

## *The Effect of Parental Attitude Depending on the Developmental Stages of Children*

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### **Abstract**

Parental attitudes have been the focus of research for many years. In this study, the effect of a dynamic parenting attitude as a function of the developmental stages of the children is discussed. Current parental attitudes, the evaluation of scientific studies and stages of development were examined in detail using the thematic synthesis method. Apart from the static understanding, the model that emerged as a result of the study is dynamically meaningful and three main parenting attitudes were developed; counseling, friendship and egalitarian. In this sense, the counseling attitude is understood as information, advice and focus on the needs, goals and preferences of the child; A friendly attitude also includes more togetherness, conversation, sharing and support. On the other hand, it seems crucial to feel as an individual, to get support, to consult their ideas and to ask for help, which requires them to take responsibility. The dynamic attitude to parenting, which includes counseling, friendship and libertarianism, makes it important for educators to show a more meaningful approach to individual development. However, since this is a qualitative study with this new attitude, it would be useful to explore these attitudes using different research methods such as multidimensional quantitative and experimental studies.

Keywords: Parenting Style, Child, Psychology, Teenager

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## **Introduction**

Parenting plays a crucial role in educating future generations. Different parenting styles like authoritative, permissive, and democratic have varying impacts on children's development and behavior (Baumrid, 1968, 1971). Each style has its own approach and characteristics. Among these attitudes, the democratic parenting style is often approval in promoting healthy child development (Frick et al., 1999). In its practice, it addresses open communication and giving space to child. This approach encourages children to think independently, make decisions, and learn from their experiences, which can lead to well-rounded and confident individuals. This study sought to determine which parenting style can be more functional for child development support. In delving into the question, it is necessary to go into child development or understand child development.

Child development is influenced by various factors such as genetics, environment, culture, and parenting (Paikoff & Brooks-Gunn, 1991). However, it follows certain milestones and patterns that are physically grown stages and emotional maturity, which can provide a general framework for understanding how children grow. To figure out such systematic development, including children's unique development at their own pace, it provides some clues to develop more functional parenting styles. This is called the "dynamic model of parenting" to shape child health development. Reviewing child milestones into infant, toddler, first child, middle child and late child. Each stage has a unique challenge and development for children.

## **Child Development**

There are many ways to evaluate life stages respectively. In this study, we adapted most likely recognized life stages beginning from infancy to adolescence: 0-2 infant; 2-3-toddler/early childhood; 3-6 middle child; 6-12 late childhood; 12-20 adolescent.

Let's review the stages in detail from the infant development. Infant development is evaluated with many aspects, physical, emotional, cognitive and social, which allow her to grow up respectfully (Zeanah etc., 1997). Physically, an infant has unlimited needs to be cared for by a caregiver such as food, clothing and health.

The first year of infancy is the most rapid period of development after the prenatal period. At 6 months of age, the baby's weight reaches approximately twice its birth weight, three times at one year of age, and four times at two and a half years (Bower, 1974). Because the prenatal development rate of the infant's head is higher than that of other organs, when the infant is born, the head-to-body ratio is more significant than that of adults. The infant's nervous system develops from the center to the ends and from the inside out, in accordance with the principles of development.

Similar to the importance of the mother's nutrition to the development of the infant during pregnancy, nutrition of the infant after birth is also very important. The more balanced and regular the infant is fed, the more positive their development will be. The physiological development of infancies is directly proportional to their food and sleep (Bathory & Tomopoulos, 2017). When the infant sleeps sufficiently during the day, his development continues in a healthy way.

The fastest period of physical development occurred between the ages of 0-2. For example, after the infant sits down, stages such as crawling and walking occur very quickly (Bower, 1974). During this period, the infant's psychomotor skills develop rapidly, infants begin to use their gestures and facial expressions and increase their number. Her muscles are starting to develop, and she is learning to follow, trying to catch the ball, and chasing the cat. She realizes the distance between himself and the ball, and takes action. She begins to eat his own food. In short, she learns and reacts to events quickly. Toilet training is also initiated at this time.

The first emotional reactions of newborns were crying and satisfaction (happiness). After the 6th week, the infant begins to recognize the faces and smiles on them. After 3 months, it is observed that she is interested in colored objects. It has been observed that 4-month-old infants throw colored objects when trying to take them from their hands. Cameron and Schell (2021) stated that infants give a social smile response after the 6th week. For example, 6 weeks (1.5 months) infant smiles at familiar faces, but did not react to unfamiliar faces. The views of Fabes & Matin (2000) are that the feelings of pride and shame begin to develop after the 12th month. They even stated that the feeling of guilt develops after the 12th month. Fogel's (2001) view that sympathy and pity begins after the age of 2 supported my research. For example, a 2-year-old child shows her sense of closeness to her peers by hugging them. Fogel (2001) stated that the feelings of stubbornness and autonomy begin to develop at the age of 2 years.

In the preschool period, children can start learning by interacting with their peers. With this learning, children can adapt to society much more easily. They can learn how to live together by experiencing the social rules (Smetana, 1981). When children communicate with their peers in early childhood, the social adaptation process begins and can provide opportunities for them to acquire the necessary skills. As social behaviors develop, children's desire to be in the play environment may increase. In the opposite case, they may encounter problems in their interpersonal communication during their professional and emotional periods throughout their lives (Fucsh & Thelen, 1988).

During the social development stage in early childhood, children can acquire various social skills. Some sub-concepts of these social skills and some studies related to these concepts are given that they are social identity, problem solving, emotional skill, language development, identity, participating games and asking questions.

The pre-school period, called the first childhood or early childhood period, is the period of significant physical development, covering the stage from the age of 2 to the age of 6 years. The preschool period can be explained by the increasing motor skills of children, the activities they perform and their inexhaustible physical energy. However, the changes in the physical development processes in this period are not like the newborn or infancy period. It takes place at a different speed and time interval in each individual. The development in this period is affected by the differences in individuals.

In almost all cultures, children develop physically in similar ways during the preschool period; However, when we compare the newborn period and infancy, the rate of development is slower in this process. In early childhood, there is a slow but serious increase in height and weight in children.

In early childhood, the most prominent physiological growth is in the limbs, that is, in the legs and arms. In this way, the center of gravity in the upper parts of the body (chest, etc.) during infancy shifts towards the lower parts of the body (belly button and its circumference), and thus, physical activities that are impossible to perform in the previous developmental period can be easily performed in this period (Atalay, 2015). In the transition from infancy to the first childhood, that is, at the end of the second year, the child's weight reaches about four times the first birth weight. In the first years of childhood, with the increase in the child's mobility, the increase in the weight of the child is slower than in infancy. By the end of the first childhood period, children's weight reaches about six to seven times their birth weight. It is difficult to give a clear figure about the increase in height and weight in children during this period. The reason for this is that the height and weight of children in the pre-school period differ even among individuals in the same social conditions due to their hereditary characteristics. Genetic features and social environment factors can be shown for the reason for this differentiation.

Bone development in infancy continues into early childhood. It can be said that between the ages of 2 and 6, approximately 45 new bone ends, or cartilage, harden from their ends to bone and form various parts of the skeleton. However, after the age of 4, children begin to lose their first teeth.

Children between the ages of 2 and 6 in the preschool period have a 20% increase in brain weight, and the brain goes through an intense remodeling and reorganization process with increasing weight. In this context, it can be said that children in this age group can develop many skills such as perception, attention, memory, language, logic and imagination.

The early or first childhood period, the period from the second year to the seventh year of the individual, is the period in which basic movements are acquired. Movements such as running, jumping, bouncing, jumping, catching and throwing, which can be performed with voluntary movements and body control, can be seen towards the end of this period.

Preschoolers have acquired most of their gross motor skills on a large scale (Timmons et al., 2007). These skills mostly occur in power points such as arms and legs. In the first years of this period, children make great efforts to recognize their own bodies and comprehend their movement abilities. During these movements, the body can be used in a very exaggerated or very limited way. As a result, clumsy behaviors can be observed. With the increasing level of control in the following years, harmony in movements increases.

In the preschool period, important developments occur in fine motor development. 2-3 year old children can perform small muscle movements such as opening a door handle, stringing beads on a string, turning the pages of a book, folding the paper in half with a little effort. Towards the end of this period, children aged 5-6 can perform behaviors such as holding a pencil, drawing letters, painting without exceeding the boundaries of the picture, and using a pencil sharpener.

In late childhood and adolescence level, according to Derman (2008), "Adolescence is a period that begins with sexual and psychosocial maturation caused by physical and emotional processes and ends when the individual gains independence, sense of identity and social productivity" (p.19). As in every period, changes occur in the person during this period. Adolescents (12-20 years old) seek to be an independent individual and an identity that they

have not noticed until now, and all this causes a difficult process for both their families and themselves (Gül & Güneş, 2009).

After this stage, a child entering adolescence begins to add new gains to the concrete operations of the current period. This makes it possible for the child, who is starting to become an adolescent, to start thinking at a higher level and reach a balance. (Ahioglu Lindberg, 2011). After this period, the child will realize his development in a way to better understand abstract concepts. Adolescents who begin to understand abstract concepts gain the ability to think abstractly. This causes emotional changes in them. They may feel as if someone is watching them all the time or as if everyone is emulating them. Adolescents have some duties related to accepting their sexual identity, social relationships and physical changes that they need to achieve in order to pass their periods in a healthy way and develop. Performing these tasks properly will make significant contributions to their cognitive development (Ahioglu Lindberg, 2011).

### **Dynamic Parenting Style**

As child development is dynamically grows, parenting style accordingly should improve. Especially every child milestone is critical and needs to care separately. In this study, mainly focus area of child continuous changes on many aspects requires additional effort and support. To clarify such background philosophy, we improved dynamic model of parenting style; counseling, friendship and egalitarian.

According to studies examining the impact of parental attitudes on children, children of authoritarian parents tend to follow rules, are responsible, authoritarian (authoritarian), and emotionally distant, while children of democratic parents are confident, responsible, and capable of establishing emotionally close relationships; Children of permissive parents avoid responsibility and have trouble following rules; and children of neglectful parents tend to have trouble establishing emotional intimacy (see Martinez & Garcia, 2008).

While the most qualified democratic (authoritarian) attitude is seen, parental attitudes directly affect the child's behavior depending on the age group (Frick et al., 1999). It seems important that parents' attitudes change as their children age and develop. Recent studies and theories on this understanding show broad agreement in this direction. Therefore, although the democratic attitude has been considered by many researchers to be the most appropriate attitude for each age group, it seems that different age groups have different needs and it is appropriate to change the parenting attitude accordingly. This study is important because it presents a different perspective from parenting attitude studies and suggests that parental attitudes should be dynamic, not static. Based on the studies we have benefited from, it is recommended that parents shape their attitudes in parallel with their children's development.

This result means that different parental attitudes are more functional and contribute more at different ages. In particular, the advice and friendly and egalitarian parental attitude developed in this context is suitable for the development of the child. Existing parental attitudes are generally studied at all stages of life, and according to research, the democratic attitude is the most accepted. In this sense, the advisory attitude is understood as informative, communicative advice, recommendation and presentation; A friendly attitude also includes more togetherness, conversation, sharing and support. On the other hand, it seems crucial to feel as an individual, to avoid interventions, to receive support, to consult their ideas and to ask for help that requires them to take responsibility.

Additionally, the fundamental step for any group is to effectively manage the ongoing and consistent ability to communicate. Although four different parenting attitudes are defined, and according to many researchers, the democratic parenting attitude is the most appropriate for the child's development, it seems to make more sense for different age groups to apply the dynamic parenting attitude, regardless of the individual development of the culture. A democratic upbringing can meet this need, and eventually the need to have an identity when young, to know that one's identity will be accepted, and a permissive upbringing can meet that need. Therefore, the attitudes of parents towards their children and the development and shaping of children parallel to their development makes sense for this study. The lack of such a clear definition and classification in the literature will also make a very valuable contribution to the literature of this study. The dynamic parenting attitude that is being developed and revealed makes it important for educators to show a more meaningful approach to individual development. In summary, this study discusses the impact of parental attitudes as a function of children's developmental stages with emerging perspective.

The importance of this study is due to the fact that in recent years the impact of the developmental period and parenting attitudes has been clearly emphasized. Current parental attitudes, the evaluation of scientific studies and stages of development were examined in detail using the thematic synthesis method. The model that emerged as a result of this study was dynamic in addition to the static understanding and three main educational attitudes were developed: advice, friendship and equality. The sub-indicators of these attitudes, as well as their psychological, affective, social and individual implications, have been discussed in depth and have brought a new perspective to the literature.

## **Conclusion**

Changes in parental attitudes that are consistent with the age and development of their children appear to be important. Recent studies and theories on this subject have shown broad agreement in this direction. Therefore, although democratic attitudes have so far been considered by many researchers as the most appropriate attitude for all age groups, it seems that different age groups have different needs, and it is appropriate to change parenting attitudes accordingly. This study is important because it presents a different perspective from parenting attitude studies, and suggests that parental attitudes should be dynamic rather than static. Based on these studies, it is recommended that parents shape their attitudes in parallel with their child's development. This result indicates that different parental attitudes are more functional and contribute more at different ages. In particular, the counseling, friendship, and libertarian egalitarian parental attitudes developed in this way are suitable for the development of the child.

In this sense, the guiding attitude involves accepting information, explanations, advice, hints, and presentations. A friendly attitude also includes togetherness, conversation, sharing, support, and togetherness. However, it seems crucial to feel as an individual, to avoid interventions, to receive support, to consult their ideas, and to ask for help that requires them to take responsibility. Additionally, the fundamental step for any group is to effectively manage their ongoing and consistent ability to communicate. Although four different parenting attitudes have been defined, and according to many researchers, the democratic parenting attitude is the most appropriate for the child's development, it seems to make more sense for different age groups to apply the dynamic parenting attitude, regardless of the individual development of the culture.

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