

## ***Parental Upbringing and Behavioural Patterns of Children***

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### **Abstract**

*This paper was premised on examining the parental upbringing and behavioural patterns of children. It examined the four parenting styles and their implications on children's behavioural patterns. It was found that children raised in an authoritative style tend to be warmth, responsive, and firm. Moreso, children raised in an authoritarian style manifest high in control but low in warmth. Children under this style tend to exhibit lower self-esteem, higher anxiety, and aggressive behaviour. Permissive parenting style has been linked to impulsivity, poor self-regulation and academic challenges in children. In addition, children raised in neglectful or uninvolved parenting style, often experience poor academic outcomes, behavioural issues and difficulty in forming relationship. In this vein, the paper concluded that parenting styles strongly influence children's behavioural development. While authoritative parenting fosters positive behavioural outcomes, authoritarian, permissive, and neglectful parenting styles are associated with behavioural challenges. Understanding how parenting shapes behaviour is crucial for promoting healthy child development. It is recommended, among others, that parents should be supported to combine warmth with firm, and consistent guidance; and that training programmes and parenting workshops can help caregivers learn effective communication, positive discipline, and emotional support strategies that promote healthy behavioural development.*

**Keywords:** parental upbringing, behaviour, children, authoritative parenting style, neglectful parenting

### **Introduction**

The family serves as the first school for a child. If the environment impacts a person, then the family environment, upbringing, and place of residence are crucial in shaping a child's behaviour and character. Character encompasses attitudes, behaviours, motivations, and skills, including a desire to excel and intellectual capacities such as critical and moral reasoning (Samsinar et al., 2022). While a child may be influenced by other factors later in life, family upbringing continues to significantly shape their behavioural patterns. This paper explores how parental upbringing affects the behavioural patterns of children.

### **The Family as an agent of socialization**

The success of guiding and effective nurturing of children and in resolving conflicting personalities at an early age is crucial for their success in social life during adulthood. Conversely, failure to cultivate a good personality at this early age can lead to problems in later adulthood (Prasanti & Fitriani, 2018). The family as the first educator or a potent agent of

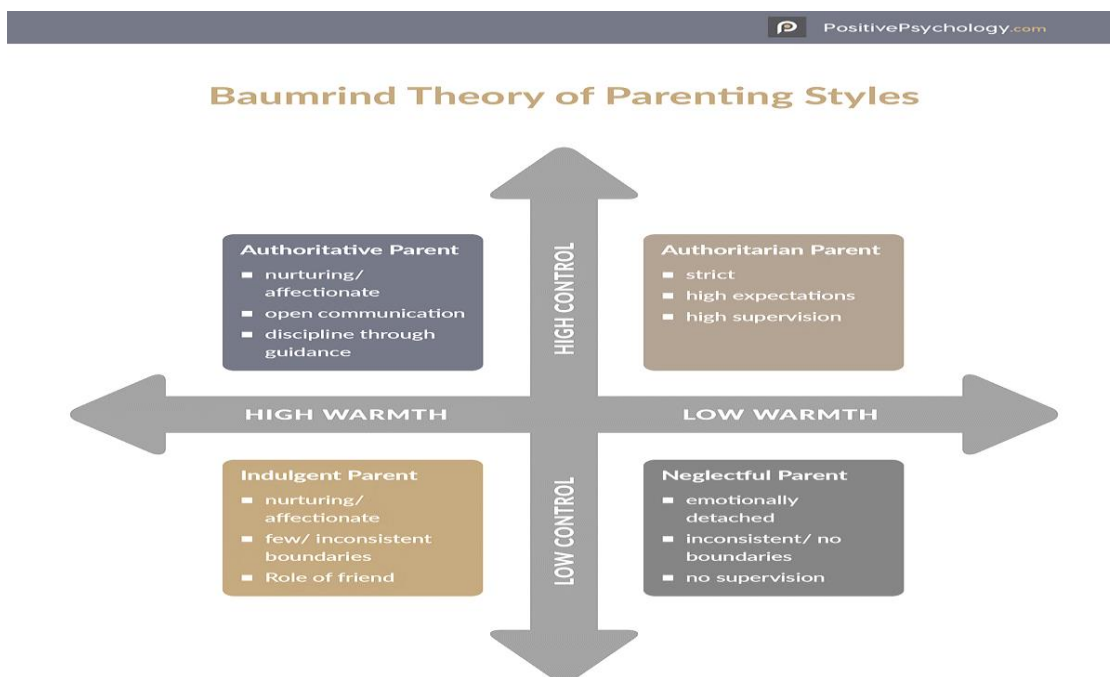
socialization and also the smallest and main social unit for a child certainly has a big influence on his development. Children will socialize first within the family and get their first social experiences from there. Parents will be role models and children are encouraged to imitate whatever they get from their parents (Nurmeiyati et al., 2022).

The results of research conducted by Setyaningsih and Kadir (2021) show that an authoritative or democratic parenting has succeeded in forming children who have freedom of action but still have a high interest in learning and understanding their responsibilities as students. This result was obtained because democratic parenting allows children to explore but is still alert and given direction. The child's personality growth occurs in the childhood stage. This period is also considered to be one of the most important stages in shaping one's personality as well as influencing one's psychological consistency. An individual's personality has a strong relationship with psychological health and has an important influence on social consistency (Aldarabah et al., 2019).

Character education has a very broad urgency and is multidimensional. Therefore, character education is a very important solution to overcoming various problems that arise in society (Samsinar et al., 2022). Character education aims to build a person's character and make it better because that character will dominate the character or identity of that person (Samsinar et al., 2022). Early childhood education is an effort in coaching for children from birth to six years of age. Educational stimuli are provided to help growth, physical and spiritual development. Children are also trained to have ownership readiness to enter further education. In essence, early childhood education is to help children's development as a whole, especially in the personality aspect of a child who will shape character (Samsinar et al., 2022).

### **Parenting styles and the child**

Parenting is a way for parents to educate their children as a manifestation of a sense of responsibility and affection for children so that children have good behaviour or character when they grow up. Parenting styles refer to the emotional climate and behavioural strategies parents use in raising their children. These styles significantly influence child development, shaping emotional, social, and academic outcomes. Baumrind (1967) originally identified three parenting styles, later expanded to four by Maccoby and Martin (1983): authoritative, authoritarian, permissive, and neglectful/uninvolved. These four parenting styles are explained below:



Source: Baumrind (1967). Theory of parenting styles

1. **Authoritative parenting:** Authoritative parenting is characterized by warmth, responsiveness, and firm but reasonable control. Parents encourage open communication and autonomy. Research consistently shows that children raised by authoritative parents display higher self-esteem, stronger social competence, and better academic performance (Steinberg, 2001).

2. **Authoritarian parenting:** Authoritarian parenting, by contrast, is high in control but low in warmth. Parents value obedience, enforce strict rules, and may rely on punitive discipline. According to Baumrind (1991), children raised under this style tend to exhibit lower self-esteem, higher anxiety, and either submissive or aggressive behaviours.

3. **Permissive parenting:** Permissive parents are warm but place few demands on the child. Rules are inconsistent or absent. This style has been linked to impulsivity, poor self-regulation, and academic challenges in children (Bornstein, 2013).

4. **Neglectful parenting:** Neglectful or uninvolved parenting combines low warmth and low control. Parents may be emotionally distant or preoccupied. Children from neglectful homes often experience poor academic outcomes, behavioural problems, and difficulties in forming relationships (Maccoby & Martin, 1983).

Understanding parenting styles is essential because they influence children's personality development, social skills, emotional wellbeing, and long-term adjustment. Although cultural contexts may affect how parenting is expressed, warmth, communication, and consistent structure are widely associated with positive child outcomes. According to research conducted by Setyaningsih and Kadir (2021), authoritative parenting is the right parenting pattern to use to lead children to achieve interest in learning at home. Children are free to explore and fulfill

their desires but still receive guidance from their parents so that children still understand their responsibilities as students (Setyaningsih & Kadir, 2021).

### **Parenting and behavioural pattern of children**

Parenting patterns are influenced by various factors such as culture, religion, habits, beliefs, and personality of parents, both biological parents and those responsible for raising children. Various parenting styles involve various styles, methods, or approaches applied by each individual when caring for children in the home environment (Af'idah, 2024). Based on the results of research regarding the influence of parenting patterns and the environment on character formation in early childhood conducted by Af'idah (2024), it can be concluded that these two factors have a significant role in shaping children's character at this stage of development (Af'idah, 2024).

In a study by Setyaningsih and Kadir (2021), it was reported that parents' parenting style influenced their children's learning achievement. The factors that influence parents' parenting are gender, culture, and social status such as work fatigue, boredom at home, the influence of their parents' upbringing when they were small, environmental influences, and also the influence of religion. As a result, good parenting patterns and knowing the factors that influence them will produce maximum student learning achievement (Setyaningsih & Kadir, 2021). Ambariani and Rakimahwati (2023) reported the results of their research on the influence of parenting styles on children to indicate that there are two themes regarding this, namely the importance of character formation from family and the impact of parenting styles on children's social character. Children who grow up with an authoritarian upbringing will become children who are not independent, they always need help and cannot solve their problems. Children who are educated with a permissive parenting style become children who stick to their opinions, are stubborn, and do not care about other people. Meanwhile, children resulting from democratic parenting grow into individuals who are self-confident, care about their surroundings, obey their parents, can socialize well, and have high achievement motivation. However, the problem is found to be the part where most parents do not use just one parenting method. This ultimately has an impact on the character of the children being cared for (Ambariani & Rakimahwati, 2023).

Prasanti and Fitriani (2018) conducted studies on the formation of children's character early through observation of the family, later followed by school, then community. The community in question is a playing community, tutoring community, and course institutions talent development that young children take part in that early. The study results show that the main factor is the family as the smallest and first community for the child (Prasanti & Fitriani, 2018).

### **Parenting styles and child's behaviour**

Parenting styles play a central role in shaping children's behavioural outcomes. These styles, identified primarily through the work of Baumrind (1967) and later expanded by Maccoby and Martin (1983), describe how parents combine warmth, responsiveness, and control in interacting with their children. The four major styles - authoritative, authoritarian, permissive, and neglectful - each influence children's behavioural patterns in distinct ways.

1. **Authoritative parenting and positive behaviour:** Authoritative parenting, characterized by high levels of warmth and control, is associated with positive child behaviour. Children raised under this style tend to develop strong self-regulation, prosocial behaviour, cooperation, and emotional control. Research consistently links authoritative parenting with positive behavioural outcomes (Steinberg, 2001).

2. **Authoritarian parenting and behavioural issues:** Authoritarian parenting involves strict rules, high control, and low warmth. Children raised by authoritarian parents may exhibit aggressive behaviour, social withdrawal, anxiety-driven obedience, and low self-esteem. Baumrind (1991) notes that authoritarian approaches often lead to externalizing behaviours such as aggression.

3. **Permissive parenting and impulse-related behaviour:** Permissive parents are warm but lack consistent discipline. Their children often struggle with impulsivity, rule-following, and frustration tolerance. This parenting style has been linked to behavioural immaturity and self-regulation problems (Bornstein, 2013).

4. **Neglectful/uninvolved parenting and risky behaviour:** Neglectful parenting combines low warmth and low control and is associated with the most problematic behavioural outcomes. Children raised by neglectful parents may exhibit conduct problems, antisocial behaviour, substance use, and academic disengagement (Maccoby & Martin, 1983).

Research conducted by Af'idah (2024) proves that parenting styles and the environment have a big influence on children's growth and development. The environment in question is the home environment which is the first place where children learn about their world. Af'idah (2024) also added that parents' parenting patterns can also be influenced by the parents' personality, behaviour, beliefs, culture, and religion. In line with the results of Af'idah's (2024) research, Setyaningsih and Kadir (2021) also emphasized how parents' parenting patterns can be influenced by religion, culture, and parents' personalities which were also formed in different ways when they were young. This parenting style ultimately affects their children's achievements as well. This is the same as the evidence from Setyaningsih and Kadir (2021) study that children's learning achievement is greatly influenced by their parents' parenting style.

Children will become individuals with good character when parents function as good mentors, caregivers, and educators for children. The stimulation provided will have an impact on social development (Nurmeiyati et al., 2022). Growth and development of the physical, intelligence, socio-emotional, language, and communication, according to uniqueness and the developmental stages that early childhood goes through, become a concentration in the implementation of children's education (Hadarna, 2020). Likewise, what can be seen from the results of Ambariani and Rakimahwati's (2023) research is that various types of parenting patterns give rise to various behaviours and characters. Some children become independent but have a stubborn character and are not sensitive, let alone responsible, to their environment. Some children become pessimistic and are dependent on other people; but on the other hand, some children have full self-confidence and are independent but are still able to be responsible to themselves and their social environment.

In Islamic education, the guiding process is to shape and help create perfect humans according to their nature (Siregar, 2016). Therefore, a child's character that is not by the perfection of

human nature will cause concern when he is in his social environment. So the first smallest social environment that influences a child's behaviour and character, namely the family, is an urgency that must be given attention. Education in the family or the parenting style of the parents is a very important basic thing to pay attention to as mentioned by Prasanti and Fitriani (2018).

### **Conclusion**

Based on this paper, it is evident that parents' parenting styles significantly influence the character, personality, and behaviour of their children. The various parenting styles employed contribute to the development of different children's characters, which in turn lead to distinct behaviours. The influence of parental behaviour, culture, religion, society, and environment shapes the parenting style that children receive, resulting in differences in parenting approaches. An authoritative form of parenting is considered the most ideal for fostering positive character and behaviour in children. The development of a child's behaviour is crucial as it forms the foundation for their future stages in life.

Parenting styles strongly influence children's behavioural development. While authoritative parenting fosters positive behavioural outcomes, authoritarian, permissive, and neglectful parenting styles are associated with behavioural challenges. Understanding how parenting shapes behaviour is crucial for promoting healthy child development.

### **Recommendations**

1. Encourage authoritative parenting practices: Parents should be supported to combine warmth with firm and consistent guidance. Training programmes and parenting workshops can help caregivers learn effective communication, positive discipline, and emotional support strategies that promote healthy behavioural development.
2. Reduce harsh and punitive discipline: Parents who rely on authoritarian methods should be encouraged to shift away from punitive discipline. Alternatives such as problem-solving discussions, natural consequences, and empathy-based approaches reduce aggression, anxiety, and behavioural problems in children.
3. Promote consistency in rules and boundaries: Parents who tend toward permissiveness should be guided to set clear and predictable expectations. Consistent routines and age-appropriate rules help children develop self-regulation skills and reduce impulsive or disruptive behaviours.
4. Strengthen parental involvement and monitoring: To counter the effects of neglectful parenting, community and school programmes should foster parental involvement. Regular monitoring of children's activities, school engagement, and emotional wellbeing improves behavioural adjustment and reduces risky behaviours.
5. Provide parenting support through community and school programmes: Governments, NGOs, schools, and health centres should implement accessible parenting support programmes. These can include parenting classes, family counselling, home visits, and support groups that teach effective parenting skills and address stressors that negatively affect parenting.

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