

## Perceptions And Practices Of Parents Regarding Responsive Parenting For Early Child Development.

### Abstract:

1 Early childhood development (ECD) encompasses physical, socio emotional, cognitive and motor  
2 development. The early years are critical, because this is the period in life when  
3 the brain develops most rapidly and has a high capacity for change, and the foundation is laid for health and  
4 wellbeing throughout life. Children benefit from engaging, demanding, and supportive  
5 environments in which to develop these skills, which serve as a framework for healthy self-  
6 regulatory practices and academic tenacity. From birth, children have a deep curiosity in observing  
7 new things, learning through mimicking their caregivers, and a desire to master new abilities. Early  
8 childhood education provided to caregivers assists youngsters in reaching their full  
9 potential. It has been discovered that responsive parenting is still not performed and that there are no  
10 notions of it in the rural area. Caregivers are still unaware of critical competences to raise their  
11 child; there are negative consequences to the authoritarian parenting style that is common; research  
12 has shown that authoritative parenting style is good to the child in the long run. Parents find  
13 it difficult, but these early days are critical for the child's brain and body, necessitating  
14 enough nutrition, proper stimulation, delicate love, and care to help them grow into a physically  
15 and intellectually sound human.

**Keywords:** Early Childhood Development (ECD), Physical, Socio Emotional, Cognitive, Motor Development.

### Introduction:

16 Appropriately addressed to verbal cues and contingencies that seem to be appropriate for the child's  
17 developmental level is essential of responsive parenting <sup>(1)</sup>. It is claimed that this  
18 strategy facilitates the formation of powerful bonds between infants and kids, their parents along  
19 with guardians, through which they identify and comprehend spoken as well as gestured conveying  
20 of messages to each other <sup>(1)</sup>. This shared course of action provides a framework for establishing  
21 an emotional relationship, which acts as crucial pillar for proper societal operations and  
22 appropriate feeding behaviors. <sup>(2-3)</sup>

23 Ventura and Birch identify three parenting practices: parents as providers, role models, or controllers <sup>(3)</sup>.

24 Salovey and Mayer coined the term "emotional intelligence," which defines a set of abilities  
25 that aid in the accurate assessment and expression of emotions. According to studies,  
26 emotional intelligence, as a learned skill <sup>(4-5)</sup>; is linked to physical, emotional, and social health <sup>(6)</sup> well-  
27 being, self-monitoring in social situations, popularity, and social competence.

28 Parenting styles and the child's ability to perceive it are two effective social factors in  
29 developing emotional intelligence

**Comment [BP1]:** The author focused more on the introduction/background. It would be ideal to also highlight the aim/objectives of the study, methodology and results.

**Comment [BP2]:** The statement needs to be rephrased e.g. research shows that the common authoritarian parenting style has negative consequences, while the authoritative style is good for children.

**Comment [BP3]:** Kindly clarify this statement: what do parents find difficult?

30 Each type of conduct is strongly linked to a particular form of parenting. Initially, three  
31 parenting types were defined based on considerable observation, interviews, and analysis:  
32 authoritative, authoritarian, and permissive parenting.

33 **Authoritative (democratic)-**

34 Authoritative parenting is described as an oriented approach towards the child with  
35 maturity expectations that are lofty. This type of parenting involves parents capable of  
36 understanding the emotions of their kids and who train them to control their feelings. Even after  
37 possessing lofty conjectures or excessive expectations for their child's growth, authoritative parents  
38 are generally tolerant of most shortcomings. Children brought up by dominant parents tend to show  
39 increased independency and self-dependence. Authoritative parenting style comes into play amid  
40 the presence of elevated levels of parental receptiveness and high parental demands.

41 **Authoritarian (controlling)-**

42 Authoritarian parenting style- rigid, penalizing and chastising rich style of child care  
43 which involves parents pushing their kids to execute commands without any justification or  
44 criticism, as well as placing an emphasis on the kid's and family's perception and class.

45 Since parents usually dictate their kids about what needs to be done instead of permitting their kids  
46 to make choices for themselves, kids brought up in this fashion lack social skills, appear  
47 to stand out in short run but restraining intellectual growth in ways that become glaringly evident  
48 as parental control declines.

49 **Indulgent (permissive)-**

50 It is described as the lack of behavioral expectations from their children. "Permissive  
51 parenting" is described as a style of child care with parents and kids deeply associated with  
52 one another and still do not put several demands or bounds on them.

53 Parents that are permissive aim to be "friends" with their children rather than parents.

54 The child's expectations are modest, and there is little discipline. Permissive parents also  
55 allow their children to make their own decisions while providing friendly guidance.

56 Children with permissive parents could turn out to be more impulsive. Being  
57 teenagers, they could participate in inappropriate conduct, like drug abuse.

58 "Children rarely gain knowledge to keep a check on the conduct which they exhibit and carter the  
59 expectations of always receiving what they desire," says one expert.

60 However, in the optimistic outcome, they may present to be expressively safe and sound, self-  
61 sufficient, and possessing the strength for accepting defeat. Children belonging to this  
62 group mature swiftly furthermore show the capacity of surviving without the aid of others.

63 A study conducted in 1991 establishes that when parents are both demanding and  
64 responsive, adolescents are more likely to be ideally competent and A study conducted in 1996  
65 helps us conclude that when compared to authoritative parenting, which yielded good  
66 outcomes, permissive and authoritarian parenting had an intermediate influence on academic attainment.

67 Aggression was favorably related with authoritarian parenting, while peer

68 acceptability, sociability-competence, distinguished studentship, and school academic  
69 accomplishment were negatively associated. Parental authoritative style, on  
70 the other hand, was positively related with indices of social and school adjustment and adversely  
71 connected with adjustment issues.

72 A study that took place in 2005 suggests that higher academic attainment is aided  
73 by authoritative parenting practices. Culture, ethnicity, and socioeconomic class, on the other hand, have  
74 an impact on authoritative parenting styles. Parental participation and monitoring have  
75 an impact on academic progress as well.

**Comment [BP4]:** Kindly consider text referencing so as to avoid plagiarism.

76 The review of literature is done under the following headings-

77a) Practices to Promote Nutrition and Physical Activity

78b) Practices to Promote topromote physical well-being and security

79b.1 Breastfeeding

80b.2 Vaccination

81c) Knowledge of parenting practices

82d) Parenting Attitudes

83e) Behavioral discipline practices

84f) Practices to promote Emotional, Behavioral and Social competence

85g) Practices to stimulate Cognitive Development

86h) Parenting within Family Systems

87 The importance of routines and the organization of the home environment

88 a) Practices to Promote Nutrition and Physical Activity-

89 Parents and parenting practices have a massive impact on  
90 their children's activities involving nutrition and physical activity (Sussner et al.,).

91 Responsive parenting (Responsive Feeding) strategies are most likely to be used  
92 by parents and caregivers who practice responsive parenting. As a result, it's no surprise that the  
93 World Health Organization (WHO) and the United Nations Children's Fund (UNICEF) have  
94 vouched for Responsive Feeding to be part of their feeding protocols for new-born and little kids<sup>(7)</sup>.

95 These behaviors manage what, when, and how children are supposed to consume food  
96 by controlling what is accessible, influence of structuring eating etiquette along with limiting  
97 and keeping track of availability of food to the child and its utilization. The above habits might  
98 vary between children of the same family and are typically condition related (Ex- if a kid is  
99 unwell, malnourished or obese).

100 "Parenting style" refers to how parents interact with their children in terms of approach  
101 and conduct in each aspect of child care. As a result, the parental feeding styles, which refer to the  
102 interaction pattern of behavior that occurs during feeding between caregivers and  
103 children, filter into the parenting style.

104 Parents who exemplify healthy eating habits for their children and provide a healthy diet to them, especially

105 at time of infancy and childhood, when children are scared to try new things, may realize that their  
106 children embrace and devour them. Hill (2002)<sup>(5)</sup>, Natale et al. (2014)<sup>(6)</sup>,  
107 and Sussner et al. are just a few examples (2006).

108 It's worth noting that a kid's feeding capacities and demands synchronize with  
109 modifications in motor, cognitive, and social growth over the initial span of life.

110 Obesity in children may be exacerbated by the provision of less nutritious meals and beverages in the  
111 home. For example, Dennison (1997)<sup>(7)</sup> and Welsh (2005)<sup>(8)</sup> have found a  
112 relationship between obesity during childhood with the use of sugar-sweetened beverage.

113 Also, Antenatal care can aid the mother decrease the chances of pregnancy difficulties and  
114 awful delivery consequences by adopting hale and hearty habits (such as cessation of smoking,  
115 getting ample relaxation, and eating properly), highlighting and addressing any challenges that  
116 occur. Healthcare workers can also counsel parents about the health benefits, baby injury and preventing  
117 disease, and other behaviors in a time frame well before birth of a child.

118 b) Practice to Promote to Promote Physical Well-being and Security

119 b.1 Breast Feeding

120 A mother's approach and principles about breastfeeding (attitudes toward nursing in public,  
121 and the notion that it will be inconvenient) have been linked to breastfeeding initiation  
122 and continuation in surveys and research done, and appear to play a role in variations of breastfeeding  
123 frequencies and practices viewed around ethnic and other demographic groups<sup>(9-11)</sup>.

124 Breastfeeding is linked with a slight increase in IQ in a child and also adults, a decreased  
125 threat of type II diabetes, and a reduced risk  
126 of cardiac as well as vascular illness, with reference to a WHO investigation (Horta et al).  
127 Breastfeeding is also found to be beneficial to mom's health by mitigating the chances of  
128 depression after delivery, some cancers, and medical illnesses diabetes.

129 According to WHO (2011)<sup>(12)</sup> women should exclusively breastfeed their infants until they are six  
130 months old. Following that, and until the kid reaches the age of one year (AAP) or two years (WHO), it is  
131 advised that the infant should be breastfed while introducing to various  
132 other nutritional foods/supplements.

133 b.2. Vaccination

134 Parental attitudes and opinions about further and safety of immunization determines immunization  
135 behaviour, as per Mergler et al.<sup>(10)</sup>, 2013; Salathé and Bonhoeffer, 2008; Vannice et al., 2011<sup>(11)</sup>.

136 Parents' awareness and interpretation of information about  
137 vaccination, as well as their attitude toward vaccination, may influence parental vaccination habits.

138 c) Knowledge of Parenting Practices

139 Several studies have found that mothers who have a strong understanding of child development are  
140 more likely to provide books and learning material tailored to their children's interests and ages, as well  
141 as moms who have a weak  
142 knowledge participate in more reading, chatting, and storytelling. (Curenton et al.<sup>(13)</sup>, Gardner et al.<sup>(14)</sup>, Grus

143 ec et al.<sup>(15)</sup>

144 Fathers who are more aware of their children's early language and literacy development  
145 are better prepared to help them (Cabrera et al.).<sup>(16)</sup>

146 Caregivers that are ignorant to the fact which learning begins at birth are ignorant to take steps to  
147 promote early learning (such as story-telling to babies) alternatively recognizing the significance  
148 of introducing babies and kids to literature and language. eg: mom's that perceive their children  
149 aren't paying attention are less inclined to give response to their children's attempts at talks  
150 or interactions. (Putnam et al.).<sup>(17)</sup>

151 Intervention research provides more evidence of the relevance of child growth knowledge  
152 in assisting end results for child care. Brought up in randomized controlled trials, parents of  
153 young children demonstrated increased understanding about their child's growth and practices related  
154 to initial days of child care and awareness about proper feeding.<sup>(1)</sup>

155 Furthermore, a study suggests that parents who are cognizant of immunization are more likely  
156 to comprehend its purpose and adhere to the immunization schedule. (Smailbegovic et al.).<sup>(18)</sup>

157 Parents who are acquainted about trauma avoidance would succeed in providing a safe and homely  
158 environmental conditions to their kids and to decrease inadvertent  
159 accidents. (Corrarino<sup>(19)</sup>, Morrongo et al.).<sup>(20)</sup>

160 Parents' parenting attitudes are impacted by their understanding of parenting as well as the  
161 ideals and goals (or expectations) they have for their children's growth, which are influenced  
162 by cultural, social, and societal images, as well as their own experiences and overall values  
163 and aspirations. (Cabrera et al.<sup>(16)</sup>, Rosenthal and Roer-Strier<sup>(21)</sup>, Whiting and Whiting<sup>(22)</sup>).

164 There has been relatively little research on parents' perceptions toward certain  
165 parenting approaches. Much of the existing research focuses on strategies that promote the physical  
166 health and safety of children.

167 Some believe that parents play an important role in their children's education, while others  
168 believe that the school is the prime enabler of their education and caregiver's play only a minor  
169 role (Hammer et al., ). Cultural norms, parental education, or parental comfort with  
170 imparting specific abilities to their children may all influence these attitudes. For example, some  
171 parents may be less involved in their child's schooling because they are unsure of their own  
172 abilities or have had negative school experiences in the past (Lareau et al., Lawrence-Lightfoot et  
173 al., ). As previously stated, some parents believe that arithmetic abilities are less important for  
174 their children than other talents, and therefore do not take into enough consideration about  
175 educating kids about these topics at their homes.

176 Several studies of parent-child dialogue have found evidence of parenting's potential impact  
177 on language development. Providing children with labels (e.g., for objects, numbers, and letters)  
178 to promote and reinforce knowledge, responding contingently to their speech, eliciting  
179 and maintaining conversation with them, and simply talking to them more frequently are  
180 all linked to vocabulary development, according to this study.<sup>(24)</sup>

181 According to language development studies, language acquisition is linked to supplying  
182 an educational stage in a kid's initial language exposure, like providing a social platform

183 for communication and questioning further about "what," "where," and "why" inquiries.<sup>(23)</sup>

#### 184 d) Parenting Attitudes

185 In terms of the importance and significance of discipline, parents within and across cultures have differing  
186 perspectives and practices. According to some parenting literature, some caregivers  
187 try to discipline their kids by control them while a few try to correct<sup>(23)</sup>

#### 188 e) Behavioral Discipline Practices

189 A powerful bond between parents and their children, a method for education and intensification of  
190 preferred behaviors, with a plan for reducing undesirable behaviors are all regarded to  
191 be necessary for effective discipline (American Academy of Pediatrics).

192 A study found that, caregivers who approached physical punishment as primary means than  
193 any other noble means were associated with less favorable child outcomes. Kids that were  
194 beaten frequently as youngsters and as adults were more likely to be violent than children who  
195 were not chastised.<sup>(25)</sup>

#### 196 f) Practices to Promote Emotional and Behavioral Competence and Social Competence

197 The ability of parents to instill a feeling of commitment and own identity in their children  
198 is critical to their progress. They also play a role in their child's societal aptitude by teaching  
199 them willpower, teamwork, and compassion, which equip them to form and sustain meaningful interaction  
200 with friends. Caregivers can assist their children in developing and acquiring social skills by engaging  
201 in positive interactions with them. Many theoretical frameworks,  
202 including attachment theory, acknowledge the status for children's social skills.<sup>(26)</sup>

203 1998- A study conducted this year proves that extrinsic motivation is elicited by  
204 authoritarian parenting, intrinsic motivation is elicited by authoritative parenting, and  
205 demotivation is elicited by neglectful parenting

206 Also, according to a study published in Taylor & Francis, warmth is linked to better child outcomes.

#### 207 g) Practices to Kindle Intellectual Development

208 Parents are a child's first guru, perform a critical influence in the intellectual development, and the attaining  
209 talents like language, reading, and mathematics skills, that are further linked to school and societal  
210 triumph. Children can benefit from a variety of enriching and stimulating  
211 activities to help them develop these skills.

212 A study conducted in 1992 establishes that students who rated their parents as  
213 authoritative parents had higher school involvement and higher school success.

214 A study conducted in 1996 helps us conclude that when compared to authoritative parenting, which  
215 yielded good outcomes, permissive and authoritarian parenting had an intermediate influence  
216 on academic attainment.

217 A 2005 study suggests that higher academic attainment is aided by authoritative parenting practices.  
218 Culture, ethnicity, and socioeconomic class, on the other hand, have an impact

219 on authoritative parenting styles.  
220 Parental participation and monitoring have an impact on academic progress as well.

#### 221 h) Parenting within Family Systems

222 The family follows an ever-changing rules that gives us routines, control behavior,  
223 legitimize emotive care and countenance, facilitate message, organized influence assembly and facilitate p  
224 roblem solving<sup>(28)</sup>.

225 In the family system, roles are built upon a blueprint which could effect parenting.

226 Members of a family enhance  
227 and mitigate for one another, smoothing off rough edges and substituting for one another's flaws.

#### 228 i) Structuring of the Home Environment and the Significance of Routines

229 Routines which enhance specific developmental goals have spawned  
230 a plethora of literatures. For example, in an RCT by Mindell et al in which mothers who were trained  
231 to follow a routine reported fewer problems of sleep in their child

232 The ability of children to manage their attention and arousal is severely harmed by  
233 household instability<sup>(27)</sup>. A child brought up in messy situations might tune out from their  
234 surroundings which has ill effects on the social, emotional and intellectual abilities of a child

235 As we walk through the twenty-first century, we encounter new technology, scientific  
236 research, and present and future international events, but the most essential thing to bear in mind  
237 is today's society's children. Children are our future and our tomorrow<sup>(28-29)</sup>.

238 The prosperity of a nation is determined not so much by its financial and natural resources as it  
239 is by the type and quality of its children and young. They will be the architects and shapers of a  
240 country's future, so why should any child be denied the opportunity to fulfill his full  
241 potential, regardless of socioeconomic background or whether the child lives in a rural or urban area?

242 According to the findings, the occurrence of authoritarian and authoritative is similar,  
243 while permissive is the least  
244 common. The predominance of authoritarian parenting is not a healthy sign for children's  
245 mental health<sup>(30-34)</sup>.

246 Simply being unaware of basic facts such as the idea that all a child requires is good stimulation, adequate  
247 nutrition and parental warmth is the primary reason that caregivers are unaware  
248 of correct parenting techniques or the right use of government facilities such as ECEC.

249 The study has concluded the importance of responsive parenting and the home-based responsive parenting p  
250 rogram is the need of the hour.

**COMPETING INTERESTS DISCLAIMER:**

**Comment [BP5]:** In-text referencing is inconsistent, sometimes the author indicates the footnotes, at times the names of the authors and or year. Kindly consider using consistent referencing throughout.

**Comment [BP6]:** In the abstract, the author stated that the authoritarian style is common. Kindly revise so that the statements have the same interpretation.

**Comment [BP7]:** This sounds like a sweeping statement, that is, it means that it includes everything a child needs, but this may not be the case. Kindly consider rewording.

**Comment [BP8]:** Kindly write in full to facilitate understanding even for audience residing in other areas.

**Comment [BP9]:** It was not easy to follow through. The authors did not indicate the aim/objectives, methodology, data collection and analysis methods followed, any ethical considerations and recommendations. It is hard to determine if the objectives were met or not. This sounds more like a systematic review, if it is, kindly consider including the above information.

Authors have declared that no competing interests exist. The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

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