

## Parenting Patterns and the Effect on Children's Characteristics

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Received: 18 Feb. 2022, Revised: 07 Jun. 2022, Accepted: 15 Jun. 2022

### ABSTRACT

Parents play an important role, especially in the process of growing and developing children, from birth to growing into adults. This is clear evidence that parents can influence children. One of the common pieces of evidence is having a genetic makeup that will influence the behavioral characteristics of children, and also how children are treated by their parents. Twin and adoption studies provide a strong basis for estimating the strength of genetic effects, although the strength of genetic factors is not a sufficient basis for influencing the characteristics of children, because environmental factors also contribute to parenting efforts which are closely related. Children learn to learn many things through everyday experiences in interacting with the physical and social world, but what is learned is not coded in genes. Some of the experiences children have are random, not planned or orchestrated by any outside agency but some occur according to the so-called socialization timetable. This is where parenting comes into play.

*Keywords: Parenting, Characteristics, Children.*



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### INTRODUCTION

Society establishes certain characteristics that its members are expected to have and that others should not if they are to function as members of society. This is almost universal in all cultures, as is the requirement for parents, or certain surrogate parents, to provide care and protection for children. Other standards and values vary widely from one cultural environment to another. Social controls are put in place to ensure that children are socialized so that each new generation acquires defined patterns of beliefs and behavior.

The new generation may need to adapt to conditions not faced by the parent generation. The transmission of values, even as they continue to be applied to the next generation, is not always successful. Some children seem less socialized with the criteria applied by society. Not all socialization occurs in childhood. Socialization and resocialization occur when adults enter new life roles (eg marriage, and parenthood). The role of parents, in providing socialization throughout childhood, is to prepare children to adapt to the various life roles that children will face when they grow up. Society sets different standards for people at different stages of their life cycle, and there are requirements for children to comply with the demands of adults, avoid irritating adults or interfering with their activities, accept age-appropriate responsibilities, and function as pleasant and cooperative family members.

In modern society, there are at least three main contexts in which mass socialization in childhood takes place: families, peer groups, and contexts outside the home such as schools, classrooms, or daycare centers where children's everyday experiences are structured and supervised by adults. A large body of literature on childhood socialization places great emphasis on the role of parents. This emphasis has a long and deep tradition. The adage that "as a branch is bent, so a tree grows" can be traced at least as far back as Greek and Biblical times and even earlier, and in most societies, parents are the ones who are given the primary responsibility for directing, supervising, teaching, and discipline themselves as they grow up. Early childhood is a period that is very open to social influences on the characteristics they will carry long after they leave their family of origin. Things that are considered particularly vulnerable to influence in the first 5-7 years of a child's life include the language they use, food preferences, religious beliefs, and certain enduring personality traits.

In the twentieth century, assumptions about the importance of childhood socialization in the family become part of the structure of the main psychological theory. From the 1920s to the 1960s, behaviorist learning theory played a role, emphasizing that it was like a "blank slate" that meant infants and adults had the power to teach children, for better or for worse, what they should learn. Parents, of course, are seen as the most available teachers, and the ones responsible for educating their children. The innate physiological drives of hunger and fatigue were not ignored in learning theory at the time, so there was some blending of nature and nurturing, but the main emphasis was on environmental control of the learning process.

The psychoanalytic theory emphasizes the importance of early experiences in the family in determining subsequent inner conflicts, defense mechanisms, and internalization of values. When the cognitive revolution took place and learning theory (as related to socialization) was reformulated as cognitive social learning theory, the active role of children as participants in their socialization was increasingly emphasized. Currently, there is increasing emphasis on the role of parents and children's mutual perception and understanding of each other's dispositions and intentions as determinants of their influence on one another. But none of these theoretical changes greatly affect the assumption that parents have a strong impact on the characteristics children develop and the direction their lives take.

The findings of several studies and studies suggest that parenting and behavioral genetics conclude, 1) The relationship found by research between the way parents handle their children and how children change is quite weak and proves difficult to imitate. When parental "effects" are found, they tend to be affected by the way children behave at home and the relationships they develop with their parents. There is little influence from experiences at home on the way children function in contexts outside the home; 2) While research does establish a relationship between parenting and children's attributes, this is a correlational finding. An example is Baumrind's now widely imitated early finding that children of responsive and assertive parents tend to be more competent and cooperative than children of authoritarian or permissive parents (Santrock, 2002). Such findings have traditionally been interpreted to suggest that authoritative parenting has a beneficial effect

on children, ignoring the possibility that causal relationships may work, whereas competent and cooperative children may make it easier for their parents to be assertive and responsive. Critics argue parental behavior is substantially driven by child behavior; 3) The influence of parents has been emphasized at the expense of sources of influence that have an important or perhaps greater significance in shaping the development of the child. Such findings have traditionally been interpreted to suggest that authoritative parenting has a beneficial effect on children, ignoring the possibility that causal relationships may work, whereas competent and cooperative children may make it easier for their parents to be assertive and responsive. Critics argue parental behavior is substantially driven by child behavior; 4) The influence of parents has been emphasized at the expense of sources of influence that have an important or perhaps greater significance in shaping the development of the child. Such findings have traditionally been interpreted to suggest that authoritative parenting has a beneficial effect on children, ignoring the possibility that causal relationships may work, whereas competent and cooperative children may make it easier for their parents to be assertive and responsive. Critics argue parental behavior is substantially driven by child behavior; 5) The influence of parents has been emphasized at the expense of sources of influence that have an important or perhaps greater significance in shaping the development of the child. critics argue that parental behavior is substantially driven by child behavior; 6) The influence of parents has been emphasized at the expense of sources of influence that have an important or perhaps greater significance in shaping the development of the child. critics argue that parental behavior is substantially driven by child behavior; and 7) The influence of parents has been emphasized at the expense of sources of influence that have an important or perhaps greater significance in shaping the development of the child.

Two types of influence that experts say are underemphasized are genetic predisposition and peer influence. Harris (1998) says parents can encourage the development of certain talents, for example by providing music lessons and can influence such things as children's leisure activities, food preferences, religious beliefs and practices, and the acquisition of knowledge and skills and their final choice of profession. Working parents may have little influence on what traits a child can develop as an adult.

## **FINDINGS**

### **1. How strong the relationship between behavior of parents and children**

Based Research conducted before the mid-1980s did show a weak correlation between the parenting process and the characteristics of children. Kordi & Baharudin (2010) studied the family when their son was in elementary school and studied it again when the boy was a teenager. They found that changes in parenting over the years were strongly associated with the likelihood of a boy being arrested for delinquent activities in adolescence, and even controlled for antisocial tendencies in boys of primary school age.

In the study of the relationship between parent and child characteristics, parental behavior certainly has different effects on different children, depending on things like age,

gender, temperament, and typical previous experiences. If the effects of this difference combine with the data across a sample of children, it will eliminate the effect of parents on children. One aspect of parenting skills that has emerged in several recent studies related to child welfare is a household organization that concerns the ability of some parents to develop forms of reciprocal interaction with their children such as shared positive influence and responsibility. This proves that the strength of the parent-child relationship in early childhood has produced a fairly strong parenting effect (Erawati, 2007).

An important aspect of parenting that will never be revealed in studies of socialization that cannot be forgotten when members of parent and child, is for some reason, facing new problems, ready to explain and listen. At such times, parents may do or say something that makes a deep impression and can have a lasting impact. On the other hand, broken promises or exposed deception can undermine the relationship of trust that prevails between the two, changing the nature of the possible influence between them.

Environmental inputs are more likely to have lasting effects and as children age, they become more and more subject to the influence of peers, school, teachers, and television. Also, there are certain events such as serious accidents, unexpected successes, changes of residence, and environmental disasters that can change the course of a child's life in a way that has nothing to do with parenting. Of course, when we look at the strong correlation between parent and child, it relies heavily on the findings of behavioral genetics, especially on studies of twins and adopted children.

## **2. Effect of behavioral genetics**

Behavioral genetics is a term commonly used for twins, adoption, and epidemiological studies of familial resemblance. Currently, molecular geneticists are also studying certain behavioral phenotypes of molecular genes. There are important effects of genes and environment that are sometimes overlooked in studies that focus on specific population characteristics. For example, the characteristic of humans being born with two eyes is completely genetic, but the heritability will be counted as zero in twin or adoption studies because these are characteristics that do not differ in the population under study. Likewise, there are environmental factors that also influence behavioral characteristics.

Adoption studies have found that the IQ correlation of adopted children with their biological parents can remain substantial, while at the same time the average IQ of adopted children is higher than that of their biological parents as if the children received an IQ bonus for being adopted into a home family. who are middle class and relatively stable, but still differ from each other according to genetic inheritance. In a study of French children who were adopted at about 5 years of age, it was found that the rate of increase in their IQ reassessed in adolescence was much greater for children adopted into wealthy and educated families, than for children adopted into families less fortunate home (Duyme *et al.*, 1999).

Genetic factors make a greater contribution to some human attributes or characteristics than others, the main one being intellectual abilities rather than social or personality attributes. However, it is difficult to assign estimates and generalize to any particular trait. When children's characteristics are assessed through parental ratings, estimates of

heritability are often much higher than when judgments are derived from observations of children's behavior, children's self-reports, or teacher ratings. Parents see their children differently from each other than any other source of information they find. In a recent review of studies on the heritability of aggressive behavior, Cadoret and colleagues (Cadoret *et al.*, 1997) are highly dependent on a range of genetic and environmental factors. Estimations of the heritability of a trait can change significantly when new estimates are based on culturally different populations, families from subcultures, and broader socioeconomic levels. All this proves that while the fact of the genetic contribution to human variability is unquestionable, the size of this contribution cannot be determined for any particular trait.

### **3. Environmental effect**

Environmental effects also influence children's parenting patterns. Research on social behavior finds substantial shared environmental effects. Behavioral geneticists on shared and nonshared environments show that children are less affected by characteristics in the household in which they are raised. Shared environmental influences such as income or parental education factors, the degree of harmony or conflict between parents, or the environment in which the family lives should have little impact on how well the child does in school, how competent the child is socially, and so on (Plomin *et al.*, 1994; Scarr & Grajek 1982).

The family environment owned by siblings does not affect their development. The obvious possibility is that while the family environment influences each child, it has different effects on different children. that the effect of a shared environment will make siblings similar to one another. What behavioral geneticists tell us is that whatever influences from family circumstances such as illness or parental health, prosperity or economic hardship, or good or bad parenting often serve to set siblings apart. There is a dysfunctional family environment that may impact both members of a sibling pair, but the effect is not to make the siblings more alike but to serve to make them more distinct. We know from Elder's work on the effects of the Great Depression (Elder, 1974) that when a father loses his job, the effect on the child will depend on the age and sex of the child at the time this stressful event occurred. Even for same-sex twins, we can imagine that if they were teenagers at the time, one might react to the loss of a father's job by going out looking for a job after school to help support the family while another might distance themselves from the family and spend more time hanging out. with friends. Both children will be affected by changes in the family environment. Any parent who makes siblings different or similar in upbringing has the effect that parents have to treat the different children in their family differently or provide a different environment in this study.

Parenting is quite consistent in treating children at a certain age. That is, the second child, when he reaches the age of four, is treated in the same way his older sibling was treated at that age, although older siblings may now receive different treatment. Thus, over growing years, different children in the same family receive comparable treatment. The environment of children who grow up in the same family can indeed be different. Often, we assume that the main influences on children's development are the parents' personality

and childhood experiences, the quality of the parents' marital relationship, the children's educational background, the environment in which they grew up, and the parents' attitudes toward school or discipline (Plomin *et al.*, 1994). Only environmental factors that make siblings more alike can be called together, but to say that environmental inputs are not shared even though it is experienced by all children in a family for example father losing his job, mother depression, moving to a better environment is a distortion of the simple meaning of the word share can lead to serious misunderstandings about the findings of behavioral geneticists. By definition, they have ruled out the possibility that a truly shared aspect of the environment could have a significant effect on at least one child when the effects on different children are not the same. Behavioral genetics in shared and nonshared environments have implications for child-rearing practices and their effects. For one thing, they focus on sibling differences. This is something that traditional research doesn't address as child-rearing almost always involves only one child per family. The relationships identified between parental input to children and child characteristics can be replicated, although if we have different pairs of parents and children in the same family, we may get a different constellation of parenting patterns and outcomes.

Evolutionary theorists argue that there is a natural competition between siblings for parental attention and other resources provided by parents. In short, there is reason to believe that there are forces that motivate children to differentiate themselves from their siblings, and this may offset, or transform, the effects of parental input that may serve to make them equal. Of course, some of the differences between siblings can come directly from different treatment by parents or can stem from different reactions by different children to the same parental input.

## CONCLUSIONS

Many factors other than parenting patterns affect how children grow and develop. As children grow past preschool age, they will be increasingly exposed to other social environments such as teachers, individual friends, and the larger peer group. In the matrix of factors influencing child development, it is clear that parenting influences are real and a priority, although children are often associated with genetic influences, which will influence outcomes. So by looking at the phenomena that exist in some children, many factors influence the development of children, namely natural factors and parenting which are both closely related, along the path of life from birth to adulthood, which gives color to the differences in the character of children in behavior.

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