Exploratory Study to Investigate Parenting Styles and Behavioural Problems amongst Elementary School Children (5th Class-7th Class) of Delhi School

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Abstract

Parenting is one of the best gifts that is blessed by nature. But along this, comes lot of responsibilities. Raising a happy, healthy child is one of the most challenging jobs a parent can have and also one of the most rewarding. Here comes the role of parenting styles as it plays a critical role in the child's development. Parents want their child to grow into a happy and healthy child. Alongside, do not want to shower so much love on their child that he gets spoiled. Different parents use different parenting styles at different points. Parenting styles is a construct that represent standard strategies that parents use in their child rearing. Diana Baumrind has given four parenting styles Authoritative, Authoritarian, permissive and uninvolved.

Keywords: Behavioural Problems; Parenting Styles

Introduction

Parenting is a challenging task for any parent. Parents feel highly satisfied when their children are more constructive, joyful and warm. As children develop and progress in their needs and demands also changes. Therefore, parenting needs to be modified according to the stage of the children. Adolescence is the stage which brings significant changes in the development and can act as a challenge for the parents. Adolescents strive for independence and of their own identity. They are more engaged with their peers as compared to their parents. Despite decrease in the interaction between adolescent and parent, parents continue to play key role in adolescent's development. Research suggests that involved parenting are important for adolescent's success. The way parents and adolescents interact with each other produces different types of outcomes and these can be positive as well as negative. This section throws light on the theoretical constructs and researches explaining about the parenting and how different parent-adolescent relationship leads to different outcomes. Particularly, the current study focuses on parenting constructs like parenting styles and Parental Meta Emotion Philosophy and their relation with early adolescent's behavioural problems.

Parenting Styles

Developmental psychologists have long been interested in studying how parenting affects the developmental pattern of an adolescent. One of the important aspects

of parental influence is by studying the link between the parenting style and development [1]. Defined parenting styles as "constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviours are expressed." Darling N, et al. [1] differentiated between the parenting practices and parenting styles. Parenting practices mean specific actions like spanking, playing with the child, etc. Whereas, parenting styles mean context in which the parenting practices are expressed. Therefore, the parenting practices can vary according to the different parenting styles.

Bradley RH, et al. [2] defined parenting as a process by which children develops and learn to regulate their behaviour so that they can adjust to the environment and could show socially desirable behaviour to achieve their goals. Parenting is the process of socialization through which the parents transmit the moral, cultural, ethical values to their children [3]. Behaviourist believed that the different patterns of parenting behaviours form the children's environment [1]. Behaviourist like Watson believed that parenting involves the implementation of behavioural as well as psychological control as too much of emotional bonding with the child will spoil him [4].

Diana Baumrind is one of the pioneers who worked on parenting styles and suggested that parents try to teach, control and influence their children. Baumrind's work on parenting typology was inspired from Marxist philosophy, Vyogtsky, Maria Montessori and Kurt Lewin's field theory [5]. Baumrind supports that every phenomenon has opposite force like firm control and autonomy support and which is important for optimal development of the child. However, Vyogstky believed in studying ecological factors in development of the child. Similarly, Baumrind considered that parents are responsible for development of the child. Maria Montessori's education philosophy asserted on importance of disciplined class room environment for creating balance between child's freedom and maintaining order. Baumrind also held this view that over restraining and over pampering can be detrimental for the development of the child. Baumrind applied the principles of group dynamic theory to parenting. Baldwin AL, et al. [6,7] studied the impact of democratic, authoritarian and laissez-faire parenting on child development. Baumrind adopted Baldwin's democratic parenting with modification.

Based on the extensive longitudinal studies Baumrind identified the different characteristics of the three parenting styles. According to Baumrind D, et al. [8], authoritarian parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation." Baumrind D, et al. [9] asserted that authoritarian parents' uses coercive power is "arbitrary, peremptory and concerned with retaining

hierarchical status distinction in family relationships." According to Baumrind D, et al. [9] use of coercive power make these authoritarian parents strict. These parents give commands without providing any reasons and children are given no choices and just need to comply. When children are failed to follow those rules or commands, it leads them to punishment. The children are not given independence to be a part of the decision-making process [10].

These parents discourage any open and two-way communication [11]. These parents express limited emotional support and responsiveness [12].

Baumrind D, et al. [13] stated that permissive parents are high on nurturance and low on demands. They believe in giving complete freedom to the children and treat them as equal. These parents don't expect their children to behave according to a set standard of behaviour and would not impose things on them. They would rather let the child be and want them to learn from their own experiences. These parents are in acceptance of their children impulses and don't believe in enforcing any restrictions or discipline [14]. These parents don't believe in using coercive or confrontive discipline strategies [15].

In contrast to above two, Baumrind D, et al. [13] suggested the authoritative parents are democratic, warm and loving by nature. Baumrind D, et al. [9] asserted that the authoritative parents make use of confrontive power i.e. "reasoned, negotiable, outcome – oriented and concerned with regulating children's behaviour." Baumrind D, et al. [5] considered that authoritative parents believed that children need both independence and control. They set rules and boundaries with children but at the same time they are responsive towards the needs of the children and not intrusive [16]. If the kids are not able to follow the rules or the demands, then these parents give more of reasons rather giving punishment [10] and children are given space to negotiate with the parents. These parents believe in having open and reciprocal communication with their children [14]. Authoritative parents try to teach effective decision-making skills to the children [17]. These parents praise their children and act as a role model [18].

These different parenting styles effect the children's overall development. According to Baumrind D, et al. [13,19], the outcome of these parenting styles could be active and adverse and seemed to be related to behavioural disorders.

According to Baumrind D, et al. [13,19], the children of authoritative parents are happy, capable successful and have good social-emotional regulation. Authoritarian parenting styles ultin children who are quiet, obedient but rank low on happiness. Permissive parenting style often results in

children who lack more self-regulation and performs poorly in school.

Parenting Dimensions

Authoritarian

In this type of parenting, parents are very strict and have high demands from their children. If those demands are not fulfilled by the child, it would lead to punishment. These parents are not very responsive. They just lay down the demands and expect their children to follow it, but they don't explain the reason behind laying down those demands. Baumrind says these parents "are obedience- and status-oriented and expect their orders to be obeyed without explanation." They are often described as domineering and dictatorial. Their approach is "spare the rod, spoil the child." They expect children to obey without question [20].

Authoritarian parenting has been associated with child outcomes such as hostility, delinquency, rebelliousness, and antisocial aggression [8]. Research has also found that a child's early experience with excessive parental control tends to correlate with the development of anxiety Chorpita, et al. It is possible this anxiety stems from a lack of opportunity to develop autonomy through independent exploration of the environment Bowlby. It has also been proposed that the low warmth typical of authoritarian parenting could be linked to child depression Rapee.

Authoritative

The authoritative parent displays both high levels of warmth and high levels of control [8]. The parents who use authoritative parenting styles lay down expectations and are responsive to child's needs. They give clear instructions and directions and a very supportive, not punitive in their approach. Baumrind says these parents "monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. The elements of clear expectations, direction, support and responsiveness lead to independence and self-control. Such children are found to be successful and happy.

Authoritarian parents who employ child-centered disciplinary practices, and who use verbal reasoning and explanations, tend to raise children who display high levels of moral reasoning, markers of moral conscience, and prosocial behaviors. Research has shown that authoritative parenting may be the most effective style, however, it also tends to be the most demanding in terms of parental energy and time. It is possible that parents who are living under conditions of stress, such as poverty, may be less likely to display authoritative parenting behaviors, and more likely to employ less effective parenting practices. This would lead

to an increased likelihood of raising children who display internalizing and externalizing behavior problems, which, in turn, is likely to put the family under more stress.

Permissive

In this type of parenting style, Parents are indulgent but warm. They failed to set firm limits, make very few demands of their children and are more responsive. They serve more like a friend than a parent. They actually don't discipline to child much because they have low expectation from the child of the maturity. Resultantly, children are impulsive, domineering, aimless and aggressive.

Research has found links between the excessive parental indulgence often found in permissive parenting practices and children decreased social competence and academic achievement. Because permissive parents tend to be non-demanding, it becomes much more difficult to control children's behaviors and outline boundaries in children's environments [13]. Permissive parenting has been linked to bossy, dependent, impulsive behavior in children, with low levels of self-control and achievement and a failure to learn persistence and emotional control [13].

Uninvolved

Parents using this parenting styles are low on demands and responsiveness both. They set no rules, expectations, or any structure. He or she often displays little interest in being a parent. Communication is limited, nurturance is low, and the child, generally, has an excessive amount of freedom [8]. Additionally, adolescents who are exposed to uninvolved parenting practices often perceive high levels of rejection and tend to exhibit more externalizing behaviors, aggressive behaviors, delinquent behaviors, hostility, and attention problems. It is also possible that the effects of uninvolved parenting persist through adolescence and into adulthood. In Many Cases, they are neglectful and rejectful of their children's needs. Such children may lack self-control, low self-esteem and are less competent than others.

As we know that the kind of parenting styles, we use can have a sound effect on the behaviour of children and sometimes it may turn out to be a very important factor in clearing to what is called as externalizing or internalizing behaviours.

Research has found consistent links between parenting and child behavioral adjustment. For instance, a mother's parenting behaviors, including the extent to which she displays affection toward and exerts behavioral and psychological control over her child, when that child is five years of age are linked to later child internalizing and externalizing behaviors Aunola et al. Internalizing, or emotional, behavior problems often refer to anxiety and

depression Akhter et al. Externalizing, or disruptive, behavior problems commonly include attention-deficit hyperactivity disorder and conduct problems Akhter et al. These are just a few common behavioral problems that are, in part, shaped by particular styles of parenting.

Behavioural Problems

Early childhood, the transition out of childhood, offers opportunities for growth not only in physical dimensions but also in cognitive and social competence, autonomy, self-esteem and intimacy [21]. The children strive for self-identity due to feelings of uncertainty and role ambiguity as they are neither children nor adult [22,23]. They strive for recognition and independence, and when denied they become rebellious and undergo stress and tension [24]. The children are living in the highly competitive world. There is a pressure of maintaining the social status in the peer group, the pressure of school, parents, etc. There is the struggle to develop independence and autonomy while still needing the parental guidance. These often can lead to a development of stress and tension in children, in turn leading to behaviour and emotional problems. A study conducted by Reddy VP, et al. [25] found that these children face more psychological and physical stress which may lead to development emotional and behavioural issues. It is also seen that early childhood stage is also marked by loads of physical and hormonal changes bringing change in their emotional reaction like making them more volatile and aggressive, this in turn lead to the development of disciplinary and academic problems [26]. Researchers also show that the prevalence of problems like anxiety, depression, and substance use increase dramatically in early childhood years [27,28]. During this stage the children' are interacting with the various social agents like family, peers, teachers, neighbors and society as a whole. Bronfenbrenner U [29], proposed the ecological model, believing that an children is functioning within the multiple systems, and these multiple systems are interacting with each other. The microsystem of parent and the children is considered to be critical. This system seems to function with larger mesosystem consisting of peers, other family members, siblings etc. But during childhood, the peers plays an important role [30]. The peer group could have a positive [31] or detrimental effect on children [32]. Whereas, according to Bronfenbrener U [30] peer can exert detrimental effect if the children have the unhealthy set of the microsystem. Similar kind of model proposed by Sinha D, et al. [33], stating that development does not take place in a vacuum. It is always embedded in a particular socio-cultural context. A research conducted by Moitra T, et al. [34] states that early children is the period more prone towards delinquency as compared to late children, because when children enter childhood peers become more essential part of their life and their influence on the behaviour of children is much more as compared to their parents. As early children come in contact with these peers,

rule- breaking behaviours could increase leading to rising in conduct problems. Research carried out by Department of Health & Children, suggested that during this stage early children need to understand the life challenges and have to cope-up with the difficult emotions, thus increasing the risk of developing anxiety, depression, eating disorder, substance abuse and psychosis resulting in poor mental health.

Hall D, et al. [35] defined an emotional and behavioural problem as "behavior or distressed emotions, which are common or usual in children at some stage of development, but become abnormal by their frequency, severity, or inappropriateness for a particular child's age compared to the majority of ordinary children." These difficulties are considered to be "overt, observable, and specific behaviours that are perceived as problems by the person experiencing them and by others perceiving/experiencing them as such" [36]. Acts of behaviour that oppose societal norms are considered behavioural problems [37].

According to O'Brien, behavioural problems can be defined as actions by a person that negatively impact both the individual and others. These acts may cause harm to the person and significant others. Behavioural problems can be categorized into internalizing and externalizing behaviours [38]. The present study focuses on different types of behavioural problems, including emotional problems, hyperactivity, conduct problems, and peer problems. Among these, emotional symptoms and peer problems fall under internalizing behavioural problems, whereas hyperactivity and conduct problems are classified as externalizing behavioural problems [39].

The general definition of internalizing behaviour problems is "mental disorders which primarily involves the inner emotions as opposed to the outward behaviour [40]. Internalizing behaviour problem represents the "continuum of over controlled responses indicating the problem with self-such as anxiety, depression, somatic complaints without medical basis and social withdrawal from contact" [41]. These internalised behaviour problems are more covert by nature; therefore, the practitioner need deeper analysis and probing in order to identify the problem Research suggests that internalizing behaviour problem like social withdrawal leads to maladaptive emotional reactions like loneliness, worthlessness and depressive feelings [20].

Emotional problems refer to feelings of sadness, loneliness, anxiousness and worthlessness [42]. According to De Rosier, research suggests that peer problems are broadly defined as of two types: peer rejection and bullying. Peer rejection involves strong dislike and exclusion of the child by his peers. The peers avoid interacting with the child and also, they don't

support him. Bullying involves verbal abuse, making fun or disgracing the child, pressurising or creating fear in the child, spreading rumours and providing any physical harm to child and his property [43]. These peer problems cause great distress to the child leading to adjustment and developmental issues in life [43]. These children often experience loneliness, anxiety, fearfulness and lower school performance [44].

The general definition of externalizing behaviour problems is "mental disorders which primarily involve outward behaviour as opposed to inner emotions" [40]. Achenbach TM, et al. [38] stated that "externalizing behaviour problems are characterised by deviance, impulsivity, disruptiveness, antisocial features, and overactivity." A child with externalizing behaviour problems expresses negativity overtly in their environment [45].

While internalizing behaviour problems are difficult to identify and assess because they are covert by nature, externalizing behaviour problems are often intrusive and disruptive, involving aggressive responses that are verbally and physically threatening. Research suggests that externalizing behaviour problems in children, such as aggression and disruption, lead to social and adjustment difficulties, school failure, and delinquency [20].

Conduct problems are considered externalizing behaviour problems and can be defined as a range of negative behaviours, including antisocial, aggressive, dishonest, delinquent, and disruptive actions [46]. Hyperactivity is another externalizing behaviour problem. Kaneshiro NK [47] defined hyperactive behaviour as an inability to concentrate, constant fidgeting or movement, excessive talkativeness, and being easily distracted.

Behavioural Problems and Parenting Styles

The family is a socio-cultural-economic arrangement that exerts significant influence on children's behaviour and the development of their characteristics [8]. Any negligence on the part of parents could lead to unwanted, damaging effects on children's growth and may contribute to behavioural problems. Parents may not always understand the importance of spending quality time with their children. Previously, in the joint family system, extended family members provided emotional support in the absence of parents, acting as a buffer against children engaging in deviant activities. However, due to the decline of the joint family system, contemporary Indian families are experiencing issues such as juvenile delinquency, alcohol and drug abuse, school dropouts, low educational attainment, and family violence [34].

Family provides emotional and psychological security for its members [48]. The prevalent parenting behaviours, beliefs, patterns, and styles within a family determine children's

personality development, moral values, and the likelihood of mental and behavioural disorders. Research on behavioural disorders indicates that many families use inappropriate and undesirable parenting practices, resulting in fear, paranoia, anxiety, dissatisfaction, and low self-confidence in children. Sander M, et al. [49] found that conduct problems, drug abuse, social aversion, and delinquency among children often stem from parenting styles. According to Diaz Y [50], inappropriate parenting is characterized by an imbalance in care, relationships, and structure, leading to negative behaviours. However, when these elements are appropriately balanced, they foster positive behaviours, which are associated with the authoritative parenting style. Tompsett and Torro also found that family and parenting factors significantly contribute to antisocial behaviours. Miller S, et al. [51] concluded that parental characteristics and parenting styles directly affect a child's development.

Dysfunctional parenting can lead to dysfunction in children, particularly externalizing behaviour issues such as aggression among peers, disobedience, and delinquency. Parenting style is also associated with children's social competence [52,53]. Studied the relationship between bullying behaviour and parental characteristics, finding that both bullies and victims often experienced a lack of parental warmth and inconsistent discipline strategies. Several studies have found that authoritative parenting is negatively associated with internalizing and externalizing behavioural problems in childhood and adolescence [1,54,55]. On the other hand, both permissive and authoritarian parenting styles have been positively associated with internalizing and externalizing problems, such as stress, anxiety, conduct disorder, and delinquent behaviours [56,57].

The authoritative parenting style is characterized by a balance between responsiveness and demandingness, helping children navigate developmental stages smoothly and fostering better psychosocial development [58]. In a study of children, Steinberg L, et al. [55,59] found that children who reported having authoritative parents demonstrated higher social competence and better adjustment across a two-year period in high school. Research by Simons LG, et al. [60] suggested that authoritative parents engage in high parental monitoring, care, and love while adopting an egalitarian approach to decision-making, which results in fewer conduct problems and better emotional adjustment in children. Several researchers have suggested that giving children independence and space while not reprimanding them harshly for mistakes helps them become more self-resilient, better problem solvers, and develop healthy emotional well-being [61,62].

Authoritative parents tend to use inductive discipline, meaning they take opportunities to teach children the

difference between acceptable and unacceptable behaviour and offer choices to encourage appropriate behaviour [63]. Researchers suggest that this type of discipline technique fosters empathy, cooperation, and prosocial behaviour among children [64,65]. Jackson AP, et al. [66] conducted a study on university students and found that those who perceived their parents as authoritative exhibited higher self-esteem, lower depression, and better overall adjustment throughout their university years. Similarly, a study by Devi NP, et al. [27] found that children raised with authoritative parenting styles scored significantly lower in behavioural problems compared to those raised with authoritarian, indulgent, or neglectful parenting styles.

Authoritarian parenting styles display low warmth and high levels of harshness, leading to negative impacts on children's development. In a study of children, Steinberg L, et al. [55,59] found that authoritarian parenting was associated with increased internalized distress. According to Bandura, children observe and imitate their parents' harsh, cold, and emotionally rejecting behaviour, making them vulnerable to behavioural problems. At the same time, such parental behaviours make children feel unloved and rejected, leading to the development of emotional issues [67,68]. Negative parental treatment lowers children's self-esteem, making them vulnerable to depressive symptoms and poor psychological adjustment [62,70]. Sharma M, et al. [69] conducted research on parenting styles and their relation to depression in children, finding a positive correlation between authoritarian parenting and depression. These children often experience high anxiety because they fear that any mistake will result in punishment [70,71].

German researchers found that teenagers with authoritarian parents were more likely to experience trait anxiety and feelings of depersonalization [72]. Authoritarian parents believe that "ruling with an iron fist is the best way to keep their children in line and under control at all times" [73]. Reti IM, et al. [74] suggested that harsh discipline leads to aggressive behaviour and difficult parent-child relationships. A study conducted by Luyckx K, et al. [61] showed that children from authoritarian homes exhibit externalizing behaviour problems. According to Walton S [73], authoritarian parents strongly believe that rule-breaking should be punished, which results in children exhibiting more disobedience and rebellious behaviours.

Children of authoritarian parents are often subjected to peer problems due to their poor social skills [75,76]. They learn from their parents that force and power can be used to achieve their goals. At the same time, their tendency to be submissive makes them more susceptible to peer pressure. A study conducted on 231 young children examined their peer experiences and found that children of authoritarian parents experienced bullying both as victims and perpetrators [77].

Permissive parenting is characterized by a lack of limit-setting on children's behaviour, preventing them from learning the difference between acceptable and unacceptable actions. This leads to the development of impulsive behaviour and poor self-control [78]. Researchers found that children raised by permissive parents scored high on both externalizing and internalizing behaviour problems [61]. Studies suggest that due to low parental monitoring, these children are more likely to develop externalizing behaviour problems such as substance abuse and school misconduct [16].

Research has also linked the permissive parenting style to delinquency, substance abuse, and early sexual activity [79,80]. Children from permissive homes have a low level of fear regarding repercussions, which encourages them to experiment with both positive and negative behaviours, leading to high levels of hyperactivity and aggression [81]. According to Ramirez, children of permissive parents tend to be "disrespectful and inconsiderate to their peers and other adults" (as cited in Williamson K) [82]. Permissive parents place too much importance on their child's needs, which leads children to engage in selfish activities and become less empathetic [65]. Such behavioural patterns make these children vulnerable to peer problems. Patterson [83] found that peer rejection and conduct problems are associated with poor parental discipline and monitoring.

Review of Related Literature

Haslam D, et al. did a study on Parenting Style, Child Emotion Regulation and Behavioral Problems: The Moderating Role of Cultural Values in Australia and Indonesia and found that authoritative parenting was associated with higher child emotion regulation and lower levels of behavioral problems, and authoritarian parenting was associated with lower child emotion regulation and higher levels of behavioral problems.

Mendez et al. on Role of parenting styles in internalizing, externalizing, and adjustment problems in children found that. Family dynamics and parental practices have effects on internalizing, externalizing, and general maladjustment problems. Parental roles and practices show indirect effects on general maladjustment through externalizing problems.

Hosokawa R, et al. [84] did a research on Role of Parenting Style in Children's Behavioral Problems through the Transition from Preschool to Elementary School According to Gender in Japan and found that Authoritarian and permissive parenting styles have negative effect on the development of children. In addition, authoritarian discipline was related to disruptive behaviors in both boys and girls, whereas permissive discipline was related to disruptive behaviors in

boys but not in girls.

Gorostiaga, et. al. analysed parenting styles in association to psychological problems in adolescents like depression, anxiety and suicidal ideations. The researchers found that parental warmth and strict control had significant impact on their child"s psychological development. The studies found that the parental warmth, granting autonomy and behavioural control are negatively and significantly correlated to depression, anxiety and suicidal ideations, while parental psychological and harsh control is positively and significantly correlated to these variables in adolescents.

Mishra, et al. found in their study the impact of parenting style on social anxiety of adolescents. A sample of 180 adolescents was studying in senior secondary schools of Lucknow was selected randomly. The results of the study show that the adolescents with authoritarian fathers demonstrated low social anxiety in comparison to authoritative and permissive fathers. High social anxiety was seen among adolescents with permissive fathers. The social anxiety of the adolescents of authoritative mothers was found to be better in comparison to the adolescents of mothers adopting a permissive and authoritarian parenting style.

Cipriano, et al. study highlighted the Students with Emotional and Behavioural Disorders (EBD) who have the poorest academic and social outcomes across the general and special education student populations, and are among the most likely to receive instruction in self-contained special education classrooms by small teacher-student ratios, frequent transitions, extreme student behaviours, and the regular presence of multiple adults in the room. These characteristics differentiate the interactions between adults and students occuring in self-contained versus inclusive or general education settings. With the goal of improving outcomes for students with EBD in self-contained classrooms this study used mixed-methods to examine the psychometric properties of the widely used Classroom Assessment Scoring System (CLASS). Results suggest limitations in the applicability of the CLASS for self- contained classrooms.

Marbell-Pierre, et al. linked parental autonomy support with positive outcomes in adolescents. The study was conducted on 401 adolescents. Factor analysis was done and the results show that there exists two types of parental autonomy and support. First was taking the child's point of view, or offering a platform for free and open exchange of their ideas with them. Second was providing adolescents autonomy to make their own decisions. The results concluded that both enhance the decision-making abilities of adolescents.

Costa, et al. found a positive association between parental responsiveness and effective emotional management and vice versa. The results further show that making rules, monitoring adolescents and supporting them is very important and challenging tasks for the parents. Their involvement inchild's education, parent-teacher communication, spending time together and granting autonomy to adolescents was very essential for their child's development. Hence, parents play a very essential role in the holistic development of an adolescent. But their role in an adolescent's life is not easy. If the parents are able to formulate rules, carry out time to time monitoring and support them whenever they need, these all bring positive and good growth and development in an adolescent children.

Abdullah studied the behavioural problems of school children and the psychological counselling approaches implemented by counsellors to address them. The study aimed to examine and evaluate the behavioural problems of school children in the basic education stage and the psychological counselling methods used by their counsellors. Additionally, it assessed differences in these approaches based on variables such as gender and educational qualification.

The sample consisted of 240 counsellors (125 male, 115 female) from five educational administrations. A scale was developed to assess both the behavioural problems of students and the psychological counselling approaches used by counsellors. The findings revealed that the most common behavioural problems among students included disobedience, underachievement, delays in completing academic tasks, and school absenteeism.

Furthermore, the most frequently used counselling approaches by counsellors were individual and group counselling, leisure-time counselling, rational-emotive therapy, play therapy, reality therapy, and client-centered therapy. The study found no significant differences in counselling approaches based on gender, academic qualification, or counsellors' degree, except for cognitive-behavioural and group counselling techniques, where some variations were observed.

Haider in his study highlighted the prevalence rates of emotional and behavioural problems among Pakistani children. The internal consistency and construct validity of the Urdu Child Behaviour Checklist (CBCL) were examined. Parents of 600 children ranging in age from 6 to 16 years were selected the sample was divided equally between boys and girls. Data was collected from private and public schools in the Pakistani city of Lahore. Anxious/Depressed was the most prevalent whereas among the DSM-oriented scales, Somatic Problems were the most prevalent with significant gender differences with a higher degree among boys as compared to girls. Internalizing Problems increased with age whereas Externalizing Problems decreased with age.

Based on Cohen's criteria 1988 the effect size for Culture was medium (.06) for Total Problems scores. Cross-cultural comparisons indicated that Pakistani children had higher scores on all the scales except thought Problems. The high Pakistani scores may be attributed to the current increase in violence and terrorism in Lahore. Findings also indicated that the Urdu CBCL has adequate internal consistency in the current sample, with regard to construct validity there is good convergent validity whereas discriminant validity needs to be improved.

Rehman, et al. found a positive and significant correlation between parental attachment and identity development among adolescents. The research proved that the parent-adolescent relationship is dependent upon the parent's attitude towards their children. Here, parent's attitude is the way in which a parent treats their children both physically and psychologically. The parent's who have a loving, accepting, understanding and supporting attitude towards their children, generally induce good relationship with their children. Their overall behaviour had a direct and significant influence on their children's personality development. The healthy parent- adolescent relationship brings flexibility, identity development, autonomy of decision making and self-confidence in adolescents.

Sarwar on Influence of Parenting Style on Children's Behaviour where data was collected through A qualitative paradigm wherein in-depth interviews with two mothers of children with delinquent behavior was done. The findings revealed that authoritarian parenting style leads the children to become rebellious and adopt problematic behavior due to more than necessary power exercised on children by parents. In contrast, authoritative parenting style is effective for children, as it encourages moderate parenting style.

Zarra, et al. studied the correlation of parental affection and control of both the parents separately, with levels of negative emotions in adolescents. They found that maternal love and affection brings low levels of negative emotions in adolescents, and vice versa for maternal psychological control, irrespective of the child's temperament. Similarly father's behavioural and psychological control was positively associated with negative emotions in children of difficult temperament. No effect of parental control was seen on negative emotions of children easy doing temperament.

Nikoogoftar, et al. conducted a study with an objective of examining the role of parenting style in predicting behavioural and emotional problems in adolescents. A sample of 180 adolescents and their parents was collected using convenience sample technique. Regression analysis was conducted on the data collected from the sample. The results show that authoritarian parenting style in fathers is a significant predictor of depression, authoritarian parenting style in mother is a significant predictor of depression and anxiety, and permissive mothers predict conduct behaviours in their children. The researchers concluded that the parenting style is a significant predictor of behavioural and emotional problems in adolescents.

Adhikari in their paper explored parents, family members and teachers perceptions of child behavioural problems, strategies used and recommendations to deal with this problem. In this study 72 free list interviews and 30 Key Informant Interviews (KII) were conducted with community members of Chitwan district in Nepal. The result suggest that addictive behaviour of not paying attention to studies, getting angry over small issues, fighting back, disobedience, and stealing were the most commonly identified behavioural problems. Results indicate the family, community and school environments as being the cause with serious impacts upon reported by parents and teachers to manage child behavioural problems were talking, listening, consoling, advising and physical punishment. The findings suggest that multi-level community-based interventions, targeting peers, parents, teachers and community leaders could be a feasible approach to address the identified problems.

Maria undertook a study to evaluate and expand research on family dynamics and functioning in a low-income group following Dynamic Systems theory negatively impact their ability to effectively raise their child. Using a convenience sample of Head Start and Early Head Start, the present study found that parenting practices significantly predicted a caregiver's ratings of their child's adaptive behaviours and a teacher's ratings of the child's problem behaviours. Further the level of attachment sign behaviours and approached significantly predicting a teacher's ratings of the child's problem behaviours. Finally adverse childhood events reported by the caregiver did not significantly predict their parenting practices, level of attachment with their child, or their child's adaptive or problem behaviours. However, when caregivers reported more adverse childhood experiences, they also tended to report lower levels of relational frustration, and teachers tended to report more problem behaviours in their child. The present study highlighted the necessity of social programming to help build parenting skills and support low-income families.

Taj in his study focused on the the prevalence of behaviour problems among primary school children in a rural area and to study the association between scholastic performance and behaviour problems. In this cross-sectional study, 198 children, 114 boys and 84 girls between 6 and 12 years of age, were rated on Achenbach Child Behaviour Checklist (CBCL 6-18years) Teacher Rating Form (TRF), revised 2001, by his/her class teacher. The prevalence rate for behaviou

scores. It was also seen that children who had lesser behaviour problems are able to do well academically. School teachers can serve as valuable resources both for identifying behaviour problems early and providing appropriate support to the child and his/her family.

Frazier conducted a study of children with behavioural problems which has increased in recent years and a new possible cause has emerged exposure to cell phone radiation. In 2008, Hozefa D, et al. in Denmark studied a group of 13,000 children. When the children reached age seven, the mothers answered questionnaires about their own cell phone use, both while pregnant and afterwards. The questions health and behaviour. The study found that children with both prenatal and postnatal cell phone exposure displayed the most behavioural problems. They were 80% more likely to have emotional problems, conduct problems, hyperactivity or problems with peers than those in the control group. Those exposed only pre-natally had more problems than those exposed only to postnatally.

McCorvey in his paper on Prenatal Exposure to Maternal Smoking and Childhood Behavioural Problem: A Quasi-experimental Approach examines the relationship between maternal smoking during pregnancy and children's behavioural problems at 9 years of age. The final sample comprised 7,505 nine-year-old school children participating in the first wave of the Growing Up in Ireland .Children were selected through the Irish national school system using a 2-stage sampling method Information on maternal smoking during pregnancy was obtained retrospectively at 9 years of age via parental recall and children's behavioural problems were assessed using the Strengths and Difficulties Questionnaire across separate parent and teacher- report instruments. A quasi-experimental approach using propensity score matching was used to create treatment (smoking) and control (non-smoking) groups which did not differ significantly in their propensity to smoke in terms of 16 observed characteristics. After matching on the propensity score children whose mothers smoked during pregnancy were 3.5 (p<0.001) and 3.4 (p<0.001) more likely to score in the problematic range on the SDQ total difficulties index according to parent and teacher-report respectively. Maternal smoking during pregnancy was more strongly associated with externalizing than internalizing behavioural problems, the promotion of successful cessation in pregnancy may prevent potentially adverse long-term consequences.

Naik carried out a cross-sectional study on socio-demographic correlates of behaviour problems amongst the urban slum dwellers aged between 6 to 18 years. The study was planned in the adopted slum field area Miraj to find out prevalence and factors associated with behaviour problems amongst slum dwellers of 6 -18 years age group. A total of 600 parents of children in the age group of 6-18 years were selected by simple random sampling method using random number table from the register of "Family survey register". The behavioural problems were identified in 189 (55.1%) male children out of total 343 male children. Children coming from large family were having more behavioural problems. The higher prevalence rate of behaviour problems was found amongst children having either or both parents being illiterate. It was highest among children having only illiterate mother. The behavioural problems were observed least among children whose parents having caring attitude towards them, and higher amongst children who exposed to faulty parental attitudes. The common needs in this group include affection and warmth by family members. The attitude of parents towards children plays major role in causation and their prevention of behaviour problems. Parenting counselling will play a major role in reduction of prevalence rate of behaviour problems.

Gupta compared emotional autonomy of adolescents on the basis of low and high parental income and parental education. The results showed that emotional autonomy of adolescents is significantly correlated to parent's relationships with their children. Adolescents having high income and highly educated parents possess more emotional autonomy, high achievement motivation as compared to the parent's with lower dimensions. No differences were seen on the basis of rural and urban regions. Hence, parental love, support, acceptance and monitoring was very essential to bring emotional well-being in adolescents and this ultimately prevents adolescents to participate in antisocial and illegal activities.

Venkatesan in this study the author has explained that some behaviour problems are precipitated by certain antecedents or before actors. Antecedent factors in problem behaviours can result even from faulty programme planning hence, selection of teaching objectives must be carefully designed. Differential rewards involve use of rewards for non-occurrence of problem behaviours but it is never thought of rewarding non-occurrence of problem behaviours.

Alizadeh S, et al. on Parenting styles and children's behavioural Problems found that there is a significant correlation between Authoritative and internalizing (r= -.32, p<.001) externalizing (r= - .28, p<.001), Permissive and internalizing (r= .12, p<.001), externalizing (r= .12, p<.001), Authoritarian and internalizing (r= .25, p<.001), externalizing (r= .26, p<.001). In conclusion Authoritative parenting style with high responsiveness and high demanding in parenting behavior has shown to be directly related to less children's internalizing and externalizing symptoms.

Burnette carried out a descriptive qualitative study was to examine the successful strategies, accommodations, and

interventions utilized for students with emotional behaviour disorder (EBD) and the influences they have on the students academic achievement and greater understanding of instructional strategies, and environmental differences alternative schools offer to students with EBD. In addition to a parent and a student with EBD an alternative school staff was analyzed to understand environmental influences. Data was collected using document analysis, surveys, field notes, and interviewing techniques. Findings of the study provide educators with organizational structures and strategies to help students with EBD achieve academically.

Williams, et al. [77] on Impact of Behavioural Inhibition and Parenting Style on Internalizing and Externalizing Problems from Early Behavioural inhibition (BI) is characterized by a pattern of extreme social reticence, risk for internalizing behaviour problems, and possible protection against externalizing behaviour problems. Parenting style may also contribute to these associations between BI and behaviour problems (BP). A sample of 113 children were assessed for BI in the laboratory at 14 and 24 months of age, self-report of maternal parenting style at 7 years of age, and maternal report of child internalizing and externalizing behavioural problems at 4, 7, and 15 years. Internalizing problems at age 4 was greatest among behaviourally inhibited children who also were exposed to permissive parenting. Furthermore, greater authoritative parenting was associated with less of an increase in internalizing behaviour problems over time and greater authoritarian parenting was associated with a steeper decline in externalizing problems. Results highlight the importance of considering child and environmental factors in longitudinal patterns of Behaviour Problems across childhood and adolescence.

Rationale of the Study

Early childhood and child-rearing practices can considerably affect the prevalence of children's behavioral problems. The family is a social arrangement that applies substantial impact on children's development and parenting styles, and in particular, influences the social environments of children within the family. In the course of early childhood, various developmental paths appear [85]. In early childhood behavioral problems can have an impact on various areas of development i.e. social, emotional, and cognitive proficiencies. Consequently, to prevent the development of behavioral problems, it is essential to recognize the early childhood development of these problems as well as their causes and course of development.

Different parents use different parenting styles at different period of time. One may see different parenting styles used by two different parents leading to a similar personality and set of behaviours. Whereas there are parents using similar parenting style with siblings leading to altogether

two different personalities and set of behaviours. Hence it is critical for the understanding what factors go into the making of the behavioural issues specially with respect to parenting styles. Each parenting style leads to a different set of behaviour in children. Thus, It is interesting and important to "investigate parenting styles and behavioural problems amongst Elementary School Children (5th class-7th class) of Delhi school".

Research Methodology

Research Problem

The specific research proposed by the investigator will be to determine "Exploratory Study to Investigate Parenting Styles and Behavioural Problems Amongst Elementary School Children (5th Class-7th Class) Of Delhi School"

Research Design

This was descriptive and exploratory in nature. A quantitative Research design was used t to investigate the purpose of the study. Sample was drawn with the help of purposive random Sampling method. In this study initially Child Behavior Checklist was administered to students who are studying in 5th -7th grade and one's the data is analyzed the children were divided into 2 groups (30 with behavioral problems, 30 without behavioral problems) based on behavioural problems encountered by them. After which parents were contacted and administered on parenting styles skills used.

Variables of the study

Parenting styles and Behavioral problems
Operational definitions of the terms

Parenting styles

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. In the present study, parenting style of children was assess by Parenting Styles & Dimensions Questionnaire.

Behavioral problems

Behavioral Problems are those that aren't considered typically acceptable. Nearly everyone can have a moment of disruptive behavior or an error in judgment. In the present study, Behavioral Problems of children was assess by Child Behaviour Checklist (CBCL).

Elementary school children

Elementary schools students are have six grades with pupils aged between 6 and 13 years old. In the present study, Elementary school children (5th-7th class) from Delhi was considered.

Objectives of the Study

The following objectives are formulated for the proposed study:

To explore the role of parenting styles on the behavior of children& identify behavioral problems amongst primary school children studying in 5-7th grade of Delhi school.

To investigate significant difference if any on 3 different types of parenting styles of children with behavioural issues and 3 different types of parenting styles of children without significant behavioural issues.

To investigate significant difference if any between Authoritative & Authoritarian style of parenting used by parents on behavior of children.

To examine which parenting style is used by mother & father of children with behavioral issues and parenting styles of children without significant behavioral issues.

To investigate relationship between the parenting style & academic performance of the children

Hypotheses of the study

The following hypotheses are formulated to empirically validate the above objectives:

H1: There will be a significant difference amongst 3 different types of parenting skills i.e., Authoritative, Authoritarian & Permissive on children having behavioral problems and those not having behavioral problems.

H2: There will be a significant difference between the behaviour of children with parents using Authoritative parenting and behaviour of children with parents using Authoritarian Parenting style.

H3: There will be a significant difference on 3 different types of parenting styles used by mother &father of children with behavioral issues and parenting styles of children without significant behavioral issues.

H4: There will be a significant relationship b/w parenting style & academic performance.

Sampling Procedure

The sample was selected to represent the population which we wanted to study, however, it is very difficult to study the whole population, and therefore, a sample was selected following a particular procedure. Sample was drawn with the help of purposive random sampling method. A sample of 60 Elementary school children (5th-7th class) with 30 school children from. Delhi schools having Behavioural issues and 30 without any significant Behavioural issues using purposive sampling method was collected and their respective Parenting styles were compared.

Tool used for data collection

The following tools were employed for the purpose of collecting data from the selected subjects:

Parenting Styles & Dimensions Questionnaire

Parenting Styles & Dimensions Questionnaire is a self-report instrument designed to measure authoritarian, authoritative and permissive parenting styles of 4-12 years old children's parents. This scale was developed by Robinson, et al.

Child Behaviour Checklist (CBCL)

The Child Behavior Checklist (CBCL) is a component of the Achenbach System of Empirically Based Assessment (ASEBA). The ASEBA is used to detect behavioural and emotional problems in children and adolescents. The CBCL is completed by parents. The 2001 revision of the CBCL, the CBCL/6-18 (used with children 6 to 18), is made up of eight syndrome scales:
- anxious/depressed
- depressed
- somatic complaints
- social problems
- thought problems
- attention problems
- rule-breaking behaviour
- aggressive behaviour.

These group into two higher order factors—internalizing and externalizing. The time frame for item responses is the past six months. The CBCL consists of 113 questions, scored on a three-point Likert scale (0=absent, 1= occurs sometimes, 2=occurs often).

Procedure of Data Collection

In this study initially Child Behavior Checklist will be administered to students who are studying in5th -7th grade. Respondent will read the questions one by one and select one alternative which best suits them and answer 113 questions which are given in the checklist. After which the scoring was carried out and on the basis of that students were divided into 2 groups consisting of 30 children having behavioral problems and 30 children without behavioral problems. Then parents of these children were administered on Parenting Styles & Dimensions Questionnaire which measures authoritarian, authoritative and permissive parenting styles.

Statistical analysis

Once the scoring is completed, through the SPSS (Statistical Package of Social Sciences) software, descriptive and inferential statistics were computed. SPSS is one of the most popular statistical packages which can perform highly complex data manipulation and analysis with simple instructions. Through this, further graphs and tables were formulated to organize the data.

Descriptive statistics i.e., Mean, SD were computed and analyzed. For comparing different styles of parenting skills styles and behavioral problems. Inferential statistics were computed for which student t test was computed and analyzed.

Results, Interpretations and Discussions

The present study is an exploratory Study to investigate parenting styles and behavioural problems amongst Elementary School Children (5th class-7th class) of Delhi school. The sample of the present study consisted of sample of 60 Elementary school children (5th-7th class) with 30 children having Behavioural issues and 30 without Behavioural issues from Delhi/NCR using purposive sampling method . The sample was administered on child behavioral checklist to identify those children who were having behavioral problems and those who were not having any

behavioral issues. One's it was done the scoring was carried out and on the basis of that students were divided into 2 groups consisting of 30 children having behavioral problems and 30 children without behavioral problems. Then parents of these children were administered on Parenting Styles & Dimensions Questionnaire which measures authoritarian, authoritative and permissive parenting styles, both these scales are standardized.

The First objective of the study was to explore the role of parenting styles on the behavior of children & identify behavioral problems amongst primary school children studying in 5-7 th grade of Delhi school. The Second objective was to investigate significant difference if any on 3 different types of parenting styles of children with behavioural issues and 3 different types of parenting styles of children without significant behavioural issues.

	Children	N	Mean	Std. Deviation	t-value	p-value
Authoritative	CBP	30	94.37	20.372	-1.116	0.269
	CWBP	30	100.07	19.187		NS
Authoritarian	CBP	30	92.13	21.297	-0.338	0.736
	CWBP	30	94	21.444		NS
Permissive	CBP	30	32.83	5.22	0.928	0.357
	CWBP	30	31.53	5.625		NS

Table 1: Shows the Mean, Sd & t value of Authoritative, Authoritarian & Permissive parenting style among children having behavioral problems and without behavioral problems.
NS=insignificant at 0.05&.01 level of significance
CBP (children having behavioral problems)
CWBP (children without behavioral problems)
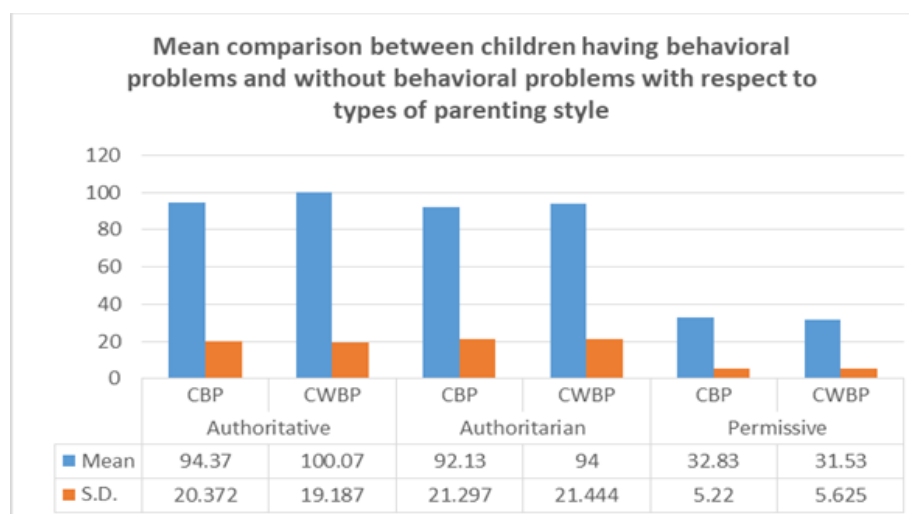
Graph 1: Mean comparison between children having behavioral problems and without behavioral problems with respect to types of parenting style.

The table above shows that the calculated p-value of Authoritative, Authoritarian &Permissive parenting style among children having behavioral problems and without behavioral problems are not significant at 0.05 level respectively. The table further reveals that the mean value of Authoritative and Authoritarian among children without behavioral problems are higher than that of children having behavioral problems but not differ significant except Permissive parenting style. Thus, this shows that there is no significant difference amongst 3 different types of parenting skills i.e., Authoritative, Authoritarian & Permissive on children having behavioral problems and those not having behavioral problems.

The First hypothesis of the study was "There is a significant difference amongst 3 different types of parenting skills i.e., Authoritative, Authoritarian & Permissive on children having behavioral problems and those not having behavioral problems".

It was found that there is no significant difference amongst 3 different types of parenting skills i.e., Authoritative, Authoritarian & Permissive on children having behavioral problems and those not having behavioral problems. These results contradict with study of Rikuya, et al. highlighted the significant impact of parenting styles on children's behavioral problems, focusing on the role of child gender. Our results demonstrate a clear relationship between discipline styles in preschool for five-year-old children and behavioral problems in first grade for six-year-old children. These findings are consistent with previous studies that suggest that authoritarian and permissive disciplinary styles are associated with disruptive behavioral problems. This is also inconsistent with study of Dillon et. al. the authoritarian parenting style is linked to externalizing problems. Authoritarian parents can influence the behaviors of their children in society, who tend to be unsuccessful because prohibition and power assertion are likely to be related to anxiety, fear, and frustration in children; moreover, such parents are likely to be subjected to their children's misbehaviours and other psychosocial behaviors. Indeed, children of parents with high-control parenting styles such as power-assertive, prohibitive, and punitive strategies have been shown to be less content, less secure, and more likely to become hostile or regressive and have greater difficulties dealing with somatic distress or psychological issues when under high stress than other children [86]. As well as inconsistent with study of Berzonsky which assumed that the permissive parenting style will be positively associated with children's externalizing behavioral problems.

The Third objective of the study was to investigate significant difference if any between Authoritative & Authoritarian style of parenting used by parents on behavior of children. Table 2 shows the Mean, Sd & t value of children with parents using Authoritative & Authoritarian with respect to their behaviour problem.

	Parenting Style	N	Mean	Std. Deviation	t-value	p-value
Behaviour	Authoritative	15	178.13	15.72	0.168	0.868
problems	Authoritarian	15	177.13	16.852		NS

Table 2: Mean, S.D., t-value of children with parents using Authoritative and Authoritarian with respect to their behaviour problems.
NS=insignificant at 0.05 level of significance
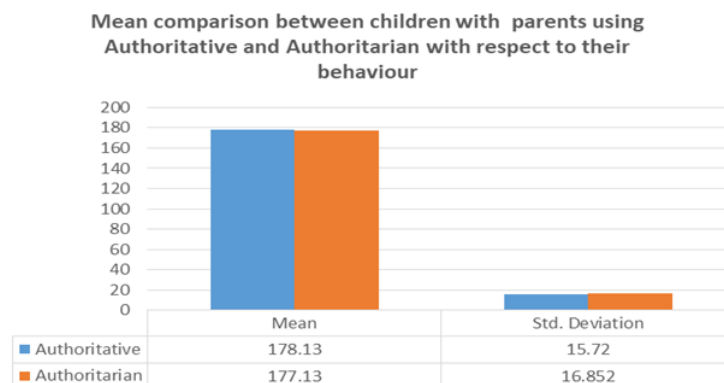
Graph 2: Mean comparison between children with parents using Authoritative and Authoritarian with respect to their behaviour.

The Second hypothesis of the study was that "there is significant difference between the behaviour of children with parents using Authoritative parenting and behaviour of children with parents using Authoritarian Parenting style".

The table above shows that the calculated p-value (.868) of higher than level of significance (α = 0.05) among children with parents using Authoritative and Authoritarian with't' value .168 with df (28) is not significant at 0.05 level. The table further reveals that the mean value of children with parents using Authoritative is higher than that of children with parents using and Authoritarian counterparts but not differ significant with regard to behaviour. Thus, this shows that there is no significant difference between the behaviour of children with parents using Authoritative parenting and behaviour of children with parents using Authoritarian Parenting style.

There is no significant difference between the behaviour of children with parents using Authoritative parenting and behaviour of children with parents using Authoritarian Parenting style.

This inconsistent with study of Jeff et al. Children with authoritative parents exhibited more positive behavior as compared to children with authoritarian and permissive parents.

The Fourth objective of the study was to examine which parenting style is used by mother & father of children with behavioral issues and parenting styles of children without significant behavioral issues. Table 3 (a) shows the Mean, S.D., t-value of parenting styles used by father of children having behavioral problems and those without having behavioral problems.

	Children's Father	N	Mean	Std. Deviation	t-value	p-value
Authoritative	Father of CBP	30	49.97	12.976	0.443	0.659
	Father of CWBP	30	48.43	13.821		NS
Authoritarian	Father of CBP	30	52.07	11.997	0.876	0.385
	Father of CWBP	30	49.1	14.16		NS
Permissive	Father of CBP	30	16.53	3.411	0.941	0.351
	Father of CWBP	30	15.67	3.717		NS

Table 3 (a): Mean, S.D., t-value of parenting styles used by father of children having behavioral problems and without behavioral problems.
NS=insignificant at 0.05 level of significance
CBP (children having behavioral problems)
CWBP (children without behavioral problems)
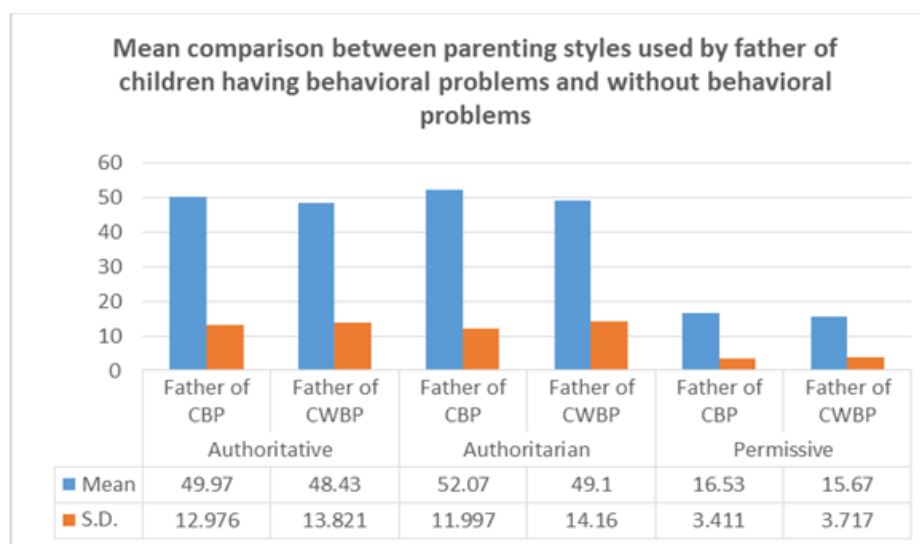
Graph 3 (a): Mean comparison between parenting styles used by father of children having behavioral problems and without behavioral problems.

H3: There is a significant difference on 3 different types of parenting styles used by mother & father of children with behavioral issues and parenting styles of children without significant behavioral issues.

The table above shows that the calculated p-value of Authoritative, Authoritarian &Permissive parenting styles used by father of children having behavioral problems and without behavioral problems higher than significant level (α = 0.05) with 't' value .443, .876and .941with df (58) are not significant at 0.05 level respectively. The table further reveals that the mean value of Authoritative, Authoritarian

and Permissive parenting styles used by father of children having behavioral problems are higher than that of children without behavioral problems but not differ significant. Thus, this shows that there is no significant difference on 3 different types of parenting styles used by father of children with behavioral issues and parenting styles of children without significant behavioral issues.

The below table shows Mean , S.D , t value of parenting styles used by mother of children having behavioral problems & without behavioral problems.

Group Statistics							
	Children's Mother	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Authoritative	Mother of CBP	30	51.27	15.414	2.814	1.869	0.069
	Mother of CWBP	30	44.77	11.19	2.043		NS
Authoritarian	Mother of CBP	30	43.6	13.433	2.453	0.589	0.558
	Mother of CWBP	30	41.37	15.819	2.888		NS
Permissive	Mother of CBP	30	15.67	4.003	0.731	-0.805	0.424
	Mother of CWBP	30	16.5	4.015	0.733		NS

Table 3 (b): Mean, S.D., t-value of parenting styles used by mother of children having behavioral problems and without behavioral problems.
NS=insignificant at 0.05 level of significance
CBP (children having behavioral problems)
CWBP (children without behavioral problems)
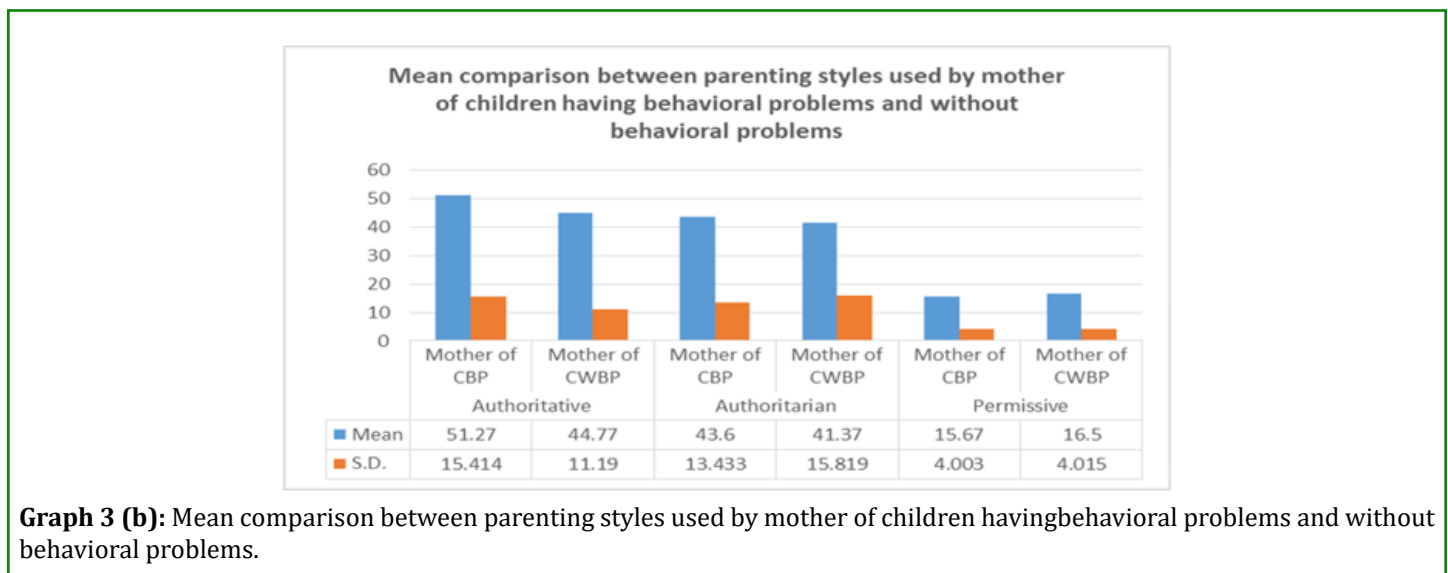
Graph 3 (b): Mean comparison between parenting styles used by mother of children havingbehavioral problems and without behavioral problems.

The results indicate that the calculated p-value of Authoritative, Authoritarian &Permissive parenting styles used by mother of children having behavioral problems and without behavioral problems higher than significant level (α = 0.05) with 't' value 1.869, .589and -.805with df (58) are not significant at 0.05 level respectively. The table

further reveals that the mean value of Authoritative and Authoritarian parenting styles used by father of children having behavioral problems are higher than that of children without behavioral problems except Permissive parenting style but not differ significant. Thus, this shows that there is no significant difference on 3 different types of parenting

styles used by mother of children with behavioral issues and parenting styles of children without significant behavioral issues.

If one looks at the mean value of mothers whose children are having behavioral problems and those who are not having behavioral problems, the mean value obtained is 51.27 for Authoritative parenting style for mothers whose children are having behavioral problems, indicating that these mothers use this parenting style the maximum in comparison to other two parenting styles.

The third hypothesis of the study was that "There is a significant difference on 3 different types of parenting styles used by mother & father of children with behavioral issues and parenting styles of children without significant behavioral issues".

The results indicate that that there is no significant difference on 3 different types of parenting styles used by mother &father of children with behavioral issues and parenting

styles of children without significant behavioral issues. This inconsistent with study of Xinwen, et al. suggested that for parent–adolescent conflict intensity, youth of neglectful and authoritarian parents reported higher levels compared to those with indulgent parents. The highest levels of cohesion with both parents were reported by adolescents with authoritative parents, followed by indulgent, authoritarian and neglect parenting styles. Cohesion with mothers for youth with authoritative or indulgent mothers was higher for girls than boys. Adolescents' expectation for behavioral autonomy mediated the links between parenting style and conflict, whereas adolescents' beliefs about the legitimacy of parental authority mediated the links between parenting style and cohesion.

The last objective of the study was to investigate the relationship between parenting style & academic performance.

Table 4 shows the correlation value between academic performance & parenting styles.

Correlations			
		Parenting style	**Academic performance**
Parenting style	Pearson Correlation	1	.722**
	Sig. (2-tailed)		0.354
	N	60	60
Academic performace	Pearson Correlation	.722**	1
	Sig. (2-tailed)	0.354	
	N	60	60

Table4: Correlational value (r-value) between relationship between parenting style & academic performance.
**significant at 0.01 level of significance.

Graph 4: Relationship between parenting style & academic performance.
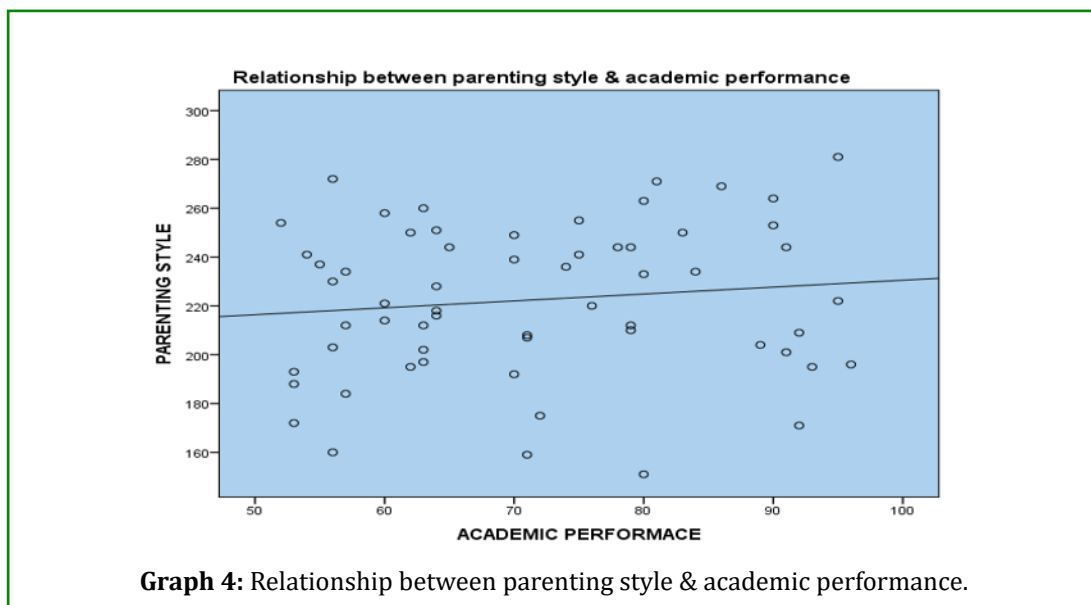
The above table reveals that there is significant negative relationship between adjustment and social maturity among children with Intellectual disability with r-value.722at 0.01 significant level, which is significant.

The hypothesis of the study was that "There is a significant relationship between parenting style & academic performance".

Thus from the confirmation of the results from the above table the hypotheses, which reads as, "There is a significant relationship between parenting style & academic performance", stands accepted. Thereis significant positive relationship between parenting style & academic performance. This result encounter with study of Zahra et al. show that autonomy, parental involvement and warmth are significant predictors for academic achievement. Also there is a positive significant relationship between firm parenting style and student's academic achievement.

Discussion of the Result

The present study was to assess the parenting styles used by parents and the role of parenting styles on behavior of primary school children in school with sample of 60 Elementary school children (5th-7th class) with 30 children having Behavioural issues and 30 without Behavioural issues from Delhi/NCR using purposive sampling method will be collected using standardized scale.

H1: There is a significant difference amongst 3 different types of parenting skills i.e., Authoritative, Authoritarian & Permissive on children having behavioral problems and those not having behavioral problems.

It was found that there is no significant difference amongst 3 different types of parenting skills i.e., Authoritative, Authoritarian & Permissive on children having behavioral problems and those not having behavioral problems. This result contradict with study of Rikuya, et al. highlighted the significant impact of parenting styles on children's behavioral problems, focusing on the role of child gender. Our results demonstrate a clear relationship between discipline styles in preschool for five-year-old children and behavioral problems in first grade for six-year-old children. These findings are consistent with previous studies that suggest that authoritarian and permissive disciplinary styles are associated with disruptive behavioral problems. This is also inconsistent with study of Dillon et al. the authoritarian parenting style is linked to externalizing problems. Authoritarian parents can influence the behaviors of their children in society, who tend to be unsuccessful because prohibition and power assertion are likely to be related to anxiety, fear, and frustration in children; moreover,

such parents are likely to be subjected to their children's misbehaviours and other psychosocial behaviors. Indeed, children of parents with high-control parenting styles such as power-assertive, prohibitive, and punitive strategies have been shown to be less content, less secure, and more likely to become hostile or regressive and have greater difficulties dealing with somatic distress or psychological issues when under high stress than other children [80]. As well as inconsistent with study of Berzonsky MD [86] which assumed that the permissive parenting style will be positively associated with children's externalizing behavioral problems.

H2: There is significant difference between the behaviour of children with parents using Authoritative parenting and behaviour of children with parents using Authoritarian Parenting style.

There is no significant difference between the behaviour of children with parents using Authoritative parenting and behaviour of children with parents using Authoritarian Parenting style.

This inconsistent with study of Jeff, et al. Children with authoritative parents exhibited more positive behavior as compared to children with authoritarian and permissive parents.

H3: There is a significant difference on 3 different types of parenting styles used by mother & father of children with behavioral issues and parenting styles of children without significant behavioral issues.

There is no significant difference on 3 different types of parenting styles used by mother &father of children with behavioral issues and parenting styles of children without significant behavioral issues. This inconsistent with study of Xinwen et al. suggested that for parent–adolescent conflict intensity, youth of neglectful and authoritarian parents reported higher levels compared to those with indulgent parents. The highest levels of cohesion with both parents were reported by adolescents with authoritative parents, followed by indulgent, authoritarian and neglect parenting styles. Cohesion with mothers for youth with authoritative or indulgent mothers was higher for girls than boys. Adolescents' expectation for behavioral autonomy mediated the links between parenting style and conflict, whereas adolescents' beliefs about the legitimacy of parental authority mediated the links between parenting style and cohesion [87-92].

H4: There is a significant relationship b/w parenting style & academic performance.
There is significant positive relationship between parenting style & academic performance. This result encounter

with study of Zahra et al. show that autonomy, parental involvement and warmth are significant predictors for academic achievement. Also there is a positive significant relationship between firm parenting style and student's academic achievement.

Conclusion

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study. As such, some suggestions have been given for the further research. This chapter is, therefore, devoted to focusing the findings and conclusion of the study. These are presented below in the same sequence:
- Main findings
- Conclusion

Main Findings

Based on the analyses and interpretations in the previous chapter the following findings drawn out:
The calculated p-value of Authoritative, Authoritarian &Permissive parenting style among children having behavioral problems and without behavioral problems higher than significant level (α = 0.05) with 't' value -1.116, -.338 and .928 with df (58) are not significant at 0.05 level respectively.

The table further reveals that the mean value of Authoritative and Authoritarian among children without behavioral problems are higher than that of children having behavioral problems but not differ significant except Permissive parenting style.

The calculated p-value (.868) of higher than level of significance (α = 0.05) among children with parents using Authoritative and Authoritarian with 't' value .168 with df (28) is not significant at 0.05 level.

The table further reveals that the mean value of children with parents using Authoritative are higher than that ofchildren with parents using and Authoritarian counterparts but not differ significant with regard to behaviour. The calculated p-value of Authoritative, Authoritarian &Permissive

parenting styles used by father of children having behavioral problems and without behavioral problems higher than significant level (α = 0.05) with 't' value .443, .876and .941with df (58) are not significant at 0.05 level respectively.

The table further reveals that the mean value of Authoritative, Authoritarian and Permissive parenting styles used by father of children having behavioral problems are higher than that of children without behavioral problems but not differ significant. The calculated p-value of Authoritative, Authoritarian &Permissive parenting styles used by mother of children having behavioral problems and without behavioral problems higher than significant level (α = 0.05) with 't' value 1.869, .589and -.805with df (58) are not significant at 0.05 level respectively. The table further reveals that the mean value of Authoritative and Authoritarian parenting styles used by father of children having behavioral problems are higher than that of children without behavioral problems except Permissive parenting style but not differ significant.

There is significant negative relationship between adjustment and social maturity among children with Intellectual disability with r-value.122at 0.01 significant level, which is significant.

Educational Implications of the Study

The finding of the current study can be implicated to the parental training program on accepting the children's and as well as their own emotions. This kind of emotional coaching helps the child to handle emotions healthily and positively. The finding suggests following Gottman's model of becoming an emotional coach to the child. We further advise policymakers to include training of emotions in the school curriculum as well.

Time has changed, so we also need to update our parenting techniques to provide a healthy development to our kids. As per current scenario, handling children with same old strict & harsh parenting beliefs and styles will not be helpful. These adolescents are different; they are growing up in the environment where they are getting exposed to varieties of social norms national and international news and developing a different understanding of the worldview. These adolescents are now vocal by nature, they wanted equal treatment and wanted to be treated with respect as an adult. Hence, parents need to understand this and bring positive discipline techniques. Parenting styles should be in accordance to present cultural environment.

Conclusion

Based on analysis and interpretation of data it concluded from the results that:
- There is no significant difference amongst 3 different

types of parenting skills i.e., Authoritative, Authoritarian & Permissive on children having behavioral problems and those not having behavioral problems.

- There is no significant difference between the behaviour of children with parents using Authoritative parenting and behaviour of children with parents using Authoritarian Parenting style.

- There is no significant difference on 3 different types of parenting styles used by mother &father of children with behavioral issues and parenting styles of children without significant behavioral issues.

- There is significant positive relationship between parenting style & academic performance.

Limitations of the Study

- The study was limited to the area of Delhi/NCR.
- The present study was limited to adolescents of age group of 13-15 years.
- The sample is limited to 60Elementary schoolchildren(5th-7thclass)
- The major statistical technique used for analysis of data is Pearson's correlation and t-test in order to obtain the results by overcoming the limitations.
- The scales used to collect data, may have its own limitations.
- The investigator has not selected representative sample of the population under study, viz., students of Delhi/NCR.
- The present study being a descriptive one, selecting a representative sample of the entire population was not practicable.

Suggestions for Further Researches

While completing the present research work the investigator has come across with a problem which have not been explored or investigated for. Therefore, the investigator suggests the following areas and variables related with the present study on which the further researches work be conducted. The present study cannot be called final or comprehensive. More work can be done on different samples of different age groups:-

- Same study can be conducted on the large scale or at the national level.
- Level of family stress of the children with Intellectual disability in relation to their socio - economic status, locality can be studied.
- Attitude of parents towards children with Behavioral problems can be studied.
- Attitude of the mentally normal siblings towards the mentally retarded siblings can be studied.
- Role of NGO's and social welfare department of the Government in the rehabilitation of the children with

Behavioral problems can be studied.

- Effect of socio – economic status, caste, community and locality on the level of adjustment of the children with Behavioral problems can be studied.
- A comparative study of factors related with Behavioral problems in different states of India can also be studied.
- Level of intelligence, mental health and emotional maturity of the parents of children with Behavioral problems should also be studied.
- Other personality traits of the children with Behavioral problems an especially those which can help them to lead their life's in a better way should be identified.
- New methods and techniques for impairing the process of rehabilitation of children with Behavioral problems should be identified.

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