



PARENTING, CHILD BEHAVIOUR & PERFORMANCE

THE CHILD

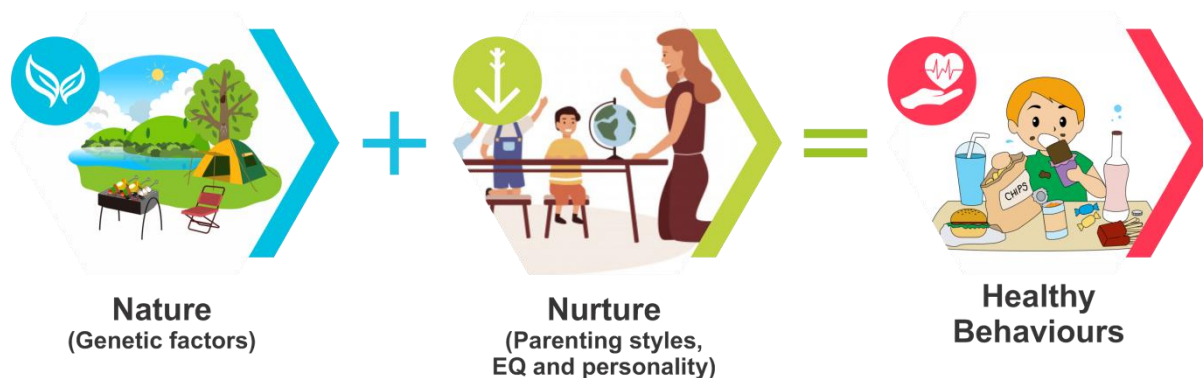
HEALTHY CHILD BEHAVIOUR

These behaviour enable life-satisfaction of the child in long-term, by positively influencing their lives at school, at home and in society. These can be identified through.

- (a) **ABSENCE OF EMOTIONAL SYMPTOMS**– excessive worry, sadness, fears or anxiety
- (b) **ABSENCE OF CONDUCT PROBLEMS** – Anger, aggression, excessive argument, non-social behaviour.
- (c) **ABSENCE OF HYPERACTIVITY**– Restlessness, easy distraction, acting without thinking, impatience.
- (d) **ABSENCE OF PEER PROBLEMS**– Isolation, inability for friendship, being bullied.
- (e) **PRESENCE OF PROSOCIAL BEHAVIOUR**– sharing, helping, being kind and being nice.



Unhealthy behaviour present risk of developing antisocial behaviour at later stages. Child behaviour is significantly influenced by parenting style, parental EQ and parent personality.



CHILD BEHAVIOUR INDICATORS

Indicator	Status	Analysis
Emotional		
Conduct		
Activity		
Peer relations		
Prosocial behaviour		

HEALTHY STUDY HABITS OF CHILD

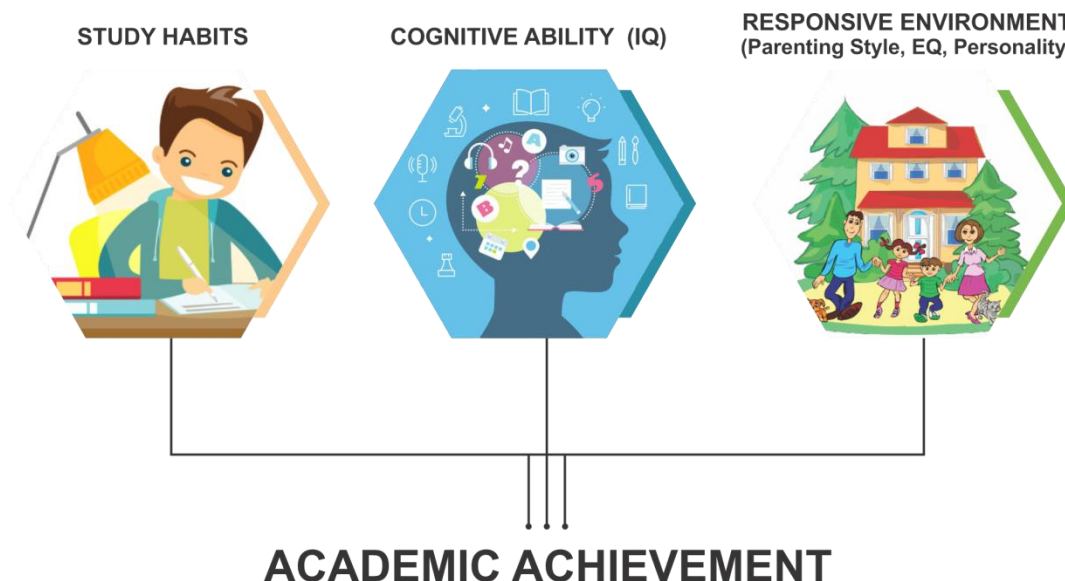
Academic achievement of child are dependent on her cognitive abilities, motivation to achieve, studying habits and a responsive environment. Good study habits include

Study Habit	Description
Concentration	Child's efforts to pay sustained attention and avoiding distractions during studies.
Reading speed	Child's efforts in consistent reading as well as her ability to modulate reading speed according to familiarity and complexity of the content.
Reading comprehension	Ability of child to process textual information, understand its meaning and integrate with previous knowledge.
Writing skills	Child's comfort with writing, ability to organize thoughts and consistency in writing.
Note taking	Child's habit of consistently taking useful notes in a manner that she can utilize later.
Time management	Child's balancing study and non-study time and studying consistently.
Test preparation & test taking	Child's planned approach towards test preparation.
Test related anxiety management	Addressing anxiety related to test taking.

CHILD STUDY BEHAVIOUR INDICATORS

Key focus areas

FACTORS INFLUENCING ACADEMIC PERFORMANCE



PARENTING STYLES

Parenting style refers to the practices that parents use while interacting their children. These are influenced by parental attitudes and values. The three styles considered here are

- AUTHORITARIAN** – These parents believe that children should follow rules without exception. They focus on obedience and refrain from dialogue or negotiation. They do not believe in involving the child in problem solving process. And they punish instead of disciplining. Sometimes, they make become aggressive. Identifying phrase – “Because I said so”
- AUTHORITATIVE** – This emphasis on support, guidance, supervision and consistency. These parents believe in rules and their consequences. However, they take child’s opinion into account. While being in charge, they take child’s feelings and opinions into consideration. They discipline through positive reinforces – praise and reward. This influences the long-term well-bring of child.
- PERMISSIVE** – This emphasizes on high emotional responsiveness but low control. These parents are lenient and quite forgiving. They give privileges to child. They may use consequences, but don’t stick to them.
- UNINVOLVED** – Parents are neither emotionally engaged not create control mechanism. They don’t spend much time or energy into meeting children’s basic needs. This may sometimes be because of being overwhelmed by other problems.

Parenting Style	Child may display higher levels of	Child may display lower levels of
Mostly Authoritative	Self-esteem, Social skills, Academic performance, Mental health, Conscientiousness	Challenging child behaviour, Anxiety, Depressive symptoms, Withdrawal, Excessive focus on physical symptoms, Aggression, Oppositional behaviour
Mostly Authoritarian	Aggressive, oppositional behaviour	Self-esteem, Social skills, Anxiety, Fear, Mental well-being, Lower academic performance

Mostly permissive	Depends a lot on the child – who may become more responsible	Depends a lot on the child – who may not develop good judgment.
Mostly Neglectful/Uninvolved	Impulsive behaviour	Mental health, Lower academic performance

Permissive behaviour may strengthen impulsive behaviour, egocentricity, suboptimal social skills, and relationship issues, challenging child behaviour, more anxious & depressive symptoms, withdrawal or excessive focus on physical symptoms, more aggressive or oppositional behaviour.

It is desirable to be mostly display authoritative behaviours. High degree of authoritarian and permissive parenting behaviours is not desirable. Parents may display limited level of authoritarian behaviour in certain situations. Some exposure to authoritarian behaviour may also help child resilience to handle real world situations (which may be sometimes hostile or directive). Similarly, some level of permissiveness may be displayed when the child makes mistakes during the learning & growing process.

IMPACT ON CHILD BEHAVIOUR

Parenting styles have significant impact on child behaviour and consequently on the social and emotional well-being as well as academic success of the child.

YOUR PARENTING STYLES

PARENTING BEHAVIOUR MARKERS

Indicator	Description	Status
Warmth & Involvement	Being appropriately involved in child's life, with reasonable information, proper guidance and appropriate display of affection	
Good natured/ easy going	Acting in a way that keeps the child relaxed	
Reasoning/ Induction	Explaining reasons for rules, behaviour expectations and consequences of actions	
Democratic participation	Allowing child to express, taking child's preferences into account	
Corporal punishment	Physical punishment for misbehavior, disobedience or without reason	
Non-reasoning/ punitive strategies	Punishing the child by taking away freedom or privileges	
Verbal Hostility	Shouting, yelling or anger	
Directiveness	Directing, demanding or criticizing for non-conformance	
Parenting Self-confidence	Confidence in ability to take right actions for appropriate reinforcement	
Ignoring misbehavior	Ignoring inappropriate behaviours	
Lack of follow-through	Using inappropriate reinforcement (spoiling, bribing, not taking action)	

