrawn from the project
- No information I have provided that could lead to the identification of any other individual will be disclosed in any reports on the project, or to any other party
- I will remain anonymous at all times in any reports or publications from the project
- It is my sole responsibility to look after my own safety for the above project. In the event of any misfortune or accidental injury involving me, whether or not due solely to personal negligence or otherwise, I hereby declare that UTAR shall not be

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held responsible.

By submitting this form I hereby authorize and consent to UTAR processing (including disclosing) my personal data and any updates of my information, for the purposes and/or for any other purposes related to the purpose. I acknowledge that if I do not consent or subsequently withdraw my consent to the processing and disclosure of my personal data, UTAR will not be able to fulfill their obligations or to contact me or to assist me in respect of the purposes and/or for any other purposes related to the purpose.

Acknowledgment of Personal Data Protection Notice

0	I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice.
0	I disagree, my personal data will not be processed.

Appendix G

Demographic Information

Section A: Demographic Information

Kindly complete the following qu strictly confidential.	estions regar	ding your g	eneral demo	graphic. It will	be kept
Age:			~		
Gender: Male					
Female					
Race:					
Malay Chinese					
Other					
University/ College name:					
What is the type of your family stru	icture?				
Single parent family Nuclear family					

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Appendix H

Scale of Parenting Styles (SOPS)



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Section B

Given below are statements to know how your parent deals with you. For each statement 5 options namely 'Very right' (5), 'Mostly right'(4), 'Sometimes right, Sometimes wrong'(3), 'Mostly wrong'(2), 'Very wrong'(1) are given.

	Very Wrong (1)	Mostly Wrong (2)	Sometimes Right, Sometimes Wrong (3)	Mostly Right (4)	Very Right (5)
1. Does whatever I tell.	0	0	0	0	0
2. Spends free time with me.	0	0	0	0	0
Points out my mistakes in the manner that I understand.	0	0	0	0	0
4. Gives money for my needs.	0	0	0	0	0
Discusses the benefits and detriments of my learning topics.	0	0	0	0	0
6. Considers my likes in food.	0	0	0	0	0
7. Controls my game when in excess.	0	0	0	0	0
8. Shows love to me.	0	0	0	0	0
9. Enquires the reason for my failure.	0	0	0	0	0
10. Helps me in studying.	0	0	0	0	0
11. Confers responsibilities in accordance with my	0	0	0	0	0

https://utarpsy.au1.qualtrics.com/jfe/form/SV_6IEmDySWIWWvrds

	Very Wrong (1)	Mostly Wrong (2)	Sometimes Right, Sometimes Wrong (3)	Mostly Right (4)	Very Right (5)
12. Has faith in me.	0	0	0	0	0
13. Enquires the reasons for reaching home late.		0	0	0	0
14. Accepts my privacy.	0	0	0	0	0
15. Takes care of my dressing.	0	0	0	0	0
16. Fulfils my desires with available means.	0	0	0	0	0
17. Makes me aware that the responsibility of what I do is mine itself.	0	0	0	0	0
18. Accepts when I say no to what I dislike.	0	0	0	0	0
19. Tells how I should behave with their friends.	0	0	0	0	0
20. Talks to me praising about their friends.	0	0	0	0	0
21. Tries to frame my likes and dislikes.	0	0	0	0	0
22. Appreciates when I try to become independent.	0	0	0	0	0
23. Punishes for my mistakes.	0	0	0	0	0
24. Shows love when I do any mistake.	0	0	0	0	0
25. Enquires who my friends are.	0	0	0	0	0
26. Has given me freedom to select the subject for study.	0	0	0	0	0
27. Organizes time for my play.	0	0	0	0	0
28. Gives priorities to my preferences in studies.	0	0	0	0	0
29. Demands me to be systematic in studies.	0	0	0	0	0

	Very Wrong (1)	Mostly Wrong (2)	Sometimes Right, Sometimes Wrong (3)	Mostly Right (4)	Very Right (5)
30. Emphasizes my successes.	0	0	0	0	0
31. Advices me.	0	0	0	0	0
32. Celebrates in my successes with me.	0	0	0	0	0
33. Discourages unhealthy foods.	0	0	0	0	0
34. Gets anxious when I am late to reach home.	0	0	0	0	0
35. Inquires how I spend money.	0	0	0	0	0
36. Buy dresses for me according to the latest trends.	0	0	0	0	0
37. Enquires how I spend my free time.	0	0	0	0	0
38. Gives me timely advices.	0	0	0	0	0

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Appendix I

Prosocial Tendencies Measure-Revised (PTM-R)



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Section C

Below are sentences that might or might not describe you. Please indicate how much each statement describes you by using the scale 'Does Not Describe Me At All'(1), 'Describes Me A Little'(2), 'Somewhat Describes Me'(3), 'Describes Me Well'(4), 'Describes Me Greatly'(5).

	Does Not Describe Me At All (1)	Describes Me A Little (2)	Somewhat Describes Me (3)	Describes Me Well (4)	Describes Me Greatly (5)
I can help others best when people are watching me.	0	0	0	0	0
2. It makes me feel good when I can comfort someone who is very upset.	0	0	0	0	0
When other people are around, it is easier for me to help others in need.	0	0	0	0	0
 I think that one of the best things about helping others is that it makes me look good. 	0	0	0	0	0
I get the most out of helping others when it is done in front of other people.	0	0	0	0	0
I tend to help people who are in a real crisis or need.	0	0	0	0	0
7. When people ask me to help them, I don't hesitate.	0	0	0	0	0

	Does Not Describe Me At All (1)	Describes Me A Little (2)	Somewhat Describes Me (3)	Describes Me Well (4)	Describes Me Greatly (5)
I prefer to donate money without anyone knowing	0	0	0	0	0
9. I tend to help people who are hurt badly		0	0	0	0
10. I believe that donating goods or money works best when I get some benefit.	0	0	0	0	0
11. I tend to help others in need when they do not know who helped them.	0	0	0	0	0
12. I tend to help others especially when they are really emotional.	0	0	0	0	0
13. Helping others when I am being watched is when I work best.	0	0	0	0	0
14. It is easy for me to help others when they are in a bad situation.	0	0	0	0	0
15. Most of the time, I help others when they do not know who helped them.	0	0	0	0	0
16. I believe I should receive more rewards for the time and energy I spend on volunteer service.	0	0	0	0	0
17. I respond to helping others best when the situation is highly emotional.	0	0	0	0	0
18. I never wait to help others when they ask for it.	0	0	0	0	0
19. I think that helping others without them knowing is the best type of situation.	0	0	0	0	0
20. One of the best things about doing charity work is that it looks good on my resume.	0	0	0	0	0

	Does Not Describe Me At All (1)	Describes Me A Little (2)	Somewhat Describes Me (3)	Describes Me Well (4)	Describes Me Greatly (5)
21. Emotional situations make me want to help others in need.	0	0	0	0	0
22. I often make donations without anyone knowing because they make me feel good.	0	0	0	0	0
23. I feel that if I help someone, they should help me in the future.	0	0	0	0	0
24. I often help even if I don't think I will get anything out of helping.	0	0	0	0	0
25. I usually help others when they are very upset.	0	0	0	0	0

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Appendix J

FYP 1 Turnitin Originality Report

The Impact of Parenting Styles on Prosocial Behaviour among Undergraduates in Malaysia

FYP 1 Chan Wai Lun Group

ORIGIN	ALITY REPORT				
3 SIMIL	% ARITY INDEX	1% INTERNET SOURCES	2% PUBLICATIONS	% STUDENT F	PAPERS
PRIMAR	RY SOURCES				
1	children from mi	ng, Xinhui Zhao. 's academic per ddle schools in ervices Review, :	formance: Evi China", Childre	dence	1 %
2	Develop	pedia of Child E ment", Springer LC, 2011		Business	1 %
3	baadals Internet Source	g.inflibnet.ac.in			<1%
4	www.pe	arltrees.com			<1%
5	Growing	Liu. "How Are (g", Springer Scie LC, 2017	_		<1%
6	ijcbnm.s Internet Sourc	sums.ac.ir			<1%

Appendix K

FYP 2 Turnitin Originality Report

The Impact of Parenting Styles on Prosocial Behaviour among Undergraduates in Malaysia

ORIGIN	ALITY REPORT			
5 SIMILA	% ARITY INDEX	5% INTERNET SOURCES	4% PUBLICATIONS	% STUDENT PAPERS
PRIMAR	RY SOURCES			
1	www.nck	oi.nlm.nih.gov		1 %
2	digitalco Internet Sourc	mmons.unl.edu	I	1 %
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7	Interpre Health P Interpre	Jan, Almond, Pa ting Statistical F Professionals An ting Statistical F Professionals An	indings: A Guio d Students", E indings: A Guio	BOOK: de For

8	Sam A. Hardy, Gustavo Carlo. "Religiosity and prosocial behaviours in adolescence: the mediating role of prosocial values", Journal of Moral Education, 2005	<1%
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17

Christopher T. Barry, Joyce H. L. Lui, Lauren M. Lee-Rowland, Erin V. Moran. "Adolescent Communal Narcissism and Peer Perceptions", Journal of Personality, 2017

<1%

Appendix L

G*Power Calculation

