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Parenting Styles, Family Routines and Self-Regulated Learning among Children of Different Ages and Income Groups

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Earlier research has shown that parenting affects the developmental outcomes in children. Since, parents are involved in the formation and maintenance of their child's routine they affect the behavioural patterns in their children. Parenting styles and family routines also have an impact on the self-regulated learning skills in children. The purpose of the research was to understand the interrelationship between family routines, parenting styles and self-regulated learning. The impact of different income groups on parenting, self-regulated learning and family routines was also studied across three age groups. Participants consisted of 180 children and 180 mothers. 90 children were selected from lower and higher income families which consisted of 30 children from three age groups (7 years, 9 years, and 11 years). The data was collected using Parental Authority Questionnaire, The Child Routines Questionnaire (CRQ) and The Adapted motivated Strategies for Learning Questionnaires. Data analysis was done using mean, correlation and two-way ANOVA and linear regression. Family routines and authoritative parenting style enhanced self-regulated learning skills. Authoritarian parenting style was found to negatively affect self-regulated learning. Authoritative parenting was prevalent more in the higher income families than in the lower income families. Self-regulated learning skills were seen more in children from higher income groups.

Keywords: Cognitive self-regulated learning, family routines, parenting styles.

Parents are an important part of their child's life and engage in daily activities with them. Different parents adopt different type of parenting styles, which in turn affects self-regulated learning and routines among the children. Darling and Steinberg (1993) defined parenting style as a constellation of parental behaviour and attitudes towards their children. Diana Baumrind (1971, 1991) gave two dimensions, namely parental control and parental warmth. Based on them, parenting styles were classified into three categories. Authoritative parenting style used warmth and consistent control (McGillicuddy-De Lisi & De Lisi, 2007). Authoritarian parents had a very strict approach; required an unquestionable behaviour and assertion of individuality with swift and severe punishment (Hong, 2012). Permissive parents are warm and affectionate but do not enforce rules or punishments and have high tolerance for misbehaviour of their children (Kang & Moore, 2011; Verenikina, Vialle, & Lysaght, 2011). Uninvolved parents are extremely low on warmth and control and do not communicate with their children.

Poverty has left low income families anxious and frustrated, resulting in authoritarian parenting styles and use of harsh and punitive physical punishment (Waldfogel & Washbrook, 2011). The different type of parenting styles socializes self-regulation in children differently. A self-regulated child later in life would engage in self-regulated learning.

Self-regulated learning refers to an individual's method to learn and is characterised by Meta cognitive, motivational, and behavioural processes that enhance learning (McCaslin, Bozack, Napolean, Thomas, Vasquez, Wayman, & Zhang, 2006). The strategies of self-regulated learning are rehearsal, elaboration, organisational skills, Meta cognitive strategies, help seeking and effort management. Differences in self-regulated learning have been found in lower and higher income groups (Fan, 2011). Parents and teachers of children from lower socio-economic strata have rated their children low in inhibitory control and working memory (Blair & Raver, 2012). Permissive parenting was seen

to be slightly negatively related to self-regulated learning skills. Assistance and encouragement from parents helped children to manage time, resources and avoid distractions and enhanced problem-solving skills. The rules improved the self-regulated learning strategies of the children in grade 5 (Xu, Benson, Mudrey-Camino, & Steiner, 2010). A study conducted by Piotrowski, Lapierre and Linebarger (2012) on 2- to 8-year-old English American children indicated that elder children, females and those from higher socio-economic strata faced lesser difficulties in self-regulated learning. It was also found that parents who used authoritative parenting were better at these skills, and those with excessive control and authoritarian parenting were poor at it. Some studies revealed that greater control by parents enhanced such skills (Feldman & Klein, 2003).

Parenting with structured and disciplined family routines would also foster self-regulation in children. Parents, who helped their children during routines, foster their bond between them. Routines helped increase the compliance behaviour of children, which reinforced the parenting practises (Urcuioli, 2005). Parenting aided in enhancing the self-regulated learning skills when parents get involved in the routines like shared book reading, educational activities like explaining and describing, constructive play, providing them with new opportunities to learn, which enhanced cognitive skill development in preschool and primary school children (Hindman & Morrison, 2007). Meta cognitive talk and instructional scaffolds influenced the development of self-regulatory learning in children (Whitebread et al., 2009). Zhao (2013) on Chinese-American students and 154 Chinese-American immigrant parents revealed that participation in family routines by children was positively related to self-regulatory learning.

Thus, proper development of routine and involvement in meal time or narration routines, for instance, will enhance self-regulated learning skills in children. Routine development will also be influenced by the type of parenting. Poverty a major stressor also affects parenting, in turn affecting the routines and self-regulated learning.

Objectives

1) To study the role of family income and age on self-regulated learning
2) To study the role of family income and age on parenting styles
3) To study the role of family income and age on family routines
4) To study the relationship between family routines, parenting styles, and self-regulated learning across income levels and age.

Method

Sample

For the current study, the sample comprised of 180 children from the ages of 7 years, 9 years and 11 years. Questionnaires were also administered on 180 mothers of the children selected for the study. Participants from lower income families (income<Rs 20,000 monthly) and higher income families (income >Rs 20,000 monthly) (90 participants each respectively) were selected. The division of the two income groups was based on the per capita income of Delhi, which was 2.7 Lakhs annually (Estimates of State Domestic Product-2015-16, Delhi Government, Manish Sisodia). Data was collected from a government school (Municipal Corporation of Delhi based school) and a public school situated in Delhi using purposive sampling. However, the students from the schools were selected randomly.

Tools

The following tools were used for the research.

The Child Routines Questionnaire (CRQ) (Sytsma, Kelley, & Wymer, 2001)

The CRQ was earlier called "Child Routines Inventory" and it was constructed by Sytsma et al. (2001). It is a parent-report measure, assessing child routines and consists of 44 items. The scale consists of four sub-scales measuring Daily Living Routines, Household Responsibilities, Discipline Routines, and Homework Routines. This scale has demonstrated good psychometric properties with good internal consistency (Cronbach's α = .79 - .83), and adequate construct validity. The test-retest reliability over a 4-week period was found to be .86 (Sytsma et al., 2001).

Parental Authority Questionnaire (Buri, 1991)

This was developed by Buri (1991). PAQ (Parental Authority Questionnaire) was used to measure the dominant parenting styles, and consists of 30 items and dimensions namely, Permissive, Authoritarian and Authoritative parenting style. The internal consistency of the scale ranged from 0.74 to 0.87. High score on a particular dimension reflected the dominance of a particular parenting style and a low score did not reflect that style.

The Adapted, Motivated Strategies for Learning Questionnaires (MSLQ-CV; Rao & Sachs, 1999)

The scale was developed by Pintrich and De Groot (1990), consists of 44 items and taps three motivational components and two self-regulated

Table 1: ANOVA Summary table of between subject effects for Parenting practices, Self-regulated learning and Family routines

Source	Sum of Squares	Mean Sum of Squares	df	F value
Authoritative parenting				
Age	13.34	6.67	2	.192
Income Groups	1632.022	1632.022	1	46.91**
Age *Income Groups	224.811	112.406	2	3.23*
Error	6053.022	34.791	174	
Total	7923.778		179	
Permissive parenting				
Age	78.04	39.022	2	.960
Income Groups	112.022	112.022	1	2.756
Age * Income Groups	277.378	136.68	2	3.412*
Error	7071.667	40.642	174	
Total	7539.11		179	
Authoritarian parenting				
Age	173.078	86.53	2	2.50
Income Groups	871.200	871.200	1	25.164**
Age*Income Groups	334.233	167.117	2	4.827**
Error	6024.067		174	
Total	7402.578		179	
Self-regulated learning				
Age	448.844	224.42	2	3.542*
Income Groups	12869.356	12869.356	1	203.107**
Age *Income Groups	116.044	58.02	2	.916
Error	11025.067		174	
Total	24459.311		179	
Family routines				
Age	1107.34	553.67	2	.703
Income Groups	54531.606	54531.606	1	69.205*
Age *Income Groups	4004.74	2002.37	2	2.541
Error	137107	787.97	174	
Total	800069		179	

**.01 level of significance; *.05 level of significance

learning strategies for grade four students. The scale has a strong and consistent reliability and validity (Cronbach's α = .52 - .80) for self-regulated learning strategies subscales (Duncan & McKeachie, 2005). The dimensions in the scale are rehearsal, elaboration, organization, planning, monitoring, and help seeking.

Procedure

The data was collected from a public and a government school of Municipal Corporation of Delhi respectively for 32 days. In the government school all the statements were explained in Hindi to the children as well as to their parents whereas in public schools the questionnaires were administered in the original form, i.e., English. In both the schools before administering the questionnaires individually, the issue of confidentiality was explained to the students. Questionnaires were administered separately to the children and parents. The children were administered; The Adapted, Motivated Strategies for Learning Questionnaire and Parental Authority Questionnaire. Since the language of the statements seemed a little complex each statement was explained with examples. The parents were administered the Child Routine Questionnaire.

Results and Discussion

The research was undertaken to study the impact of higher and lower income families on family routines, self-regulated learning and parenting styles prevalent among the age groups. It also studied the interrelationship between family routines, parenting styles and self-regulated learning.

Impact of Income Groups and Age on Parenting styles, Self-regulated learning and Family routines

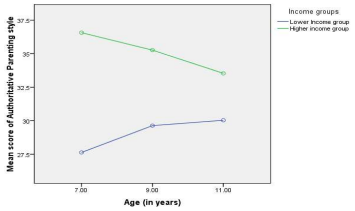

Figure 1: Line graph showing the mean scores of lower income families and higher income families across three age groups for authoritative parenting style

From Table 1 it is seen that there is a significant difference in the effect of the income groups on authoritative parenting F (1,174) = 46.91, p< .01 but, there was no significant difference in the effect of authoritative parenting across age groups. From Figure 1 it is seen that the effect of income groups on authoritative parenting for 11 years old was slightly different from effect of income groups on authoritative parenting for 9 years old and also different for 7 years old, thus there will be a significant interaction at F(2,174) = 3.23, p< .05.

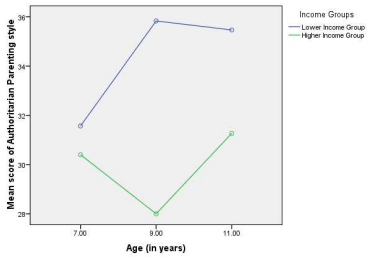

Figure 2: Line graph showing the mean scores of lower income families and higher income families across three age groups for authoritarian parenting style

From Table 1 it is seen that there is a significant difference in the effect of income groups on authoritarian parenting at F (1,174) = 25.164, p< 0.01, but there is no significant difference in the effect of age groups on authoritarian parenting. From Figure 2 it can be seen that since, the effect of income groups on authoritarian parenting for 11 years old was different from effect of income group on authoritarian parenting for 9 years old and also different for 7 years old, there will be a significant interaction at F(2,174) = 4.827, p< .01. So, use of authoritarian parenting will change with age taking the impact of income groups into consideration.

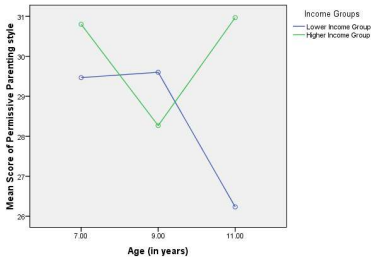

Figure 3. Line graph showing the mean scores of lower income families and higher income families across three age groups for permissive parenting

Figure 3 depicted that the effect of income groups on permissive parenting for 11 years was different from effect of income groups on permissive parenting for 7 years and 9 years but there was only a slight difference at 7 years and 9 years, so interaction across three age groups is significant at F (2,174) = 3.421, p< .05.

The mean score for authoritative, authoritarian and permissive parenting for the higher section of the society were 35.12, 29.88 and 30.01 respectively. On the other hand, the mean scores for the authoritative, authoritarian and permissive parenting were 29.1, 34.28 and 28.43 in the lower income families. Results indicated that authoritative parenting was the most dominant parenting style in the higher income group, and the use of authoritarian parenting style was highest in the lower income group. Authoritative parenting might have been high in the higher income families, as the parents were more educated, did not have stress and understood their children, were aware of their needs and responsibility, and made them comfortable in every manner (Baumrind, 1967, 1971). They explained with reasons and respected their opinions. They exerted control by punishment, but in a more affectionate manner. The dominance of authoritarian parenting was seen in the lower income families, as parents beat their children and used coercive parenting (Glenn, 2007). Children told that the parents did not have time to explain them as to why a particular behaviour is wrong and did not talk to them about their desires. Parents from lower family income used parental harshness and restrictions on (authoritarianism) the third- and fifth-grader children. Since, children were chosen from poor societies, which did not have well built localities, the most dominant parenting style was disengaged and punitive (Roche, Ensminger, & Cherlin, 2007).

Authoritative parenting style was the maximal used by parents of 9 years old with a mean score of 32.45. As children at this age were neither too grown up nor too small, they require both punishment and care. Authoritarian parenting was most prevalent amongst the parents of 11 years old with a mean score of 33.37. This might have occurred as during preadolescence punishment and restrictions were mostly used by the parents. It could also be seen from the results that permissive parenting was more dominant amongst the parents of 7 years old. Globalisation has enabled many parents in the higher income groups to work outside and earn. Even the mothers were working for the whole day and had no time to look after the children. They, as a result were unable to provide, care and support and listen to their concerns (Verenikina et al., 2011).

As seen from Table 1, there will be a difference in the effect of Income groups on self-regulated learning at F (1,174) = 203.10, p< .01. There will also be a slight impact of age on self-regulated learning at F (2,174) = 3.542, p< .05. The mean score for self-regulated learning among the higher income families was 66.78 and among the lower income families was 49.87, indicating that children from higher income groups were more efficient in using self-regulatory skills. The reason for poor self-regulatory skills in children from lower income families could be poor executive functioning skills and poor working memory and inhibitory control (Blair & Raver, 2012). It is also seen that poor behavioural pattern by children from lower income families, diminished self-regulation skills in classroom. Moreover, one teacher reported that since these children joined school late it resulted in their poor self-regulatory skills (Sektnan, McClelland, Acock, & Morrison, 2010; Piotrowski et al., 2012). Even disadvantaged Hipsanic groups faced difficulty in development of such skills (Wanless, Sektnan, & McClelland, 2007; as cited in Sektnan et al., 2010). This result is also supported further as mothers from lower income groups were not well read and lead to

development of poor self-regulatory skills (Evans & Rosenbaum, 2008).

Self-regulated learning was found to be maximum in the age group of 11 years and least for 7 years, indicating that self-regulated learning increased with age (Carlson, 2005). Preschoolers were found to comment, keep a track of their activation, rate the level of difficulty, check the accuracy of outcome, use previously learnt strategies to new situations, plan activities and use non-verbal gestures (Whitebread et al., 2009). As comprehension increased after 9 years of age, an increase in the appearance of self-regulated learning was seen.

From Table 1 it is seen that there is a significant difference in the effect of income level on routines at F (2,174) = 69.20, p< .05. The mean routine score obtained for participation among the higher income families was 100.63 and lower income families were 77.34, indicating that children in higher income groups had more consistency in participation of daily routines as compared to those from the lower income groups. This may have occurred because activities were organised and structured in higher income groups, but in lower income groups parents did not have time to organise the life of their children, lived in disorganised localities and had excessive stress (Crockett & Haushofer, 2014). Routines were seen to be same across the three age groups because children were school going and were restricted to follow the same schedule but, varied in consistency.

Relationship between Parenting practices and Self-Regulated Learning

The scrutiny of Table 2 indicated that there is a positive and significant relationship between authoritative parenting style and self-regulated learning (r=.381, p <.01). This means that increase in authoritative parenting style will enhance self regulated learning. It was also seen that components like Meta cognition (r =.344, p< .01), rehearsal (r =.300, p< .01), elaboration (r =.308, p< .01), organisation skill (r =.165, p< .05) and effort regulation (r =.240, p< .01) were related positively to authoritative parenting style. Help seeking was found to be unrelated to authoritative parenting style. This might have resulted because authoritative parents were friendly, discussed and encouraged their children to keep their view points. One student from the higher income families reported that "My mother helps me in homework, scolds and tells me the reason as to where I go wrong ". Another student reported that "When my mother teaches me any new educational activity, she explains the process to me and then I practise it". So, effective parental involvement has been found to increase self-regulated learning. This is in line with the Meta analytic research done on preschoolers (Bouffard & Stephen, 2007). It was also seen that parental involvement and encouragement in homework leads to increase in self-regulated learning skills (Xu et al., 2010). Many children from lower income families who scored well

Table 2: Relationship of parenting styles with self-regulated learning, and family routines (n=180)

'r'	Authoritative parenting	Authoritarian parenting	Permissive parenting
Meta cognition	.344**	-.171*	.070
Rehearsal	.300**	-.098	.016
Elaboration	.308**	-.098	.049
Organisation	.165*	-.125	.143
Effort regulation	.240**	-.201*	.009
Help seeking	.128	.086	-.03
Self-regulated learning	.381**	-.167*	.070
House hold chores	.279**	-.308**	.113
Daily life routines	.281**	-.237**	.155*
Homework routines	.230**	-.105*	.255**
Discipline routines	.122	-.153*	.102
Family routines	.296**	-.276**	.184*

**.01 level of significance; *.05 level of significance

on self-regulated learning mentioned that their parents told them about their expectations, about what they wanted them to become in the future (Schunk, 2004). Thus, good relationship with the parents enhanced self-regulated learning skills in children (Dariwozeh, 2005). Authoritarian parenting was found to have a slight negative correlation with self-regulated learning (r= -.167, p< .05). It was found to be negatively related to meta cognition and effort regulation. Authoritarian parents were demanding and did not listen to their children, used excessive control and punishment, were very strict and did not get involved with them in different activities, never explained their reasons for giving punishment and never helped them. The children thus, were unable to develop self-regulated learning skills. This is supported by prior research. Since, in lower income families most of the parents were authoritarian; the children were low on self-regulated learning skills (Crossley & Buckner, 2012; Blair & Raver, 2012). Other than this, Chinese authoritarian parenting was negatively related to self-regulated learning (Chen & Wang, 2011). From the results it could also be seen that permissive parenting was unrelated to self-regulated learning skills.

Relationship between parenting practices and family routines

From Table 2, permissive parenting was found to be positively but slightly related to family routines (r =.184, p <.05). This indicated that permissive parenting enhanced family routines. It was seen that permissive parenting lead to an increase in the homework and daily life routines. The reason for this might have been that through observing their parents, children might have learnt the importance of their own routines and developed responsibility by internalising their learning. Authoritative parenting was also linked positively to family routines (r =.296, p< .01) and sub dimensions of routines like homework routines (r =.230, p< .01), household chores (r =.279, p< .01) and daily life routines (r =.281, p< .01). Studies have shown that participation in daily life routines and homework routines by parents created an emotional and affective parent-child relationship and helped the children become compliant (Urcuioli, 2005). Routines provided structure to the children and enhanced the parent-child bond. During meal times and narrative time, it helped in effective interaction and development of better relationships. Authoritarian parenting was found to be negatively related to family routines (r = -0.276, p< .01). It indicated that greater is the authoritarian parenting used, poorer will be the consistency in participation in routines. Since, authoritarian parents were strict and exerted a lot of control on their children, they might have helped in the development of routines, but the consistency might have reduced, as a result.

Relationship of family routines and self-regulated learning

Family routines were found to have a positive and significant relationship with self-regulated learning (r=.450, p< .01). This indicated that increase in the participation in family routines will lead to an increase in the practise of self-regulatory skills (Zhao, 2013). Routines made the children more systematic and organised and leads to an increase in the cognitive skills like elaboration, organisation, Meta cognitive skills and rehearsal skills. While engaging in discipline, parents explained morals and reasons for a particular behaviour. This led the children to

Table 3: Relationship between family routines and self-regulated learning, and family routines (n=180)

'r'	Meta cognition	Rehearsal	Elaboration	Organisation	Effort regulation	Help seeking	Self-regulated learning
House hold chores	.464**	.382**	.297**	.173*	.359**	.156*	.473**
Homework routines	.266**	.263**	.143	.337**	.171*	.188*	.327**
Daily life routines	.339**	.316**	.289**	.261**	.320**	.129	.410**
Discipline routines	.158*	.190*	.141	.164*	.077	.177*	.214**
Family routines	.395**	.354**	.283**	.271**	.315**	.195**	.450**

p< .01**, p< .05*

Table 4: Variance in Self-regulated learning (criterion variable) caused by parenting styles and family routines (predictor variable)

Predictor variables	R	Adjusted R^2	F	Sig.	Beta	t	Sig.
Parenting style							
Authoritative parenting	.360	.125	26.495**	.000	.360	5.147**	.000
Authoritarian parenting	.148	.017	4.009*	.047	-.148	-2.002*	.047
Permissive parenting	.040	-.004	.285	.594	.040	.534	.594
Family routines	.419	.171	37.748**	.000	.419	6.144**	.000

p< .01**, p< .05*

practise, what was taught by the parents. This led to the development of explaining and rehearsal of skills in the children. Learning and practicing the things taught by the parents also enhanced Meta cognitive awareness in the children. Thus, participation in routines enhanced self-regulatory skills. Narrations of stories and their explanation by the parents helped in the development of elaboration skills in them. In daily activities parents taught poems, manners, and ways of talking and children practised them. This led to internalization of rehearsal skills (Hindman & Morrison, 2007). Having a proper homework routine was seen to increase self-regulated learning and academic achievement (Martinez-Pons, 2002; Zimmerman & Kitsantas, 2005). Thus, family routines have a positive impact on the self-regulated learning skills.

The regression in Table 4 has shown that authoritative parenting, authoritarian parenting and family routines play a significant role in determining self-regulated learning among children from different age groups and income groups.

From the above table it was observed that the R square value for authoritative parenting was .125. Thus, authoritative parenting accounts for 12.5% variance in self-regulated learning. The t value is 5.147 which is significant (F (1/178) = 26.49, p< .01**). Close bonds in the family help children manage time, come up with different ways of learning and ask for help when needed. Thus, cohesive family bonds were found to increase self-regulated learning in children (Lee, Hamman & Lee, 2007). Greater use of authoritative parenting was thus found to increase self-regulated learning in children (Chen and Wang, 2011). The result was supported by a research done on the impact of parenting style on self-regulated learning behaviour (Jittasano & Varma, 2016).

From the above table it was also observed that the R square value for authoritarian parenting was .017. Thus, authoritarian parenting accounts for 1.7% variance in self-regulated learning. The t value is -2.002 which is slightly significant (F (1/178) =4.009, p< .05*). Since, authoritarian parents are strict and rigid; they do not get involved in discussion about the rules. Thus, such parenting style does not aid in enhancing self-regulated learning in children. It confirms that authoritarian parenting slightly decreases self-regulated learning in children (Madahi, Liaghat and Madah, 2013).

From the above table it was also observed that the R square value for family routines was .171. Thus, family routines accounts for 17.1% variance in self-regulated learning. The t value is 6.144 which is significant (F (1/177) = 37.74, p< .01**). This means that family routines can affect self-regulated learning. It was seen that parents who are authoritative are more involved in the routines of the children like shared book reading, engaging daily in constructive play, providing them with new opportunities to learn, and meal time interactions enhanced cognitive development and self-regulated learning skills (Brock, Rimm-Kaufman, Nathanson, & Grimm, 2009; Hindman & Morrison, 2007). Thus, more family routines will enhance self-regulated learning in children (Zhao, 2013).

Parenting has been a complex activity which affects the behavioural outcomes in children. If authoritative style is followed, it will enhance routine setting and self-regulated learning of children thereby helping the parents to regulate their parenting styles accordingly.

Limitations

Firstly, the lack of qualitative research was a limitation in this study. The process of family routines leading to increase in self-regulated learning was not studied.

Secondly, better assessment of self-regulated learning could be done if ratings of teachers and parents could be included. Differences in family routines in joint and nuclear families and its influence on other developmental outcomes can be studied too further.

Despite the limitations, the research throws a light on the parental training to set up family routines and use this as an intervention to enhance self-regulated learning and treat behavioural and psychological problems.

Thus, it can be seen that there was a major role of age and family income on the parenting styles. It was also there seen that there was a significant relationship between parenting styles, family routines and self regulated learning. Authoritarian parenting, authoritative parenting and family routines were seen to determine self regulated learning among children from different age and income groups. The research has thereby implicated towards the need for fostering authoritative parenting and routines to increase self-regulated learning skills among children from different age and income groups.

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