YANGON UNIVERISTY OF ECONOMICS

DEPARTMENT OF ECONMICS

MASTER OF DEVELOPMENT STUDIES PROGRAMME

A STUDY OF PARENTING STYLES AND ITS EFFECTS ON CHILD'S SOCIAL-EMOTIONAL DEVELOPMENT IN YANGON

[CASE STUDY: SELECTED TOWNSHIP OF YANGON REGION]

WINT WAH THWAL

EMDevS – 52 (16th BATCH)

APRIL, 2022

YANGON UNIVERISTY OF ECONOMICS

DEPARTMENT OF ECONMICS

MASTER OF DEVELOPMENT STUDIES PROGRAMME

A STUDY OF PARENTING STYLES AND ITS EFFECTS ON CHILD'S SOCIAL-EMOTIONAL DEVELOPMENT IN YANGON

[CASE STUDY: SELECTED TOWNSHIP OF YANGON REGION]

This thesis is submitted as partial fulfilment of the requirements for the

Master of Development Studies (MDevS) Degree

Supervised by   Submitted by

Dr. Khin Thida Nyein   Wint Wah Thwal

Pro Rector   Roll No.52

Yangon University of Economics   EMDevS (16th Batch)

                                                       2018 - 2020

APRIL, 2022

YANGON UNIVERISTY OF ECONOMICS
DEPARTMENT OF ECONMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME

This is to certify that this thesis entitled "**A Study of Parenting Styles and its Effects on Child's Social-Emotional Development in Yangon"** submitted as the requirement for the Degree of Master of Development Studies has been accepted by the Board of Examiners.

BOARD OF EXAMINERS

Dr. Naw Htee Mue Loe Htoo
(Chief Examiner)
Professor and Head
Department of Economics
Yangon University of Economics

<table>
<tr><td>Dr. Kyaw Min Htun</td><td>Dr. Khin Thida Nyein</td></tr>
<tr><td>(Examiner)</td><td>(Supervisor)</td></tr>
<tr><td>Pro-Rector (Retired)</td><td>Pro-Rector</td></tr>
<tr><td>Yangon University of Economics</td><td>Yangon University of Economics</td></tr>
<tr><td>Dr. Yin Myo Oo</td><td>Dr. Zin Zin Shwe</td></tr>
<tr><td>(Examiner)</td><td>(Examiner)</td></tr>
<tr><td>Professor and Head</td><td>Professor</td></tr>
<tr><td>Department of Economics (YTG)</td><td>Department of Economics</td></tr>
<tr><td>Yangon University of Economics</td><td>Yangon University of Economics</td></tr>
</table>

APRIL, 2022

ABSTRACT

Parents play an essential role in the development of their children. Parental parenting styles influence a child's life and development. The purpose of this study is to examine the relationships between four types of parenting styles and their effects on children's social-emotional development in selected areas of Yangon. In this study, parenting styles are classified into four categories, and the Parenting Style Four Factor Questionnaire [PSFFQ] and child social-emotional development are assessed using the Social-Emotional Assessment Questionnaire [SEA]. A descriptive method and regression analysis are performed to examine the relationship between parenting styles and children's social-emotional development. The results of the study showed that authoritative parenting is almost the best style until now. Second, most prevailed parenting authoritarian and permissive were back to front took place in second and third. Uninvolved parenting was the unpleasant parenting style on child social-emotional development. Authoritative and Permissive Parenting Styles are found to be the most and second most prevailing parenting styles in this study, and they have positive effects on children's social-emotional development.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

CSEA	Child Social-Emotional Development Assessment
DSW	Department of Social Welfare
ECCD	Early Childhood Care Development
LSE	Life Skills Education
MOE	Ministry of Education
PSFFQ	Parenting Style Four Factor Questionnaire
PSS	Parenting Style Scale
PCPR	Primary Caregivers Practices Report
PAQ	Parenting Authority Questionnaire
PSDQ	Parenting Styles and Dimensions Questionnaire
STI	Sexually Transmitted Infection
TVET	Technical and Vocational Education and Training

CHAPTER I

INTRODUCTION

1.1   Rationale of the Study

The concept of sustainable development, the real property of a nation, is not about natural resources; it is about human resource development. Thus, to accelerate and approach the development goals, raising human resources is the right way to approach and children's development roles play a critical role in overall development. The future generation is the nation's asset. Parents play an essential role in the development of their children. Parents ought to use a positive parenting approach for caring for their children. Several studies have found that parenting styles influence a child's life and development. Baumrind (1978) says, "There is no way in which parents can avoid having a determining effect on their children's personalities, character, and competence." The functions of parenting greatly influence how children develop (Arendell, 1997).

Nearly 75 years ago, (Symonds, 1939; Baldwin, 1948; Sears and Maccoby, 1957; Baumrind, 1967; Maccoby and Martin, 1983; Mandara, 2003), began examining how individual differences in general parenting practices might influence child development. Rather than focusing on specific parenting practices (like breast versus bottle feeding or physical punishment versus time out), these researchers have tried to identify the child development correlates of general, cross-situational variations in general parenting approaches, often referred to as parenting styles or dimensions. In the 1930s and 1940s, the failure of studies examining specific early caretaking practices to predict individual differences in children's social and emotional development (Orlansky, 1949). One important task of parenting is the socialization of children. This task requires parental expectations and guidance that change with the development of the child to encourage positive child outcomes.

Baumrind (1971) defined a theoretical model of parenting. This model is comprised of four parenting styles named as authoritative, authoritarian, permissive/indulgent and uninvolved/neglectful. These styles are based on two dimensions known as control/ demandingness and responsiveness. Authoritative parenting care is high on both control/demandingness and responsiveness. Authoritarian parenting is unresponsive, and it focuses on only one dimension: control and demandingness. Authoritarian parents use force to control their children's actions and are less likely to encourage them. The permissive/indulgent parenting is responsive but has no control over their children. Parents who scored lower on both responsiveness and control/demandingness are considered neglectful parents. They show that they are low in monitoring and in supporting their children. Responsiveness refers to supportiveness and warmth, and control/demandingness refers to behavioral monitoring and controlling (Terry, 2004). Pettit, Bates, and Dodge (1997) indicated that when supporting parents showed a preventive, specific approach to teaching their children social skills, their children had fewer behavior problems.

The attention of educational researchers to parenting styles and their effects on school-relevant developmental outcomes is also on the rise. Several studies have found a statistically significant relationship between parenting styles or parental behavior and child developmental outcomes such as performance, achievement strategies, self-regulated learning, achievement goals, self-efficacy, and student wellbeing (Stattin, & Nurmi, 2000, Turner, Chandler, & Heffer, 2009). The socially skilled child can be described as possessing independence, social responsibility, ability, and achievement orientation, which is the drive to seek intellectual challenges and solve problems efficiently and with persistence (Baumrind, 1978). Achievement orientation is more simply described as motivation.

Modern society is very concerned with parenting styles, which are associated with the approaches that parents use to raise their children. Mental health problems that arise in children are closely related to the parents' parenting styles. Different parents use different styles of parenting depending on their culture and the societal norms and demands. There is a difference in the way that we approach parenting in terms of our culture, the situation of our lives, and also the way the parents raise the

children. The role of parenting cannot be overlooked when assessing the development of motivation in children (Harter, 1978).

Past studies have shown that the parenting styles in English-speaking countries, have shown that children with authoritative parents have the best outcomes in different areas, such as behavior, mental and social adjustment (Darling, Nancy, 1999). For Asian populations, the authoritarian style was found to be as good as the authoritative style. On the other hand, some studies have found the superiority of the permissive/indulgent style in Spain (Musitu and Garcia, 2004), Portugal (Yura, Feliciano, Maria and Fernando, 2013) or Brazil (Isabel and Santiago, 2007), but the methodology of these studies has been contested (Oliva, 2006).

Research on parenting styles and their effects on children's social-emotional development is very rare, especially in Myanmar. Some previous domestic studies examined the parenting styles and their children's academic performance and behavioral adjustment. More research is needed to explore parenting styles and their effects on children's social-emotional development. This study attempted to examine the parenting styles and the most prevalent parenting in Myanmar and their effects on children's social-emotional development.

1.2   Objective of the Study

The objectives of the study are to identify the most prevalent parenting styles in selected areas (Sanchaung, Thingangune, North Okkalapa, and Mingaladon) in Yangon and to examine the effects of parenting styles on children's social-emotional development.

1.3   Method of Study

The study applied a descriptive method with an emphasis on primary data collected from the four selective townships. Two are from the city center and two are from the outskirts of Yangon. The secondary data comes from previous research papers, reports, social science and social work journals, and other reliable online sources. This study approached both quantitative and qualitative methods for different objectives.

The Simple Random Sampling method was applied to select the township for identification of parents with children aged between 8 and 14 years. The Parenting Style Four Factor Questionnaire (PSFFQ) is commonly used to assess parenting style on child development, and the Child Social-Emotional Development Assessment (CSEA) is commonly used to assess seven domains of child mental development. The research methodology used in this paper is coded by the statistical package for the social sciences [SPSS] to examine the relationship between parenting ideologies and children's social-emotional development. A descriptive method used for parents' and children's demographic statistics.

1.4 Scope and Limitations of the Study

The scope of this study covered the child's social-emotional development and parenting styles in selected areas. A study has focused on two midtown and two suburban areas of Yangon City. The target group of respondents were parents and children who had an age between 8 and 14 years in Sanchaung, Thingangune, North Okkalapa, and Mingaladon Townships. The study captured over two months from October to November 2020. The study's limitations are that some parents do not want to allow their children to answer the self-administrated assessment questions. Parents think children cannot make the right or answer and parents would like to control the response of the assessment. Another limitation would be the unfamiliarity with emotional survey assessment.

1.5 Organization of the Study

This study has organized with five chapters. Chapter I consists of introduction with the rationale of the study, objectives of the study, method of the study, the scope and limitation of the study, and organization of the study. The literature review of the study and previous publications are include in Chapter II. Chapter III, presents parenting and child development in Myanmar. In Chapter IV, discuss the survey data analysis of the questionnaire. In conclusion section, findings of the study and suggestions for further consideration are illustrated in the Chapter V.

CHAPTER II
LITERATURE REVIEW

2.1   Child Rearing Theories

Rudolf Dreikurs (1961) believed that pre-adolescent children's misbehavior was caused by their unfulfilled wish to be a member of a social organization. He argued that they then act out a series of four fallacious goals: first, they are seeking attention. If they do not get it, they aim for power, then revenge, and finally insufficient experience. This principle is utilized in education in addition to parenting, forming a precious theory upon which to manage misbehavior. Judith Rich Harris [1998] argued that each specific sort of parenting does no longer have huge effects on children's improvement, short of cases of extreme child abuse or child neglect.

Erik Erikson (2002), a developmental psychologist, proposed eight life stages through which all people must develop. At each stage, they must understand and balance two conflicting forces, and so parents might choose a series of parenting styles that help each child as appropriate at each stage. Jean Piaget's (2005) theory of cognitive development describes how children represent and reason about the world. This is a developmental stage theory that consists of a sensory motor stage, a preoperational stage, a concrete operational stage, and a formal operational stage. Piaget changed into a pioneer in the field of child development and continues to influence parents, educators, and different theorists.

Early research in parenting and child development found that parents who provide their children with proper nurture, independence, and firm control have children who appear to have higher levels of competence and are socially skilled and proficient. Additional development skills result from positive parenting styles, including maintaining a close relationship with others, mental development, and independence. During the mid-1980s, researchers began to explore how specific parenting styles influence a child's later development.

Diana Baumrind is a researcher who has focused on the classification of parenting styles. Baumrind's research is known as "Baumrind's parenting typology." According to Diana Baumrind (1979) and recent researches, there are four major different types of parenting, Authoritative parenting, Authoritarian parenting, Indulgent/Permissive parenting and Neglectful/Uninvolved parenting. In 1983, Maccoby and Martin additionally advised the addition of a fourth parenting fashion, neglectful or uninvolved parenting style.

Baumrind's description of parenting styles has been used by other researchers (Alegre, 2011; Dwairy, Achoui, Filus, Nia et al., 2010; Greenspan, 2006; Hoeve et al., 2009; Sebattini & Leaper, 2004) and will be the theoretical foundation for this study. Various researchers have used Baumrind's model of parenting and in doing so have added depth to our understanding of her concept. The next following will elaborate on these descriptions.

2.1.1 Authoritative Parenting Style

Authoritative Parenting behaviors and attitudes characterized through high level of warmth and high level of control [Baumrind, 1978]. In this part, described authoritative parenting style and its effects on children's social-emotional development. According to Greenspan (2006), Baumrind combined the best aspects of permissive parenting (high warmth) with the best aspects of authoritarian parenting (high control) to create the authoritative parenting style. The qualities of the authoritative parenting style are responsive, supportive, demanding and guidance (Baumrind, 1966, 1971; Hoeve et al., 2009). Parents with an authoritative style show high support and high control toward children (Baumrind, 1996). Authoritative parents understand their children's feelings and teach them how to regulate themselves and guide them to learn from any mistakes they make (Marsiglia, Walczyk, Buboltz, & Griffith-Ross, 2007). They understand their children's activities in appropriate ways and help their children resolve problems (Baumrind, 1966, 1971).

Grolnick & Pomerantz, (2009); Authoritative parents encourage children to be independent and develop their own identities, but at the same time, they also provide rules and boundaries for their children. These parents set guidelines and enforce

boundaries by having open discussion, providing steerage, and the usage of reasoning (Timpano et al., 2010).

Parents are firm with the rules and give children clear reasons about why they have to follow them (Baumrind, 1966, 1971). Parents with an authoritative style more openly discuss problems with their children (Baumrind, 1978). Two-way communication exists between parents and children, which helps develop good parent-child relationships (Kim & Rohner, 2002). One might say that authoritative parents treat children with respect and give reasons why they punish or reward their children. Moreover, most studies show that well-being outcomes occur when children are nurtured by authoritative parents (Furnham & Cheng, 2000; Sternberg, Knutson, Lamb, Bradaran, et al., 2004). These well-being outcomes that occur in families parented by authoritative parents may decrease children's stress and depression; hence, the children are more likely to feel happy, respected, and appreciated by their parents (Baumrind, 1966, 1971; Lamborn et al., 1991; Steinberg et al., 1994).

Baumrind (1996) found that the positive influences of authoritative parenting exist across gender, ethnicity, socio-economic status, family structure, and time. Authoritative parenting has been associated with numerous positive child outcomes, such as self-regulation, high social competence, positive social adjustment, and low psychological and behavioral dysfunction (Grolnick & Ryan, 1989; Lamborn et al., 1991). Additionally, children of authoritative parents have also been shown to possess higher levels of autonomy than children of authoritarian parents, permissive parents, and uninvolved parents (Deslandes, 2000).

2.1.2   Authoritarian Parenting Styles

Authoritarian parenting is characterized by a high level of demandingness and a low level of responsiveness (Baumrind, 1978; Hoeve et al. 2009). Baumrind (1966, 1971), authoritarian parents attempt to shape, control, and evaluate the behavior and attitudes of their children according to a set of principles they provide. Children are given little choice and have to follow their parents' orders; they are not allowed to disobey their parents (Gfroerer et al., 2004; Kim & Rohner, 2002). As part of parental control, parents also get involved in making decisions for their children (Fletcher et

al., 2004). Children do not have opportunities to decide what they want, and as a result, they become less self-confident (Suldo & Huebner, 2004).

An additional characteristic of authoritarian parenting is that authoritarian parents talk to their children rather than with their children and do not consult with their children when making decisions (Alegre, 2011; Baumrind, 1971; Grolnick & Pomerantz, 2009; Leman, 2005). Furthermore, these parenting style is restrictive, rigid, and punitive where parents pressure children to follow their directions and to respect their words and efforts (Timpano et al., 2010). Marsiglia et al. (2007) also found that authoritarian parents discipline their children with physical and emotional punishment.

The majority of researchers discovered that authoritarian parenting styles have negative outcomes in children and adolescents and are associated with less-than-healthy outcomes such as low self-esteem, decreased happiness, lower success, and increased nervousness (Baumrind, 1966; Furnham & Cheng, 2000; Kaufmann, Gesten, & Santa-Lucia, 2000; Wolfradt, Hempel, & Miles, 2003).Researchers from western cultures describe authoritarian parenting as a forceful and demanding style (Grolnick & Pomerantz, 2009; Leman, 2005; Timpano et al., 2010). Children of authoritarian parents have shown negative outcomes in their children's development, such as low levels of self-concept (Lamborn et al., 1991) and poor adjustment at school (Shumow et al., 1998).

2.1.3 Permissive or Indulgent Parenting

According to Baumrind (1966, 1971), permissive parent's exhibit non-punitive, acceptance, and affirmative behavior toward their children's needs, desires, and actions. There are positive and negative elements of permissive parenting. The permissive parents shown high responsiveness and support for their children, while at the same time having low or little control of the children (Hoeve et al. 2009). Gfroerer et al. (2004) emphasized that permissive parents are more liberal and give full autonomy to children and support what children like to do. According to Marsiglia et al., (2007), permissive parents hope that by giving their children freedom, their relationship with their children will become closer.

Baumrind (1991) stated that because children of permissive parents always do their activities independently, these children are more mature and more responsible. Milevsky, Schlechter, Netter, & Keehn (2007) said that a permissive parenting style is potentially unsafe for children because it is unsuccessful in developing good judgment among children. Even though parents encourage them to do whatever they like to do, a small child still needs guidance from parents. The children also find it difficult to choose what is right and what is wrong.

2.1.4 Uninvolved or Neglectful Parenting

Parents tend to be uninvolved in their children's lives (Steinberg et al., 1991). Neglectful parents show low control, warmth and low responsiveness to their children (Suldo & Huebner, 2004). They pay less attention and give little care to their children (Kim & Rohner, 2002). Alegre (2011) emphasized that parents may be disconnected, undemanding, low on sensitivity, and do not set limits. Hoeve et al., (2009) described neglectful parenting style as parents showing low support and low control of their children.

According to Lee et al. (2006), parents with neglectful parenting style show detached behavior toward their children. Neglectful parents do not pay attention to children's emotions and opinions. Parents may be emotionally unsupportive of their children, but still provide for their basic needs such as food and shelter. According to most scholars, neglectful parenting style has resulted in negative outcomes among children (Ehnvall, Parker, Hadzi-Pavlovic, & Mahli, 2008; Knutson, DeGarmo, Koeppl, & Reid, 2005; Stack, Serbin, Enns, Ruttle, & Barrieau, 2010).

2.2 Parenting Styles

Parenting styles, as defined by Baumrind, are "the consistent patterns of parental behaviors and attitudes with which parents interact and deal with their children along two parental dimensions, control/demandingness and responsiveness" (Baumrind, 1966). A parenting style is a psychological construct representing general techniques that parents use in their child rearing. According to Baumrind, control/demandingness refers to parental behaviors and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining

their children, and showing willingness to control the behavioral problems of their children, and responsiveness refers to the degree to which parents brainwash independence, regulation skills, self-concept in their children by agreeing to cognitive and supportive of their children's interest, needs and demands.

Darling and Steinberg (1993) suggest that it's far crucial to higher apprehend the variations between parenting styles and parenting practices "Parenting practices are described as precise behaviors that dad and mom used to socialize their children," even as parenting style "the emotional climate wherein mother and father enhance their children." The emotional climate is through parenting practices and more non-direct behaviors such as gestures, tone of voice when approaching the child, and expression of emotion toward the child (Darling and Steinberg, 1993). Different kids want exclusive parenting practices, but now not a different parenting patterns.

Parenting styles are the representation of the way dad and mom respond to and make needs for their children. Generally, parenting styles refer to a global construct reflecting the parental behaviors and attitudes towards their children and the qualities of interactions and relationships among parents and children and used to categorize parents typologically, whereas parenting practices refer to the specific behaviors and attitudes which are shown by parents in rearing their children.

2.3   Measurement of Parenting Styles and Effects

Parenting can be defined as the activities of parents with the aim of helping their child to come forth. There are two main measures of essential parental styles (Maccoby & Martin, 1983), they are parental responsiveness and parental control/demandingness. Baumrind (1991), found that parental responsiveness and parental demandingness were the two dimensions that formed the basis of her parenting styles. Baumrind describes parental responsiveness as the level of parents' emotional response to their children's needs, sometimes seen as support, warmth, and acceptance. On the other hand, she describes parental control/demandingness as the parents' expectation of more mature and responsible behavior from their children, sometimes seen as control of the child.

Categorizing parents according to whether or not they are high or low on parental control/demandingness, and responsiveness creates a quadrant of parenting styles: authoritative, authoritarian, permissive/indulgent, and negligent/uninvolved (Maccoby & Martin, 1983). Each of these parenting styles differs in obvious patterns of parental values, practices, and behaviors (Baumrind, 1971), and a distinct balance of responsiveness and control/demandingness. The relationship between the two measurements and the four parenting styles is described in Table 2.1.

Table (2.1)   Measurement of Responsiveness and Control/Demandingness with four Parenting Styles.

	High Responsiveness	Low Responsiveness
High Control	**Authoritative** ❖ Firm and consistent control ❖ Monitor and impart clear standards for their children's conduct ❖ Give priority to child's needs and abilities ❖ Implying age appropriate maturity demands ❖ Encourage children to be independent ❖ Attentive ❖ Forgiving ❖ Encouraging autonomy ❖ Offering democratic climate	**Authoritarian** ❖ Firm in control practices ❖ Expecting strict, unquestioned obedience to parental authority ❖ Not ready to accept individuality of child ❖ Disobedience is dealt by forceful and punitive discipline ❖ Relative neglect of child's needs ❖ Little communication between parent and child ❖ Highly directive behaviors
Low Control	**Permissive / Indulgent** ❖ Frequent expression of warmth and affection ❖ Low enforcement of rules and authority ❖ High acceptance ❖ Taking the role of friend rather than parent ❖ Allow the child to make their own decision ❖ Minimal punishment	**Negligent / Uninvolved** ❖ Inattentive behavior ❖ Neglecting the child ❖ Little interaction with child

Source: Behavioral and Social Sciences Journal 2014

Children raised through authoritative parents are much more likely to have advantageous infant improvement outcome, such as self-regulation, excessive social competence, nice social adjustment, and low psychological and behavioral disorder (Grolnick & Ryan, 1989; Lamborn, et al., 1991).

Children raised by means of authoritarian parents are much more likely to emerge an unhappy disposition, much less independent, appear insecure, possess decrease self-esteem, more behavioral troubles, carry out worse instructional talent, poorer social abilities, and greater at risk of intellectual problems. This parenting style has been negatively associated with academic achievement, expressiveness, and independence in children (Hill, 1995; Shumow et al., 1998).

The children of permissive/indulgent parents are warm and indulgent, but they dislike saying no or disappoint their children. Children of permissive parenting tend to have the worst outcomes, children cannot follow rules, have worse self-control, possess egocentric tendencies, and encounter more problems in relationships and social interactions (Steinberg L, Dornbusch S., 1991).

Children raised by neglectful/uninvolved parents are more likely impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems, and have more mental issues for instance suicidal behavior in adolescents (Rankin Williams L, Degnan KA, Perez-Edgar KE, et al., 2009).

2.3.1 Other Measures of Parenting Styles

Several measures of parenting styles were used in scientific research. Three of these measures are the parenting styles scale (PSS), the primary caregivers practices report (PCPR), and the parental authority questionnaire (PAQ) are described in the following section.

The Parenting Styles Scale (PSS)

Parenting Styles Scale (PSS), developed by Lamborn et al. (1991) based on Maccoby and Martin's (1983) revision of Baumrind's (1967, 1971) parenting style conceptual framework, was employed to measure parenting styles. This scale consisted of 25 questions in which students were asked to rate their parents in terms

of two dimensions: Acceptance/involvement and strictness/supervision. The acceptance/involvement sub-scale consisted of 13 items on parental acceptance and closeness to their late adolescent and young adult children. It Measures the extent to which is late adolescent and young adult children perceive their parents as loving, responsive, and involved (sample item "I trust my parents to help me out if I have some kind of problem"). For this subscale, the responses were made on a four-point Likert-scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agee).

The Primary Caregivers Practices Report (PCPR)

Scores from the Primary Caregivers Practices Report (PCPR – Robinsion Mandleco, Olsen, & Hart, 1995) assess the level of a parent's or guardian's parenting style regarding Baumrind's primary parenting styles typologies: authoritarian (high control, low warmth). The original PCPR consists of 62 items in which the parents or guardians indicate how often the stated behavior is used when interacting with their children. For the purposes of the larger study, 10 items with low factor loading scores were removed from the study and 52 items left. There were 17 items measuring authoritarian parenting, 11 items measuring permissive parenting, and 24 items measuring for authoritative parenting style. The items show the same scale levels: five answer categories 1 (almost never) to 5 (almost always).

The Parental Authority Questionnaire (PAQ)

The Parental Authority Questionnaire was developed by J R Buri & J Pers (1991) to measure parenting styles. The scale consists of 30 items across three subscales permissive, authoritarian, and authoritative parenting styles. Each item was scored on a likert scale ranging from strongly disagree to strongly agree. Each of the scores is derived from the child's appraisals of the parent's perceived style. Higher mean scores indicate stronger perception by the respondent of perceived parent's parenting style as authoritative, authoritarian, and permissive. Mean scores range from 1 to 5 with 1 showing little recognition by the respondent of the parenting styles of each parent and 5 indicating total recognition by respondent of the parenting style.

2.4.   Child Social-Emotional Development

Social and emotional skills is the important for the lifetime success of children. The early accumulation of skills becomes a foundation for future skill development. Cognitive, social and emotional skills developed independently: young children with high reading literacy are more likely to read books and further develop such skills, while those with high levels of curiosity early in life are more likely to invite stimulating experiences and enhance curiosity. But these skills can also influence each other as individuals progressively develop skills. For instance, children with strong self-control are more likely to follow through the work needed to finish reading a book, homework, or a school project, all of which contribute to further enhancing cognitive skills.

Social-emotional improvement represents a particular area of infant development. It is a gradual, integrative manner via which children acquire the potential to understand, enjoy, explicit, and manage feelings and to broaden meaningful relationships with others. Social and emotional improvement: Children are mastering to live with others in each our circle of relatives and society normally is one of the most critical components of improvement–and one in which family and buddies play an essential part. Socialization is all approximately learning to cope inside the family and society we stay in. The socialization procedure will by means of its definition range in special societies and from circle of relatives to circle of relatives. Self-idea and private identity, an infant's self-concept and private identity, are intently related to the great of parenting of their early years. Many younger people and adults who damage others or perform critical crimes have had very negative stories as kids and regularly have a very negative self-concept. Many psychologists have studied how we increase socially and emotionally.

Social and emotional improvement in infant age 6-7 years can shape firm friendships; very supportive of every different, gambling complicated games: plays in separate sex businesses; pretty independent and assured: growing sense of morality (proper and wrong). Age of eight-12 years are friendships grow to be very critical– usually identical intercourse: concern at thoughts of others approximately them: frequently unsure about changes in settings. Young adults of 13-16 years are frame adjustments can upset self-esteem: want to resolve modifications into adulthood; some are extra confident about modifications in settings; wants to spend greater time

with buddies than with family; peer strain a great impact. Self-directed or ingenious play may be very essential in kids's social and emotional development. Children will 'act out' activities they've experienced in their play. This take a look at brought about measure the social, emotional improvement of children by the identification of 7 primary domains: self-regulation, emotional law, social abilities, self-concept, faculty connectedness, social responsibility, and optimism. Assessment of child social, emotional development are signify in table 2.2. It has been developed and its reliability has already been verified by James F. M. Brenchley (2017).

Table (2.2)   Seven Identifications of Child Social-Emotional

Self-Regulation	Emotional Regulation
1. listen carefully to the teacher	1. I use my words to tell someone if I'm angry.
2. I get my work done when I'm supposed to.	2. I don't cry in class.
3. My work is not messy	3. I tell people that I'm happy
4. I wait my turn in line.	4. I don't cry at recess
5. I am quiet in the hallways	5. I use my words to tell someone if I'm upset.
6. I don't poke other kids	6. I smile a lot.
7. I don't hit other kids.	7. I laugh a lot.
8. I raise my hand when I have a question.	8. I don't cry when it's time to come to school.
9. I stay in my seat when I'm supposed to.	9. I can tell people how I am feeling.
10. I can sit and listen to a whole story without getting up.	10. I don't break toys when I get angry.
11. I can want a toy or game without grabbing it from others.	11. I don't hit or kick the wall or desks when I get upset.
12. I sit in my seat when I'm on the bus.	12. I can tell someone I'm upset without yelling.
13. The work I give to teachers is always my best work.	13. I don't yell at people.
14. If other kids are talking when they aren't supposed I can still get my work done.	14. I only get sad for a little bit of time.
15. If an activity gets cancelled I don't complain.	15. If the class doesn't get the full time for recess, I am not angry.
Social Skills	**Self-Concept**
1. I like to share my toys.	1. My teacher cares about me even when I make a mistake.

2. I like talking with kids in my class.	2. My family cares about me.
3. I want more friends.	3. Other kids like me even if we sometimes argue.
4. I can join in games other kids are playing.	4. People like me even when I'm having a bad day.
5. I like the kids I sit with at lunch.	5. I do as well as other kids on my work.
6. I like learning about kids in my class.	6. I feel included by my friends during recess.
7. I take turns.	7. I am a good reader.
8. I like playing games even when I lose.	8. I am as good a friend as other kids my age.
9. I let other kids pick the games we played during recess.	9. I am good at math.
10. I invite kids to play with me.	10. I do a lot more good things than bad things.
11. When I ask kids to play with me they say yes.	11. I like to learn new games even if they seem hard at first.
12. Other kids ask me to play with them.	12. I am not great at every game I try.
13. I like to come up with new games to play at recess.	13. I like how I look.
14. I notice when other kids are getting upset.	14. I can do a lot of things without help from adults.
15. I usually know why kids are upset in school.	15. When other kids are playing a game with me, I want them to do their best.
School Connectedness/Belonging	**Social Responsibility**
1. My teacher likes me.	1. I like to learn
2. I like coming to school.	2. I want to make school better
3. I feel important at school.	3. I like to help my teacher
4. Kids at school like me.	4. I like to help other kids at school
5. People at school care about me.	5. I clean up any games or toys after recess without the teacher telling me to
6. I fit it at school.	6. I clean up after lunch.
7. I have lots of fun at recess.	7. I like to help kids when they are sad.
8. Teachers are always saying good job to me.	8. I like to help other kids if they are angry.
9. Kids think I do a good job at things.	9. I get a teacher if kids are arguing.
10. Other kids don't try to hurt my feelings.	10. I get an adult if kids are fighting.
11. Kids want to be my friends.	11. I like it when the teacher gives me jobs.

12. I have enough friends.	12. I like to think about how to make school better for everyone, not just me.
13. There are many people I can talk to if I have a problem.	13. I am a good listener to other kids.
14. School is wonderful place.	14. I can be friend with a kid that others say they don't like.
15. People are happy at school.	15. I ask kids to play with me who look different than me.
Optimism/Positivity	
1. I work hard at school.	
2. I do my best when I work.	
3. I am a good kid.	
4. I am special.	
5. I am smart.	
6. Good things happen to me.	
7. Teachers are helpful.	
8. I like other kids.	
9. I like myself.	
10. I don't get upset when I lose.	
11. I am kind.	
12. Other kids want me to do well in school.	
13. Other kids will let me play with them if I ask.	
14. My teacher notices when I do my best work.	
15. Kids in my class are fair when we play games.	

Source: James F. M. Brenchley (2017)

Self-regulation is an umbrella term, which refers to management of attention, emotion, and stress response that is both more overtly controlled by individuals and also more non volitional in nature. Blair, Ursache, Greenberg, and Vernon-Feagans (2015) outline self-regulation as a combination of two main subcategories: executive functioning and effortful control. On the positive, growth in skills associated with self-regulation has been shown to have several positive outcomes for young children.

Emotional regulation skills are important in part because they play a role in how well children are liked by peers and teachers and how socially competent they are perceived to be (National Scientific Council on the Developing Child, 2004). Children's ability to regulate their emotions appropriately can contribute to perceptions of their overall social skills and to the extent to which they are liked by peers (Eisenberg and others, 1993). Poor emotion regulation can impair children's thinking, thereby compromising their judgment and decision making (National Scientific Council on the Developing Child 2004). At kindergarten entry, children demonstrate broad variability in their ability to self-regulate (National Research Council and Institute of Medicine 2000).

Social Skills improvement refers to social skills as learnable behaviors that lead to the ability to have positive interactions with others and to avoid engaging in behaviors that could cause undesired social outcomes (Gresham and Elliott, 1993).

Self-concept includes three areas: self-image, self-esteem, and ideal self (Hall and Lindzey, 1957). Self-concept is the cognitive process by which this determination is made over the course of development. Argyle (2008) outlines four factors of concept formation that influence self-esteem: perception of how others react to the individual, how the individual feels they compare to others, the social roles the individual is assigned, and what an individual's identification is in relation to the role in which they are assigned.

School connectedness/belonging is a child's perception of quality of the relationships to the people of the school. Studies on effects of connectedness typically focus on whether students feel cared for and supported by their peers and adults. The second area of school connectedness is students' relationship to the greater school community and feelings around the importance of school (Barber & Schluterman., 2008).

Social responsibility has been characterized as "a reflection of concern for the greater good and welfare of others that extends beyond personal wants, needs, or gains" (Wray-Lake, Syvertsen, & Flanagan. 2016).

The children have optimistic self-confidence in schools focused on personality as a way of understanding **optimism and positive** outcomes for academic, which was found that by Gough in 1953.

2.5   Reviews on Previous Studies

Amy Brandt Leykam [1999], studied The Relation of Parenting Styles to School Performance in Middle School Students and was measured the Baumrind's three parenting styles: authoritative, authoritarian, and permissive and child academic achievement in middle school students. The subject group comprised 39 students attending regular or special education classes at a middle school in Northern California. Studied was not significant positive relationship between the authoritative parenting style and academic achievement nor did the authoritarian parenting or permissive parenting index negatively correlate with academic achievement. Besides, age, gender, and ethnic did not influence the study because of the small size of sample groups.

Lwin Lwin Mar [2008] examined the effects and achievements of the Early Childhood Care Development in Myanmar. The impacts were families become to understand the advantages of ECCD programs, children got systematic care from parents, care-givers and elders because of the parenting education from programs. Study found that for a country's development, early childhood care and development are plays a critical role.

Ashley Blakely Kimble [2009] studied The Parenting Styles and Dimensions to first-grade children mothers 378 measure by Parenting Styles and Dimensions Questionnaire [PSDQ]. Ashley found that children with negative emotion were greater for uninvolved mothers than permissive and authoritative mothers. Distress responses were higher for authoritarian and uninvolved mothers than for authoritative and permissive mothers. Affective responsiveness was greater for authoritative and permissive mothers than authoritarian mothers, while lowest for uninvolved mothers.

Meghan L. Starr [2011] explored The Relationship between Parenting Styles, Learning Autonomy, and Scholastic Achievement in Undergraduate College Students. The have a look at purpose turned into analyzing the connection among the 3 styles of

parenting, studying autonomy, perceived parental autonomy guide, and scholastic fulfillment in undergraduate university students. The effects discovered advantageous and negative correlations among several variables inside the take a look at; but easy regression analyses did now not yield any statistically large relationships among parental authority, getting to know autonomy, perceived autonomy aid, and scholastic fulfillment.

Noor A. Rosli, [2014], had studied Effect of Parenting Styles on Children's Emotional and Behavioral Problems among Different Ethnicities. The look at targeted on associations between parenting styles and measures of emotional and behavioral troubles in Muslim American children. No statistically substantial variations were in emotional and behavior issues between the diverse parenting companies. Consistency in parenting became also now not related to emotional and behavioral issue scores. Look at found that the Authoritative parenting become the most frequent parenting style among Muslim fathers within the study sample, whilst authoritarian parenting become the maximum regularly pronounced parenting style a few of the Muslim mothers in the pattern.

Nyein Shwe Sinn Myint [2015], studied The Effects of Parent's Education on Childcare Development in Kungyangon Township. Studied used general structured questionnaire and analyzing were used excel and SPSS software. Studied found that parents were higher income and more educated parents take part at higher rates than lower-class parents, and warm and responsive authoritative parenting is usually crucial in building child development.

Samiullah Sarwar [2016] examined different parenting styles to understand which style leads the children to be juvenile delinquent that ultimately makes the children low academic achievers. He found that authoritarian parenting style leads the children to become rebellious and adopt problematic behavior. In contract authoritative parenting style is effective for children, as it encourages moderate parenting style. Parents who spend maximum time with their children reduce the probability of developing delinquent behavior among their children.

Aye Thida [2017] had studied The Relationship of Parenting Styles with Middle School Students' Academic Performance and found out the relationship of

parenting and child academic outcome. Parenting Style Scale [PSS] was used and to assess the four parenting styles based on children's perception. The results of study showed that authoritative parenting style of mother and father had a positive relationship with academic performance. While the authoritarian parenting style of mother and father had a negative relationship with academic performance. It negatively correlated indulgent parenting style of the father with academic performance. In general, the authoritative style of parenting proved to appositive style and authoritarian and permissive-indulgent styles proved to be negative styles of parenting in Myanmar.

Nan Ni Ni Soe [2018] explored The Influences of Parenting Styles on Children's Behavior Adjustment and Classroom Motivation. The study purpose is to examine the relationship between authoritarian, authoritative, and permissive parenting styles and children's classroom motivation and behavior adjustment and measured by Primary Caregivers Practices Report [PCPR] for parents and Motivational Orientation on the Classroom for child scale. In general, the result was not support the researcher's expectations that the authoritative parenting style would be positively related to children's intrinsic motivation and behavior adjustment, authoritarian and permissive parenting are negatively related. The result was inconclusive in children's classroom motivation.

CHAPTER III
PARENTING AND CHILD DEVELOPMENT IN MYANMAR

3.1 Parenting in Myanmar

One of the primary jobs of parents is to look after their children, but there's a fine line between protection and coddling. This is especially true when it comes to overprotecting them by keeping them inside, overprotection as coming from a place of love and concern. Rapid changes in society, when external international influences impact traditional beliefs and practices. Parents, however wish to cling to their system of values and ideals, balance the western and Asian influences, limit the penetration of practices that clash with their religious and personal beliefs, and keep their children rooted in the local systems.

Accelerating political and economic reforms in Myanmar, multinationals and international organizations bring with them, modern influences on education, living styles, social interactions and have a deep impact on society, particularly the vulnerable youth that is hungry for change. Global connectivity and access to the worldwide web gives a virtual view of life and liberal practices, often very different from Asian norms, and seem so accessible to emulate. Grow rapidly of numerous international schools in big cities and an inadequate local education system has pushed parents to send their children to these elite institutions with the hope of providing the best education to their children.

Traditional parenting styles must develop through mainstream, but no means that the new age concepts are right and the older ones incorrect. Parents can now be 'friends' with their children, must no longer 'command', set hard, non-negotiable rules, lock up children to the home and limit their range of activities. The 'my word is law' days are on their way out now. The warmth and care needs to obvious itself in other ways, less with discipline, more with softness and visible warmth, the tone and use of language displaying gentle. Like spending quality time as family, doing fun activities, eating meals together with engaging conversations that are stress relieving

for all. Listening to children from an early age has become important. Often, parents ignore what children are trying to bring to notice. Parents and child communication must work both ways, and children need to feel confident that their perspective will be heard sympathetically without a scolding. This positive parenting brings confidence, strengthens bonds, and children grow up feeling more secure. Parents explaining to children why they want them to do something makes them understand the rationale, and are then happier obeying.

To accelerate next generation's mental and physical well development, government sector, parenting and school teaching technique and curriculum are play in vital role. Department of Social Welfare (DSW), published the prominent parenting in Myanmar and positive child rearing scheme to those parents and caregivers to understand children and parents and caregivers themselves.

The publication mentioned four types of parenting were high responsive and high control: Authoritative Parenting, low responsive and high control: Authoritarian Parenting, high responsive and low control: Permissive Parenting, and both low in responsive and control: Uninvolved Parenting. Department of Social Welfare (DSW) intended to raise awareness the important of positive child caring to those parents and or caregivers to get better future for next and new generations.

3.2 Life Skills Program (Social Studies) in Myanmar

The National Education for All Goal on Life Skills is to 'ensure that the learning needs of child and adults are met through non-formal education, life skills and preventive education'. The following are the National EFA targeted develop life skills education (August 2007).

- Develop Life Skills Education through the formal education system by implementing revised Life Skills primary curriculum nationwide and by incorporating it in the pre-service Teacher Education Programme by 2015.
- Provide Life Skills Education to out-of school youth through the non-formal education system by implementing community-based Extended and Continuous Education and Learning (EXCEL) to 50,000 out-of-school young people in 46 townships by 2015.
- Formulate new policies, guidelines and strategies for Technical and Vocational Education and Training (TVET) by 2015.

Ministry of Education (MOE) in collaboration with UNICEF has implemented the revised Life Skills Education (LSE) as part of the core curriculum at all primary schools from Grade 1 to Grade 5 in Myanmar since 2006. Teaching of LSE along with History, Geography, Moral and Civics under the subject named 'Social Studies' is being carried out at the primary school level. Secondary School LSE Curriculum is in the process of implementation at all lower (Grades 6, 7, and 8) and upper secondary schools (Grades 9, 10, and 11) as a compulsory co-curricular subject in Myanmar.

Designed the LSE curriculum to cover health and social topics, which are important and relevant to the age and grade level of children and young people. The lesson activities were promote the development of knowledge and skills that can be applied in real life situations such as communication, coping with emotions and stress, critical thinking, decision-making, problem solving. Life Skills Curriculum of Primary and Lower Secondary School Levels are in Table 3.1.

Table 3.1   Life Skills Curriculum of Primary and Lower Secondary School Levels

No.	Primary School Level		No.	Lower Secondary Level School	
	Thematic Area	**No. of Lessons**		**Thematic Area**	**No. of Lessons**
1.	Social Skills	24	1.	Social Skills	36
2.	Emotional Intelligence	8	2.	Emotional Intelligence	14
3.	Healthy Living	14	3.	HIV/AIDS and STI	20
4.	Disease and Drug Prevention	16	4.	Drug Use	12
5.	Environmental Education	12	5.	Reproductive Health	18
			6.	Disease Prevention and Nutrition	13
			7.	Environment and Sanitation	7

Source: Ministry of Education (MOE, 2014)

The Primary School LSE Curriculum has five thematic areas: Social Skills, Emotional Intelligence, Healthy Living, Disease and Drug Prevention, and Environmental Education. The lower Secondary School LSE Curriculum (Grades 6, 7 and 8), revised in 2007-2008, has seven thematic areas: Social Skills, Emotional Intelligence, HIV/AIDS and Sexually Transmitted Infection (STI), Drug Use, Reproductive Health, and Environment and Sanitation, and Disease Prevention and Nutrition.

The nationwide implementation assessment of LSE at the primary and lower secondary school level is a major achievement. In all the seven thematic areas after learning LSE for one academic year. Among the seven thematic areas, Emotional Intelligence shows the highest scores with Grade 6 students, Social Skills with Grade 7 students, and Environment and Sanitation with Grade 8 students.

3.3   ECCD Programme in Myanmar

ECD programs provide services for infant and young children. Children whose basic needs are not met in early childhood are often distrustful and cannot get self-confidence. Early childhood care programs focusing on both biological and mental development. Mothers are the primary care givers for children. Mothers closely interact with children and play an important role in conducting early childhood development programs in Myanmar. ECCD programs consist of training of teachers and care-givers, aims to educate mothers, care-givers and teachers to teach discipline to their children. Disciplines include cultural, moral and health behavior such as to behave well in eating or dressing, to help parents, to speak politely and to listen to the elders.

All children from birth to eight years of age receive integrated ECCD services to achieve holistic development in perceptual, physical, social, emotional, language and cognitive areas. The ECCD involvement vary substantially in developing countries. Commonly it can be classified into Centre-Based ECCD program, ECCD Education for Parents to Enhance Parenting and Child Stimulation, and Comprehensive ECCD Programs in Myanmar.

Centre-Based ECCD Programs, were for the children half and whole day in centers that are focused on providing ECD related services. All the ECCD centre-based programs have significant effects on children's cognitive development through preschools. All of these programs primarily have a physical centre outside of homes. The evaluation of many of these programs also report non-cognitive gains such as social skills, self-confidence, willingness to talk to adults and motivation. The subset of these evaluations that followed children into school report improvement in the proportion of children entering school, age of entry into school, retention in school, and performance in school.

ECCD Education for Parents to Enhance Parenting and Child Stimulation, program intended to improving parenting and other care giving. Program have set out five schemes and evaluated positive effects on child development. Two programs used group sessions with mothers where mother practiced skills to play with their children, there were short and long term effects on ECCD, included providing information but no activities, mother's knowledge increased, but there was no impact on ECCD. Effective parenting programs should have skill based activities involving children.

Comprehensive ECCD Programs, made their efforts on broader multi-dimensional intervention. The recent of these programs are integrated into existing community-based systems and include families more effectively than earlier models. In Myanmar, about 8 million children will benefit each year from this ECCD programs. With a good foundation, children will contribute positively to their families, communities and the nation. New and expended multi-sectorial and integrated ECCD services improved children's development, health, nutrition and hygiene. The program ensure the nation's youngest children will growth up strong, healthy, well-nourished and socially responsible and emotionally well balanced.

3.4 The Role of Department of Social Welfare under ECCD Programme in Myanmar

The Department of Social Welfare is mandated to provide social welfare programme. The Department of Social Welfare (DWS) was actually established in 1953 and it was an organization under the Ministry of Social Welfare in 1956 and its

function is to implement the social welfare programme under the guidance and policy laid down by the State and Division. These responsibility is carried out through various progammes and services for children, young people, women, disables people, and older people who are socially and economically disadvantaged. The following main areas are covered directly and indirectly.

(1). Early Childhood Care and Development Services

(2). Children and youth welfare services

(3). Women welfare services

(4). Care of the aged

(5). Rehabilitation of Disable

(6). Rehabilitation of ex-drug users

(7). Grants in aids to voluntary organizaitons

(8). Public welfare services.

In addition, DSW has developed the minimum standards on residential care for children in consultation with staff from institutions and based on the outcomes of a "National Workshop on Standard of Care and Protection for Children in Institutions" [2005], with technical support from UNICEF and this standard was developed in 2009. DSW is also the competent institution responsible for leading and implementing this policy. These standard for residential facilities focus on general provisions, child rights, welfare and development of children, premises and building, responsibilities of management, requirements for caregivers, complaint and legal protection procedures for children and systemic record keeping.

3.4.1 Objective of Department of Social Welfare

The Department of Social Welfare (DSW) has laid down six objectives. This objective is achieved through the use of techniques and methods are designed to enable individuals, groups and communications to meet their needs and solve their

problems of adjustment to a changing pattern of society, and thorough cooperatives effort to improve economic and social conditions. These objectives are as follows:

1. To contribute the social objective "Uplift of Health, Fitness and Education Standards of the entire nation".
2. To contribute towards the development of human resource.
3. To assist those who are facing social problems.
4. To take preventive measures to control occurrence of social problems.
5. To turn out voluntary social workers
6. To give assistance to the State in the same way by implementation of social development tasks and giving social assistance.

CHAPTER IV
EMPIRICAL ANALYSIS

4.1   Survey Profile

For a collection of primary data about parenting style and child social-emotional assessment of a selected township of Yangon City. Yangon Regions is composed of 4 Districts and 45 Townships. Eastern Districts have 14 townships, Western Districts have 12 townships, Southern Districts have 10 townships, and Northern Districts have 9 townships. In a household sample survey from four selected townships out of 45 Townships. It was conducted four townships in Yangon area with simple random sampling method. According to the 2.3.2014 Myanmar Population and Housing Census, 209,486 people live in Thingangyun Township with 43,320 private households, total population 333,293 with 64,756 private households live in North Okkalapa Township, total population 99,619 with 20,635 private households live in Sangyoung Township, and 331,586 people live in Mingaladon Township with 66,303 households. Total sample size is 200 parents (father and or mother) and child, and 50 households each from selected township. Target populations are parents and child of child age between 8-14 years old. Respondents are parents and child with age between 8-14 years, and they are asked with a structured questionnaire. Data was analyzed by using Excel and Statistical Package for Social Science (SPSS) software. Sample surveys are the most commonly used method for primary data collection and household survey to obtain the required information.

4.2   Survey Design

This study applied both qualitative and quantitative approaches to data collection for both objectives. The questionnaire design contained 2 measures: Parenting Style Four Factor Questionnaire (PSFFQ) and Child Social-Emotional Development Assessment (SED). Self-reported/administrated parents and child

questionnaire took about 20 minutes each to answer. All responses of each scale were scored to compute descriptive statistics, person correlation, and regression analyses.

Parenting Style

The parenting style has been developed based on the theories of Baumrind (1971), and dimensions of parenting style proposed by Maccoby and Martin (1983). The Parenting Styles and Dimensions Questionnaire (PSDQ) was originally developed by (Robinson, Mandleco, Olsen, and Hart, 2001). In 2009, Ashley Blakely Kimble was reconceptualization and validation the parenting styles and dimensions questionnaire (PSDQ). The Parenting Style Four Factor Questionnaire (PSFFQ) was mainly constructed as a tool for measuring parenting styles by Shyny, T.Y and Dr. A. Velayudhan (2018). The PSFFQ is a self-reported/administered survey assess the level of a parent's parenting style regarding Baumrind's primary parenting typologies: Authoritative (high responsive/warmth, high control), Authoritarian (low responsive/warmth, high control), Permissive/Indulgent (high responsive/warmth, low control), and Uninvolved/Negligent (low responsive/warmth, low control). These scale comprises 32 items across four subscales and each scale included eight items. Each item was scored on a five point Likert-type of scale from 1 (never) to 5 (all of the time). Higher mean scores indicate a higher and most prevailing parenting style.

Child Social-Emotional Development

Child social-emotional development (SED) has been created by Watkins (2008). Research has indicated that children improve in the self-reported rating in seven domains area, 105 items when reporting on behaviors versus emotions. The SED is to assess the child's mental development in seven domains area: self-regulation, emotional regulation, social skills, self-concept, school connectedness/belonging, social responsibility, optimism/positivity. It comprised 30-item questionnaire with three answer category, never to almost always. It has been developed and its reliability has already been verified by James F. M. Brenchley (2017).

4.3   Characteristics of Respondents

4.3.1   Gender of Parents

In the study, most of respondent are mothers and traditionally, in a family mothers are most concerns with their children and willingly to taking care of children's development physically and mentally than fathers. Table (4.1) shows frequency distribution of parents by gender.

Table (4.1)   Frequency Distribution of Parents by Gender

Gender	Number of Parents	Percent
Male	52	25.6
Female	151	74.4
Total	**203**	**100**

Source: Survey data, October 2020

4.3.2   Age of Parents

In the study, the parents are assigned to three age groups, which are categorized into below 36 years, between 36-45 years, and 45 years and above. Parents who have children age between 8-14 years are decided to be eligible in the survey. Table (4.2) shows frequency distribution of parents by age.

Table (4.2)   Frequency Distribution of Parents by Age

Age	Number of Parents	Percent
Below 36 years	55	27
Between 36-45 years	109	54
45 years and above	39	19
Total	**203**	**100**

Source: Survey data, October 2020

As shown in Table (4.2), the largest distribution of the parent's age group is between 36-45 years, which contributes 54% of total parents and were born in the

between 1975-1984 year. The second largest age group of parents is below 36 years (27%). The smallest distribution of the parent's age group is 45 years and above with 19% of total parents.

4.3.3 Educational Background of Parents

The education background of parents is identified into four groups, high school and below, undergraduate, graduate and postgraduate of parents in the study. Table (4.3) provides frequency distribution of parents by education background.

Table (4.3)   Frequency Distribution of Parents by Educational Background

Education Background	Number of Parents	Percent
High School and Below	67	33
Undergraduate	30	15
Graduate	90	44
Post Graduate	16	8
Total	**203**	**100**

Source: Survey data, October 2020

According to the Table (4.3), the most percentage of parents 44% are graduate level and high school and below level are the second most proportion 33% of parents. There are 8% of parents are postgraduate and higher level in education.

4.3.4 Household Members

The parents were asked about the number of household members in their families. The family member are classified as 3-4 members, 5-6 members and 7 members and above. Table (4.4) represents frequency distribution of the family size.

Table (4.4)   Frequency Distribution of Household Members

Household Members	Number of Household	Percent
3-4 members	166	82
5-6 members	33	16
7 members and above	4	2
Total	**203**	**100**

Source: Survey data, October 2020

Table (4.4), shown that most of parents have only one or two children and this group represents the most percentage of household members 82%. Three or four children families are second large group 17% and five and above children's families are the smallest group and represent 2% only.

4.4   Analysis on Parenting Style

For the description of authoritarian, authoritative, permissive, and uninvolved parenting styles, items were ranked according to the degree to which each item is practiced by the participating parents. Respondents used 5-point likert scale {5= All of the time, 4=Most of the time, 3=Sometime, 2=Rarely, 1=Never} to rate parent behavior. The scale comprises 32 items across four subscales: uninvolved, permissive, authoritarian and authoritative parenting styles. Higher mean scores indicate stronger perception by the respondent of perceived parenting style. The means and standard deviations for each item are presented in the following sections.

4.4.1   Authoritarian Parenting Style

The possible range of scores measuring parents' authoritarian parenting was 8 to 40. The actual range of their response was 16 to 40. Following table 4.5 illustrates the item response means of authoritarian parents' parenting style, most highly rate items endorsed by respondents in descending order.

Table 4.5   Parents' Authoritarian Parenting Style

No.	Item	M	SD
1	I want my child to follow my instructions because I am the authority to decide what to do or what not to do.	4.4	.73
21	I believe that only through punishment a child can be corrected and I also do not like to give any financial freedom to my child.	3.6	1.01
13	I have clear expectations regarding my child's behaviour and I am not much bothered about the likings of my child regarding his/her future.	3.5	.92
9	I strongly believe that my child's future is in my hand and so there is a strict time table for my child to follow.	3.2	1.13
5	I have little patience to tolerate any misbehavior of my child or to listen to the excuses in any kind of mistakes.	3.0	.98
25	The punishment I give to my child depends upon my mood.	2.5	.97
29	Whenever my child shows disobedience, I scold and criticise him/her with bursting anger.	2.5	.89
17	I usually like to give physical punishment than giving advices to my child because I am sure he/she will not listen to it.	2.0	.98
	Average Value	**3.09**	

Source: Survey data, October 2020

According to table (4.5), the average value of 3.09 indicates that the respondents' consent to controlling their children is the way of their parenting style, but they disagree with giving physical punishment. The first three highest rated items number 1 (M=4.4), 21 (M=3.6), and 13 (M=3.5) parents are shown as high control and low responsiveness. Authoritarian parents were firm in control practices, forceful and punitive discipline, and highly directive behaviors. Authoritarian parental behaviors characterizing see in table (2.1). As a whole parents self-reported/administrated rated the authoritarian items, mostly rated in 'sometime'

second most in 'most of the time' only one responded 'all of the time' categories. No item were rated in 'never' category.

4.4.2 Authoritative Parenting Style

The workable range of scores measuring parents' authoritative parenting was 8 to 40. The actual range of their response was 16 to 40. Table 4.6, implied the item response means of authoritative parents' parenting style, most highly rate items endorsed by respondents in descending order.

Table 4.6 Parents' Authoritative Parenting Style

No.	Item	M	SD
2	I would like to be a friend, Philosopher and guide to my child.	4.4	.77
18	I will not force my child in any of his/her future career and I also help him/her to set a realistic goal.	4.4	.76
30	Even though I am busy I have enough time to visit my child's school & to meet teachers to know his/her progress.	4.4	.80
14	As I understand the strength and weakness of my child, I set some appropriate rules for him/her and give friendly corrections whenever necessary.	4.3	.70
6	I used to understand the feelings of my child in any situation and always try to get the opinion of my child whenever I buy something for him/her.	4.2	.80
22	Whenever my child fail to follow the time table given to him/her, I remind the consequences with a touch of love and affection.	4.2	.78
26	My child talks with me out of being punished after he/she has done something wrong.	3.8	.92
10	Important decisions of the family are done together and I give full freedom to my child to share everything with me.	3.8	.71
	Average Value	**4.19**	

Source: Survey data, October, 2020

From the table (4.6), the average value of 4.19 specifies that the authoritative parenting behaviors are agreed upon by the respondents more than the theoretical value of 3. These kinds of parents know their children's strengths and weaknesses well enough to control and be responsive most of the time. The first three highest rated items number 2 (M=4.4), 18 (M=4.4), and 30 (M=4.4) parents are shown as high responsiveness and high control. Authoritative parents were firm and consistent control, encourage children to be independent, and encouraging autonomy. Parental behaviors characterizing see in table (2.1). As a whole parents self-reported/administrated rated the authoritative items, mostly rated in 'most of the time' second most in 'all of the time' categories. No item were rated in 'never' category.

4.4.3 Permissive/Indulgent Parenting

The potential range of scores measuring parents' permissive/indulgent parenting was 8 to 40. The actual range of their response was 16 to 32. Table 4.7, demonstrates the item response means of permissive/indulgent parents' parenting style in descending order.

Table 4.7   Parents' Permissive/Indulgent Parenting Style

No.	Item	M	SD
11	I give valuable reward to my child for obeying me or behaving well.	4.3	.81
7	Whenever the child comes with low marks, I will not give any punishments rather I feel he/she will become better next time.	3.8	.82
23	I like to be a very affectionate parent towards my child and also I take the responsibility of my faulty parenting on my child.	3.5	1.22
19	As I was brought up by strictly disciplined parents, I am very liberal with my child.	3.5	.85
27	I always threaten my child with punishment but do not actually doing it because of my leniency.	3.3	.95
15	Though I have definite goal and planning about my child's future I cannot follow it strictly because of my leniency.	3.1	.67
3	I am very soft with my child so that I cannot correct him/her at proper time by punishment.	3.0	1.0
31	Because of excessive love and sympathy I have showing towards my child, he/she has no self-discipline.	2.3	.88
	Average Value	**3.35**	

Source: Survey data, October 2020

The average mean value of 3.35 indicates that the respondents agreed with the characteristics of the parental behaviors of permissive parenting. These parents demonstrate affection for their children as well as responsiveness rather than control. As shown in the first three, highest rated item number 11 (M=4.3), 7 (M=3.8), and 23 (M=3.5) parents are low enforcement of rules and authority, minimal punishment, and frequently show their affection to their children. Low control and high responsive parenting behaviors characterizing see in table (2.1). As a whole, parents self-reported/administrated rated the permissive/indulgent items, mostly rated in 'sometime' second most in 'most of the time' categories. It rated no item in 'never' and 'all of the time' categories.

4.4.4 Uninvolved/Negligent Parenting Style

The available range of scores measuring parents' uninvolved/negligent parenting was 8 to 40. The actual range of their response was 8 to 24. Table 4.8, shown the item response means of uninvolved/negligent parents' parenting style in descending order.

Table 4.8   Parents' Uninvolved/Negligent Parenting Style

No.	Item	M	SD
4	I do not have any demand or control on my child and I give total freedom.	3.2	.83
12	As I am very busy with my household and office duties, I get less time to involve my child's studies or to listen his/her needs and wishes.	2.8	1.04
24	As I am busy and get little time to care my child, he/she is quite free to move own way to take decisions.	2.8	.93
8	As I am very sad and depressed I cannot show much care and deep emotional tie up with my child.	2.7	.90
20	I usually give more important to my own likes and wishes but not bother much about needs or misbehaviours of my child.	2.5	1.19
16	I have enough stress and strain myself and hence I cannot take care of my child's welfare.	2.4	.90
32	I never like to tell my child where I am going or why I am late.	2.2	1.02
28	As I am bounded with severe life problems, I ignore my child's misbehaviour and I have no idea about his/her life outside the home.	1.7	1.00
	Average Value	**2.54**	

Source: Survey data, October 2020

The uninvolved or negligent parenting style is depicted in Table (4.8). The overall mean level of uninvolved parenting is 2.54. This indicates that the majority of respondents rarely agreed with the parental behaviors of uninvolved parenting, according to the theoretical mean. The highest rated item number 4 (M=3.2) stands for the parents' lack of inattentive and interaction, who have no warmth/responsiveness and control on their children, as shown in parental behaviors characterizing table (2.1). As a whole, parents self-reported/ administrated rated the uninvolved/negligent items, mostly rated in 'sometime' and 'rarely' categories. It rated no item in 'all of the time' category.

4.4.5 Prevailing Parental Parenting Style

According to the survey data, it showed that the high responsive and high control authoritative parenting were to have highest average mean value score, high responsive and low control permissive parenting score were second, low responsive and high control authoritarian parenting were third, and low responsive and low control uninvolved parenting were lowest means and standard deviations score as shown by descending order in table (4.9).

Table 4.9   Descriptive Statistics of Prevailing Parental Parenting Style

No	Parent Type	Average Mean Value	SD
1	Authoritative	4.19	.57
2	Permissive/Indulgent	3.35	.53
3	Authoritarian	3.09	.52
4	Uninvolved/Negligent	2.54	.60

Source: Survey data, October, 2020

As shown in table (4.9), authoritative parenting's average mean value is much higher than the theoretical value of 3. Permissive parenting implies more than the theoretical value of 3, whereas authoritarian parenting implies only more than the theoretical value. Uninvolved parenting is lower than the theoretical value. This specifies that most respondents agreed with what had been measured as the control

and responsiveness of the prevailing parental parenting styles. This specifies that the respondents of authoritative parents strongly agreed with the evaluation of responsiveness and control with parenting styles. Permissive and authoritarian parenting were neutrally agreed, and uninvolved parents rarely agreed with low control and low responsiveness.

According to the survey data, the most prevailing parenting were authoritative and second most were permissive in selected area of Yangon, Myanmar. Child social-emotional development, correlations between parenting styles and child social-emotional development, and regression analysis are presented in the following sections.

4.5   Analysis on Child Social-Emotional Development

Child Social-Emotional Development is importance in child mental development. Children's positive and negative emotion are depend on their parent's parenting styles. Child social-emotional development scale comprises 30 items across seven domains: self-regulation, emotional regulation, social skills, self-concept, school connectedness, social responsibility, and optimism. Children used 3-point likert scale (3=Almost always, 2=Sometime, 1=Never) to rate their self-reported/administrated emotional behaviors. Higher scores indicate greater social-emotion. The respondent's gender, age, means and standard deviations of SED for each item are presented descending order in the following sections.

4.5.1   Gender of Children

In the study, gender f children is assigned into two groups such as male and female. Table (4.10) shows frequency distribution of children by gender.

Table (4.10)   Frequency Distribution of Children by Gender

Gender	Number of Children	Percent
Male	82	40.4
Female	121	59.6
Total	**203**	**100**

Source: Survey data, October 2020

4.5.2 Age of Children

The children were assigned into three age groups such as 8-10 years, 11-13 years, and 14 years. Table (4.11) shows frequency distribution of children by age.

Table (4.11)   Frequency Distribution of Children by Age

Age	Number of Children	Percent
8-10 years	90	44
11-13 years	79	39
14 years	34	17
Total	**203**	**100**

Source: Survey data, October 2020

Concerning table (4.11), the largest distribution of children's age group is 8-10 years, which contributes 44% of total children. The second largest age group of children was aged between 11-13 years with 39%. The smallest distribution of children's age groups are 14 years with 17% respectively.

4.5.3   Child's Social-Emotional Development

In the present study, the children were asked about social-emotional development questions to examine the mental health of children. Table 4.12, shown the item response means and standard deviations of children in descending order.

Table 4.12   Descriptive Statistics of Child's Social-Emotional Development

No.	Items	M	SD
1	School Connectedness/Belonging	2.66	.53
2	Social Responsibility	2.63	.54
3	Social Skills	2.57	.55
4	Self-Regulations	2.52	.53
5	Optimism/Positivity	2.50	.53
6	Self-Concept	2.48	.50
7	Emotional Regulation	2.34	.58

Source: Survey Data, October 2020   {Never=1, Sometime=2, Almost Always=3}

According to the child emotional assessment survey data, child respondents marked the option that best suited their behavior. This refers to the majority of the time when children behave positively, which is determined by the parenting styles they learned from their parents. In addition, since the overall mean value of social-emotional development of children was almost 3, it can be concluded that child social-emotional development is at a high level. Based on the Table 4.12, all the items mean score high in this study. This means that the respondents have positive emotion and growth in their environment. The highest score of school connectedness (M=2.66) is a child's perception of quality of the relationships to the people of the school. Social and emotional skills is the important for the lifetime success of children. A good social skill leads to the ability to have positive interactions with others.

4.6 Regression Analysis

Regression analysis performed the relationship between parenting styles and child's social-emotional development. Following tables illustrated the result of four types parenting styles and child social-emotional regression analysis.

Table 4.13 Regression Analysis for independent variable of Authoritarian Parenting and dependent variable of Child's Social-Emotional Development

Variables	β	T	P
Self-Regulation	-.048	-.577	.564
Emotional Regulation	-.053	-.693	.489
Social Skills	.121	1.390	.166
Self-Concept	.148	2.011	**.046**
School Connectedness	-.125	-1.544	.124
Social Responsibility	-.085	-.973	.332
Optimism/Positivity	.164	1.969	**.050**

Source: Survey Data, October 2020

Authoritarian Parenting

Regression analysis examining the relationship between authoritarian parenting style and a child's social-emotional development. There were significant positive relationship between higher level of authoritarian parenting and higher scores in child's self-concept and optimism (β = .148, P = .046) and (β = .164, P = .050). There was no significant relationship between authoritarian parents and child's school connectedness (β = -.125, P = .124). The characteristics of authoritarian parenting style, i.e., high control and low responsive, have a positive coefficient through the child's cognitive and positive attitude towards surroundings. The result of the regression analysis examining authoritarian parenting style in relation to child social-emotional development by children's self-reports produced only two significant variables out of seven. Authoritarian parenting with high control and low responsiveness raises children with a strong self-concept and optimism about their social roles.

Table 4.14   Regression Analysis for independent variable of Authoritative Parenting and dependent variable of Child's Social-Emotional Development

Variables	β	T	P
Self-Regulation	.048	.611	.542
Emotional Regulation	.156	2.126	**.035**
Social Skills	-.042	-.504	.615
Self-Concept	.347	4.943	**.000**
School Connectedness	.061	.790	.431
Social Responsibility	-.015	-.182	.856
Optimism/Positivity	-.165	-2.083	**.039**

Source: Survey Data, October 2020

Authoritative Parenting

Table (4.14) illustrated the relationship between authoritative parenting style and child's social-emotional development. There were strong significant positive relationship between higher level of authoritative parenting and higher scores in

child's self-concept, emotional regulation, and optimism (β = .347, P = .000), (β = .156, P = .035) and (β = -.165, P = .039) respectively. There were not significant relationship among common authoritative parents' parenting and child's social skills and social responsibility (β = -.042, P = .615) and (β = -.015, P = .856). The temperament of authoritative parenting style, i.e., high control and high responsive, has a positive coefficient in consequence of the child's emotional regulation, self-esteem, and positive attitude in their daily life. The result of the regression analysis examining authoritative parenting style in relation to child social-emotional development by children's self-reports produced only three significant variables out of seven. Authoritative parenting with high control and high responsiveness raises children with a strong emotional regulation, self-concept and optimism about their social roles.

Table 4.15   Regression Analysis for independent variable of Permissive Parenting and dependent variable of Child's Social-Emotional Development

Variables	β	T	P
Self-Regulation	.112	1.337	.183
Emotional Regulation	-.075	-.967	.335
Social Skills	.057	.650	.516
Self-Concept	.142	1.901	**.059**
School Connectedness	-.036	-.441	.659
Social Responsibility	.096	1.085	.279
Optimism/Positivity	-.111	-1.313	.191

Source: Survey Data, October 2020

Permissive / Indulgent Parenting

According to the regression analysis of table (4.15) demonstrates the relationship between permissive / indulgent parenting style and child's social-emotional development. There were lower level between both of parenting and child's social-emotional development scores. As a result, significant only in child's self-concept in this parenting (β = .142, P = .059). Parents have low control and high

responsive on child have a positive coefficient in the child's self-concept. Only one significant variable out of seven was found in the regression study investigating permissive parenting style in connection to child social-emotional development based on children's self-reports. Children with strong self-concepts about their social responsibilities are raised by permissive parenting with minimal control and high responsiveness.

Table 4.16   Regression Analysis for independent variable of Uninvolved Parenting and dependent variable of Child's Social-Emotional Development

Variables	β	T	P
Self-Regulation	.008	.098	.922
Emotional Regulation	-.085	-1.085	.279
Social Skills	.182	2.053	**.041**
Self-Concept	.103	1.375	.171
School Connectedness	-.032	-.384	.702
Social Responsibility	.026	.298	.766
Optimism/Positivity	-.051	-.604	.547

Source: Survey Data, October 2020

Uninvolved / Negligent Parenting

Table (4.16) shows the relationship between uninvolved parenting style and a child's social-emotional development. There was a significant positive relationship between the parents' and child's social skills (β = .182, P = .041). There were not significant relationship among negligent parents and child's emotional regulation, school connectedness, and positivity (β = -.085, P = .279), (β = -.032, P = .702), (β = -.051, P = .547). Moreover, the characteristics of uninvolved parenting style, i.e., low control and responsive, have a negative relationship in a child's social-emotional development. Only one significant variable out of seven was found in the regression study investigating permissive parenting style in connection to child social-emotional development based on children's self-reports. Children with strong social skills about their social role is raised by uninvolved parenting with low control and responsiveness.

CHAPTER V
CONCLUSION

5.1   Findings

The purpose of the study was to analyze the prevailing parenting styles and its effect on child social-emotional development. A recent year, authoritative parenting has the highest prevailing throughout the four study areas. In this study, 203 parents who have children age between 8 to 14 years are appraised from selected areas. In order to assumption, demographic variable were analyzed by using descriptive statistics. The characteristics of parents comprised age, education and family members. The almost 81% of parents are age under 45 years, 44% of parents were graduated and 3 to 4 family members. This means that a small family and graduated younger age parents were more contribute to the highest mean score of authoritative style of parents.

Afterwards, in order to examine the regression analyzes was performed to explore the relationship between parenting styles' effects on child's social-emotional development.

According to the results of analyses, authoritarian parenting has a positive relation with child's self-concept and optimism and negative relation in school connectedness and social responsibility, seven domains areas from child's social-emotional development. Authoritative parenting has a positive relation between child's emotional regulation, self-concept and school connectedness and negative relation with positivity. Moreover, permissive parenting has a positive relationship with self-regulation and a negative relation with emotional regulation. In addition, uninvolved parenting styles have significant correlation with social skills and negative relation in emotional regulation.

The regression analyses affirmed that authoritative parenting has 3 significant out of 7 domains in a child's social-emotional development assessment. Authoritarian parenting has 2 significant out of 7 domains and permissive and uninvolved parents have 1 out of 7 domains, respectively.

The results of the study revealed a high control and high responsive type of authoritative parents' child is much more likely to appear happy, have better mental health, enhance self-esteem, and engage with friends and use of capable social capabilities. Children raised from high control and low responsive authoritarian parents are expected to unhappy disposition and deficient social abilities. Children with low control and high responsive permissive parenting are possible to have selfish dispositions and immense problems in relationship and social interactions. The lowest mean score, both low in control and responsive negligent parents' child are a lot of problems in emotion, delinquency and intellectual problems. These children are more pitiful and lack of attention from their parents, thus they become in good at social skill, and their environment was their world.

To summarize, these finding was support the result of the previous research studies. Those researchers found that the authoritative parenting is almost the best style until now. Second, most prevailed parenting authoritarian and permissive were back to front took place in second and third. Uninvolved parenting was the unpleasant parenting style on child social-emotional development in this finding. Whenever children received the proper love and support, it helps the child develop appropriately and support them to have the right mindset.

5.2   Suggestions

Parenting role is very significant in child development. Efficient parenting performs a crucial role in whether a child becomes a productive member of society or not. In the future study, having a larger sample size of participants would help in other ways. The respondents in this study were 50 households, each from Sanchaung, Thingangyun, North Okkalapa, and Mingaladon Township area. Besides, that selected township area has several quarters. Therefore, by having more participants from different quarters and or different townships of Yangon, future research should

examine the parenting styles and child social-emotional development in different ethnic groups and high school and university students.

In addition, this research was a bit more favorable to maternal parenting, according to the parents' gender survey data. As a result, additional research should be conducted to collect data from both the father and the mother in order to assess the consistency of parenting style.

Furthermore, future research might use a different measure of parenting styles, such as a measure developed to assess children's perceptions of their parents' style of parenting. This study would be useful for concerned stakeholders such as the government, non-governmental organizations, civil society organizations, community-based organizations, parents, and schools in raising awareness about parenting styles and child mental development.

REFERENCES

Abdul Gafoor, K. & Abidha Kurukkan (2014). Construction and Validation of Scale of Parenting Style. *Guru Journal of Behavioral and Social Sciences. Volume 2 Issue 4.*

Alegre, A. (2011). Parenting Styles and Children's Emotional Intelligence: What Do We Know? *The Family Journal, 19(1).*

Arendell, T. (1977). *Contemporary Parenting: Challenges and issues.* California (Ed.): SAGE.

Aunola, K., Stattin, H., & Nurimi, J. E., (2000). Parenting Styles and Adolescents' Achievement Strategies. *Journal of Adolescence.*

Aye Thida. (2017). The Relationship of Parenting Styles with Middle School Students' Academic Performance. *Taunggyi University Research Journal, 8(1).*

Baldwin, A. L. (1984). Socialization and the Parent-Child Relationship. *Child Development.*

Barber,B. K., & Schluterman, J. M. (2008). Connectedness in the Lives of Children and Adolescents: A Call for Grate Conceptual Clarity. *Journal of Adolescent Health, 43(3).*

Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior. *Child Development.*

Baumrind, D. (1967). Child-care Practices Anteceding Three Patterns of Preschool Behavior. *Genetic Psychology Monographs.*

Baumrind, D. (1971). Current Patterns of Parental Authority. *Developmental Psychology Monograph. .*

Baumrind, D. (1978). Parental Disciplinary Patterns and Social Competence in Children. *Youth and Society.*

Baumrind, D. (1979). IRBs and Social Science Research: The Costs of Deception. IRB: *Ethics and Human Research.*

Blair, C., Ursache, A., Greenberg, M., & Vernon-Feagans, L. (2015). Multiple Aspects of Self-Regulation Uniquely Predict Mathematics but not Letter-word Knowledge in the Early Elementary Grades. *Developmental Psychology, 51(4).*

Brenchley, J. F. (2017). Social-Emotional Development Assessment: Scale Development for Kindergarten through Second Grade Youth Universal Screening.

Buri, Jogh R. (1991). Parental Authority Questionnaire. *Journal of Personality Assessment, 57(1).*

Darling, N., & Steinberg, L. (1993). Parenting Style as Context: An Integrative Model. *Psychological Bulletin, 113 (3).*

Demo, D. H., & Cox, M. J. (2000). Families with Young Children: A review of research in the 1990s. *Journal of Marriage and the Family.*

Deslandes, R. (2000). Direction of Influence between Parenting Style and Parental Involvement in Schooling Practices, and Students' Autonomy: *A Short-Term Longitudinal Design.*

Dreikurs, R. & Soltz, V. (1964). Children: The Challenge. New York, NY: Hawthone Book Inc.

Ehnvall, A., Parker, G., Hadzi-Pavlovic, D., & Malhi, G. (2008). Perception of Rejecting and Neglectful Parenting in Childhood Relates to Lifetime Suicide Attempts for Females but not for Males. *Acta Psychiatrica Scandinavica, 117(1).*

Eisenber, N., Fabes, R. A., Bernzweig, J., Karbon, M., Poulin, R., & Hanish, L. (1993). The Relations of Emotionality and Regulation to Preschoolers' Social Skills and Sociometric Status. *Child Develoment, 64(5).*

Elliott, S. N., & Gresham, F. M. (1993). Social Skills Interventions for Children. *Behavior Modification, 17(3).*

Erikson, Erik Homburger (2002). Credo Refrence. *Biographical Dictionary of Psychology.*

Fletcher, A. C., Steinberg, L., & Williams-Wheeler, M. (2004). Parental Influences on Adolescent Problem Behavior: *Child Development, 75(3).*

Furnham, A., & Cheng, H. (2000). Perceived Parental Behaviour, Self-esteem and Happiness. *Social Psychiatry and Psychiatric Epidemiology, 35(10).*

Gfroerer, K. P., Kern, R. M., & Curlette, W. L. (2004). Research Support for Individual Psychology's Parenting Model. *Journal of Individual Psychology, 60(4).*

Gough, H. G. (1953). A Nonintellectual Intelligence Test. *Journal of Consulting Psychology. 17(4).*

Grolnick, W.W., & Ryan, R. M (1989). Parent Styles Associated with Children's Self-regulation and competence in school. *Journal of Educational Psychology, 81 (2).*

Grolnick, W. S. & Pomerantz, E. M. (2009). Toward a Clear and Inclusive Conceptualization of Parental Control. *Child Development Perspectives, 3(3).*

Hall, C. S., Lindzey, G., & Campell, J. B. (1957). Theories of Personality. New York: Wiley.

Harris JR. (1998). The Nurture Assumption: Why Children Turn Out the Way They Do. *New York: Free Press.*

Harter, S. (1978). Effective Motivation Reconsidered: Toward a Developmental Model. *Human Development.*

Hill, N. E. (1995). The Relationship between Family Environment and Parenting Style: A Preliminary Study of African American Families. *Journal of Black Psychology, 21(4).*

Hove, M., Dubas, J. S., Eichelsheim, V. L., Van der Laan, P. H., Smeenk, W., & Gerris, J. R., (2009). The Relationship between Parenting and Delinquency: A Meta-Analysis. *Journal of Abnormal Child Psychology, 37(6).*

JICA Myanmar. (2013). *Data Collection Survey on Education Sector in Myanmar* (Final Report).

Kaufmann, D., Gesten, E. & Lucia, R. C. S (2000). The Relationship between Parenting Style and Children's Adjustment: The Parents' Perspective. *Journal of Child and Family Studies, 9(2).*

Kim, K., & Rohner, R. P. (2002). Parental Warmth, Control, and Involvement in Schooling: Predicting Academic Achievement among Korean American Adolescents. *Journal of Cross-Cultural Psychology, 33(2).*

Knutson, J. F., DeGramo, D., Koeppl, G., & Reid, J. B. (2005). Care Neglect, Supervisory Neglect, and Harsh Parenting in the Development of Children's Aggression: A Replication and Extension. *Child Maltreatment, 10(2).*

Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch S. M. (1991). Patterns of Competence and Adjustment among Adolescents from Authoritative, Authoritarian, Indulgent, and Neglectful Families. *Child Development.*

Lee, S. M., Daniels, M. H., & Kissinger, D. B. (2006). Parental Influences on Adolescent Adjustment: Parenting Styles versus Parenting Practices. *The Family Journal, 14(3).*

Leman, P. J. (2005). Authority and Moral Reasons: Parenting Style and Children's Perceptions of Adult Rule Justifications. *International Journal of Behavioral Development, 29(4).*

Leykam, A. B. (1999). *The Relation of Parenting Style to School Performance in Middle School Students* (Doctoral dissertation).

Lwin Lwin Mar. (2008). *The Effects and Achievements of the Early Childhood Care Development in Myanmar* (Unpublished Master Thesis). Yangon University of Economics.

Maccoby, E. E., & Martin, J. (1983). Socialization in the Context of the Family. *Parent-Child Interaction.*

Maccoby, E. E., (1992). Trends in the study of Socialization: Is there a Lewinian Heritage? *Journal of Social Issues, 48.*

Mandara, J. (2003). The Typological Approach in Child and Family Psychology: A Review of Theory, Methods, and Research. *Clinical Child and Family Psychology Review 6, No. 2*

Marsiglia, C. S., Walczyk, J. J., Buboltz, W. C., & Griffith-Ross, D. A., (2007). Impact of Parenting Styles and Locus of Control on Emerging Adults' Psychosocial Success. *Journal of Education and Human Development, 1(1).*

Milevsky, A., Schlechter, M., Netter, S., & Keehn, D. (2007). Maternal and Paternal Parenting Styles in Adolescents: Associations with Self-esteem, Depression and Life-satisfaction. *Journal of Child and Family Studies, 16(1).*

MoE. (2014). *National EFA Review Report.* Myanmar, Ministry of Education.

MSW. (2014). *Myanmar Policy for Early Childhood Care and Development.* Ministry of Social Welfare.

Musitu, G., & Garcia J. F., (2004). Consequences of the Family Socialization in the Spanish Culture. *Journal of Psicothema Volume 16, Issue 2.*

Nan Ni Ni Soe. (2018). *The Influences of Parenting Styles on Children's Behavior Adjustment and Classroom Motivation* (Unpublished doctoral dissertation). Yangon University.

Nyein Shwe Sinn Myint. (2015). *The Effects of Parent's Education on Childcare Development* (Unpublished Master Thesis). Yangon University of Economics.

Orlansky, H. (1949). Infant Care and Personality. *Psychological Bullentin, 46(1), 1-48.*

Pettit, G.S., Bates, J. E., & Dodge, K. A. (1997). Supportive Parenting, Ecological Context and Children's Adjustment: A Seven-Year Longitudinal Study. *Child Development, 68(5), 908-923.*

Piaget, J. (2005). In Science in the Early Twentieth Century: An encyclopedia. Credo Reference.

Rankin Williams, L., Degnan, K. A., Perez-Edgar, K. E., Henderson, H. A., Rubin, K. H., Pine, D. S., …& Fox, N. A. (2009). Impact of Behavioral Inhibition and Parenting Style on Internalizing and Externalizing Problems from Early Childhood Through Adolescence. *Journal of Abnormal Child Psychology, 37(8).*

Robinson, C., Mandleco, B., Oslen, S. F., & Hart, C.H. (1995). Authoritative, Authoritarian, and Permissive Parenting Practices: Development of a New Measure. *Psychological Reports.*

Rosli, N. A. (2014). *Effect of Parenting Styles on Children's Emotional and Behavioral Problems among Different Ethnicities on Muslim Children in the US.* Marquette University.

Rudolf Dreikurs (1961). Early Experiments in Social Psychiatry. *International Journal of Social Psychiatry*

Sarwar, S. (2016). Influence of Parenting Style on Children's Behavior. *Journal of Education and Educational Development, 3(2).*

Sears, R. R., Maccoby, E. E., (1957). Patterns of Child Rearing.

Shumow, L., Vandell, D. L., & Posner, J. K. (1998). Harsh, Firm, and Permissive Parenting in Low-income Families: Relations to Children's Academic Achievement and Behavioral Adjustment. *Journal of Family Issues, 19(5).*

Shyny, T. Y & Dr. A. Velayudhan (2018). A Correlative Study between Parenting Styles Dimension Questionnaire and Newly Constructed Parenting Style Four Factor Questionnaire. *International Journal of Social Science and Humanities Research.* Volume 6, Number 3. ISSN 2348-2990.

Stack, D. M., Serbin, L. A., Enns, L. N., Ruttle, P. L.,& Barrieau, L. (2010). Parental Effects on Children's Emotional Development over time and Across Generations. *Infants & Young Children, 23(1).*

Starr, M. L. (2011). The Relationship between Parenting Styles, Learning Autonomy, and Scholastic Achievement in Undergraduate College Students.

Steinberg, L., Lamborn, S. D., Mounts, N. S., & Dornbusch, S. M. (1991). Patterns of Competence and Adjustment among Adolescents from Authoritative, Authoritarian, Indulgent, and Neglectful Families. *Child Development, 62(5).*

Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbush, S. M. (1994). Overtime Changes in Adjustment and Competence among Adolescents from Authoritative, Authoritarian, Indulgent, and Neglectful Families. *Child Development.*

Sternberg, K. J., Knutson, J. F., Lamb, M. E., Baradaran, L. P., Nolan, C. M., & Flanzer, S. (2004). The Child Maltreatment Log: *Child Maltreatment, 9(1).*

Suldo, S. M., & Huebner, E. S. (2004). The Role of Life Satisfaction in the Relationship between Authoritative Parenting Dimensions and Adolescent Problem Behavior. *Social Indicators Research, 66(1).*

Synonds, P.W. (1939). The Psychology of Parent-Child Relationships. *American Psychological Association.*

Terry, D. J. (2004). Investigating the Relationship between Parenting Styles and Delinquent Behavior. *McNair Scholars Journal, 8(1).*

Timpano, K. R., Keough, . E., Mahaffey, B., Schmidt, N. B., & Abramowitz, J. (2010). Parenting and Obsessive Compulsive Symptoms: Implications of Authoritarian Parenting. *Journal of Cognitive Psychotherapy, 24(3).*

Turner, E. A., Chandler, M., & Heffer, R. W., (2009). Influence of Parenting Styles, Achievement Motivation, and Self-efficacy on Academic Performance in College Students. *Journal of College Student Development, 50(3).*

Wolfradt, U., Hempel, S., & Miles, J. N. (2003). Perceived Parenting Styles, Depersonalisation, Anxiety and Coping Behaviour in Adolescents. *Personality and Individual Differences, 34(3).*

Wray-Lake, L., Syvertsen, A. K., & Flanagean, C. A. (2016). Developmental Change in Social Responsibility during Adolescence: An Ecological Perspective. *Developmental Psychology. 52(1).*

Websites Links

Darling, N. (1999). Parenting Style and Its Correlates. Retrieved from
http://orders.erds.com/members/sp.cfm

https://www.purewow.com/family/types-of-parenting

https://www.usnews.com/news/best-countries/best-raising-children

http://siteresources.worldbank.org/INTISPMA/Resources/383704146752240884/Doing_ie_series_09.pdf

http://www.ibe.unesco.org/sites/default/files/resources/investing_against_evidence_pdf.jpg_.pdf

https://www.theguardian.com/books/2016/aug/06/danish-way-of-parenting-review

http://vesleuniverse.com/the-danish-way-of-parenting-a-guide-to-raising-the-happiest-children-in-the-world/

https://www.frontiersin.org/articles/10.3389/fpubh.2018.00064/full

https://www.researchgate.net/publication/330486178_Factors_Affecting_Parental_Involvement_in_Education_The_Analysis_of_Literature

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5865069/

https://www.jstor.org/stable/25608727?seq=1#metadata_info_tab_contents

https://www.parentingscience.com/parenting-styles.html

http://cvt-myanmar.org/new/images/downloads/en/2013_AnnualReport12-13_EN.pdf

https://www.mmtimes.com/news/myanmars-next-generation-and-its-old-style-parenting-habits.html

APPENDIX I

PS-FFQ
(Parenting Style Four Factor Questionnaire)

Name: --- Male/Female: ------------------------

Child Name: -- Relationship: ------------------------

Address: ---

Part I: Below are several statements that people sometimes used to describe parents. Base on your own actions, do you agree or disagree that you, as a parent, could be described in this ways. Read the following statements carefully and indicate your single response by putting a "tick" mark in the appropriate box.

[5=All of the time; 4= Most of the Time; 3= Sometime; 2= Rarely; 1= Never]

No.	Statements	All of the time	Most of the time	Sometime	Rarely	Never
1.	I want my child to follow my instructions because I am the authority to decide what to do or what not to do.					
2.	I would like to be a friend, Philosopher and guide to my child.					
3.	I am very soft with my child so that I cannot correct him/her at proper time by punishment.					
4.	I do not have any demand or control on my child and I give total freedom.					
5.	I have little patience to tolerate any misbehavior of my child or to listen to the excuses in any kind of mistakes.					
6.	I used to understand the feelings of my child in any situation and always try to get the opinion of my child whenever I buy something for him/her.					

No.	Statements	All of the time	Most of the time	Sometime	Rarely	Never
7.	Whenever the child comes with low marks, I will not give any punishments rather I feel he/she will become better next time.					
8.	As I am very sad and depressed I cannot show much care and deep emotional tie up with my child.					
9.	I strongly believe that my child's future is in my hand and so there is a strict time table for my child to follow.					
10.	Important decisions of the family are done together and I give full freedom to my child to share everything with me.					
11.	I give valuable reward to my child for obeying me or behaving well.					
12.	As I am very busy with my household and office duties, I get less time to involve my child's studies or to listen his/her needs and wishes.					
13.	I have clear expectations regarding my child's behaviour and I am not much bothered about the likings of my child regarding his/her future.					
14.	As I understand the strength and weakness of my child, I set some appropriate rules for him/her and give friendly corrections whenever necessary.					
15.	Though I have definite goal and planning about my child's future I cannot follow it strictly because of my leniency.					
16.	I have enough stress and strain myself and hence I cannot take care of my child's welfare.					

17.	I usually like to give physical punishment than giving advices to my child because I am sure he/she will not listen to it.					
18.	I will not force my child in any of his/her future career and I also help him/her to set a realistic goal.					
19.	As I was brought up by strictly disciplined parents, I am very liberal with my child.					
20.	I usually give more important to my own likes and wishes but not bother much about needs or misbehaviours of my child.					
21.	I believe that only through punishment a child can be corrected and I also do not like to give any financial freedom to my child.					
22.	Whenever my child fail to follow the time table given to him/her, I remind the consequences with a touch of love and affection.					
23.	I like to be a very affectionate parent towards my child and also I take the responsibility of my faulty parenting on my child.					
24.	As I am busy and get little time to care my child, he/she is quite free to move own way to take decisions.					
25.	The punishment I give to my child depends upon my mood.					
26.	My child talks with me out of being punished after he/she has done something wrong.					
27.	I always threaten my child with punishment but do not actually doing it because of my leniency.					
28.	As I am bounded with severe life problems, I ignore my child's					

	misbehaviour and I have no idea about his/her life outside the home.					
29.	Whenever my child shows disobedience, I scold and criticise him/her with bursting anger.					
30.	Even though I am busy I have enough time to visit my child"s school & to meet teachers to know his/her progress.					
31.	Because of excessive love and sympathy I have showing towards my child, he/she has no self-discipline.					
32.	I never like to tell my child where I am going or why I am late.					

Part II :   **Parent's Demographic Variables**

1. Age: ---

2. Sex {M/F}:   ---

3. Ethnic: ---

4. Education: ---

    {a} High-School and Below, {b} Undergraduate, {c} Graduate,

    {d} Postgraduate

5. Monthly Income: ---

    {a} Below 3-lakh, {b} Below 5-lakh, {c} Below 8-lakh, {d} Above 8-lakh

6. Occupational Status: ---

    {a} Company Staff, {b} Government Staff, {c} INGO/NGO Staff, {d}

Other

7. Family Member: ---

Thank you for your participation!

APPENDIX- II

PS-FFQ

(Parenting Style Four Factor Questionnaire)

Answer Sheet

Score	5	4	3	2	1	Score	5	4	3	2	1	Score	5	4	3	2	1	Score	5	4	3	2	1
Item	All of the time	Most of the time	Sometime	Rarely	Never	Item	All of the time	Most of the time	Sometime	Rarely	Never	Item	All of the time	Most of the time	Sometime	Rarely	Never	Item	All of the time	Most of the time	Sometime	Rarely	Never
1						2						3						4					
5						6						7						8					
9						10						11						12					
13						14						15						16					
17						18						19						20					
21						22						23						24					
25						26						27						28					
29						30						31						32					

A1=........................;   A2=........................;   P=.....................; U=.............................

(A1=Authoritarian, A2=Authoritative, P=Permissive, U=Uninvolved)

Child Social-Emotional Assessment Survey

Name: .... Male/Female: ----------------------

School: ---

Grade: …………………………………........... Age: --------------------------------

Instructions:

Given below are statements to know how your mother/father deals with you. For each statement 3 options namely 'Almost Always' (3), 'Sometime' (2), 'Never' (1) are given. Tick Mark on the option that suites the behavior of you. There is no right or wrong answer, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

No.	Items	Never	Sometime	Almost Always
1.	**Self-Regulation**			
	1. I listen carefully to the teacher.			
	2. I get my work done when I'm supposed to.			
	3. I wait my turn in line.			
	4. I don't poke other kids.			
	5. I raise my hand when I have a question.			
2.	**Emotional Regulation**			
	1. I use my word to tell someone if I'm angry.			
	2. I don't cry when it's time to come to school.			
	3. I can tell people how I am feeling			
	4. I don't yell at people.			
3.	**Social Skills**			
	1.I can join in games other kids are playing.			
	2. I take turns.			
	3. I like playing games even when I lose.			

No.	Items	Never	Sometime	Almost Always
	4. I invite kids to play with me.			
	5. When I ask kids to play with me they say yes.			
4.	**Self-Concept**			
	1. My teacher cares about me even when I make mistake.			
	2. Other kids like me even if we sometimes argue.			
	3. I feel included by my friends during recess.			
	4. I can do a lot of things without help from adults.			
5.	**School Connectedness/Belonging**			
	1. I like coming to school.			
	2. Kids at school like me.			
	3. People at school care about me.			
	4. There are many people I can talk to if I have a problem.			
6.	**Social Responsibility**			
	1. I like to learn.			
	2. I like to help my teacher.			
	3. I like to help other kids at school.			
	4. I like to help kids when they are sad.			
7.	**Optimism/Positivity**			
	1. I do my best when I work.			
	2. I like myself.			
	3. My teacher notices when I do my best work.			
	4. I don't get upset when I lose.			

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.279[a]	.078	.045	.50873

a. Predictors: (Constant), Optimism/Positivity, School Connectedness/Belonging, Self-Concept, Emotional Regulation, Self-Regulation, Social Skills, Social Responsibility

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.271	7	.610	2.358	.025[b]
Residual	50.468	195	.259		
Total	54.739	202			

a. Dependent Variable: Authoritarian

b. Predictors: (Constant), Optimism/Positivity, School Connectedness/Belonging, Self-Concept, Emotional Regulation, Self-Regulation, Social Skills, Social Responsibility

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1　(Constant)	**2.776**	.280		9.932	.000	2.225	3.327
Self-Regulation	-.047	.081	-.048	-.577	.564	-.207	.113
Emotional Regulation	-.048	.069	-.053	-.693	.489	-.184	.088
Social Skills	.114	.082	.121	1.390	.166	-.048	.275
Self-Concept	.154	.076	.148	2.011	.046	.003	.304
School Connectedness/Belonging	-.124	.080	-.125	-1.544	.124	-.282	.034
Social Responsibility	-.081	.084	-.085	-.973	.332	-.246	.083
Optimism/Positivity	.161	.082	.164	1.969	.050	.000	.322

a. Dependent Variable: Authoritarian