

Parenting and Parental Attitudes to Help the Development of Children Between Ages 1-3 Years

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Abstract

A child's parents serve as their initial source of one-on-one mentoring. Indirect components of schooling are the parents' attitude, outlook, and style of living, which naturally permeate the developing child's identity. Sometimes, since they are preoccupied with their jobs, parents neglect their duty to monitor their kids' growth. Materials are frequently the cause of parents leaving their kids at home while they work. The purpose of this study is to examine how parenting styles and views toward the growth of young children (ages 1-3 years) relate to each other. The study's cross-sectional methodology involved selecting 60 parents whose children ranged in age from one to three years. In this investigation, basic random sampling was the sample method employed. Data on the growth, upbringing, and attitudes of children between the ages of one and three years were gathered using a parenting style and attitude questionnaire. The questionnaire's validity and reliability were assessed before to its implementation. The collected data was examined using the Chi-Square Test. Results: $451.494 > \text{Chi-Square table with } p < 0.05$ was the Chi-Square count in parenting and children's growth from one to three years old: a Chi-Square test. Comparatively, the findings of the Chi-Square test indicate a relationship between parental attitudes and the developmental trajectory of children aged one to three. that the Chi-Square value is $270.388 > \text{Chi-Square table with } p < 0.05$. The study comes to the conclusion that parenting, parental views, and there is a strong correlation between the growth of kids between the ages of 1-3 years.

Keywords: Authoritarian Parenting, Child Development 1-3 Years Old, Democratic Parenting, Parental Attitude, Parental Parenting, Permissive Parenting.

Introduction

Parents serve as a child's initial source of one-on-one mentoring. Parents are the primary caregivers of young children. Parents play an essential role in the care of children aged 1-3 years to encourage growth and development according to their age [1]. External and internal factors influence the relationship between parents and children in parenting and impact children's behaviour [2]. In this case, culture also dramatically influences the pattern or style of parents in parenting their children, affecting

their psychosocial development [3]. The parenting patterns parents give to boys and girls are different and are influenced by other cultural backgrounds[4]. According to many views, a child's brain develops at its best between the ages of one and three years old, a period known as the "golden age," during which time their personality development will be influenced [5]. Parents are the benchmark in making decisions to provide children's behavioural actions. Indirect components of education are the parents' personalities,

attitudes, and lifestyle choices, which naturally permeate the developing child [6].

Parenting is a tendency shown by parents when raising their children. Parenting is divided into three, namely authoritarian, permissive, and democratic. Democratic parenting is characterized by the position of parents in line with the child; parents are rational, and decisions are taken together with the child by considering both parties. Parents assign responsibilities to their children and keep an eye on them. This parenting style will teach kids how to live freely and take care of themselves [7]. Permissive parenting has a child-centred nature; namely, parents always provide broad opportunities for their children to behave without sufficient supervision from them so that children tend to be arbitrary, lack discipline in behaviour, and all the will of children is always obeyed by parents [8]. Authoritarian parenting (parent-oriented) has traits such as parents tending to give absolute standards that must be followed by their children, often punishing children if the child does not carry out the wishes of parents, imposing the will, and not knowing compromise so that it will produce children who are timid, closed, rebellious, inactive, and like to oppose [9]. Various family life patterns align with the multiple forms of education in the family, including the attitude of parents who are too protective (overprotective) [10]. Most parents who use violence to enforce their will on their children end up failing them. On the other hand, parents who are always protective will hurt their children and cause them to become dependent, not independent, and lacking a sense of responsibility [11].

Parental attitude is a tendency shown by parents in monitoring their children's development. Parental attitudes significantly affect a child's development, especially in health, behaviour, and emotional well-being. Research shows that parents' beliefs and actions can shape their children's experiences and outcomes in various domains [12]. Parental

attitudes and behaviours are critical in monitoring child development; the complexity of these influences requires further exploration into optimal engagement and intervention strategies [13]. The formation of one's attitude can be influenced by talent, interest, knowledge, experience, emotional and environmental situations [14]. The role and attitude of parents are expected to overcome the problems that arise in children's developmental behaviour [15]. The positive attitude shown by parents to their children in facing their developmental tasks will encourage a child to be independent, confident and more creative, and vice versa if what is shown by the child's parents is a negative attitude in facing the child's developmental tasks, then the child will tend to be insecure and lack confidence [2].

Toddlerhood is a golden period, a window of opportunity and a critical period. The toddler period is a period of children's growth and development that lasts from when the baby is born until before the age of 59 months. Toddlerhood is essential to children's development [16]. The growth and development of toddlers in terms of cognitive ability are also improving. He can already remember the home address and phone number of the person closest to him. Not only that, but he is also getting to know more about various letters and numbers and understands the concept of time. Children can also count the objects around them [17]. The quality of future generations can be influenced by the child growth and development process that occurs at the age of toddlers, which is the golden period of growth and development [18]. The emergence of executive function (EF) occurred in the golden age, which can predict children's learning and behaviour throughout their lives [19]. The critical period of a child occurs in the toddler stage, the golden period when children experience a speedy process of brain growth and development. Hence, children need high nutritional intake [20].

Children between the ages of one and three experience a growth in their abilities (skills) as a result of their mental development and maturation process. Development is the increase in the ability of more complex body structures and functions; for example, the child can walk or talk. This development can be observed in how the child plays, learns, speaks, and behaves [16]. The role of parents is significant in shaping children's behaviour and motor development; children aged 1-3 years begin to explore the surrounding world independently. They can sit independently, run nimbly, and jump to pick up higher items [21]. Child development is the sequence of physical, emotional, mental and linguistic changes from when a child is born to the beginning of adulthood. Many factors influence child development. One of them is the genetic factors inherited by their parents [11]. The number of children aged 1 - 3 years in Indonesia is large, around 10% of the population. As the future generation of the nation, the quality of child development in Indonesia needs serious attention, namely getting good nutrition, adequate stimulation and affordable quality health services, including early detection and intervention of growth and development deviations [1]. In the development of children, parents have a significant role in shaping children's behaviour and lifestyle [22].

Parents' mistakes in providing parenting and responding to children's development by forbidding their children to do activities, often scolding when children make mistakes, will result in children becoming moody because of low social roles and social responsibility in interrogating their children so that children show stiffness and decreased verbal communication, which ultimately disrupts child development. Sometimes, since they are preoccupied with their jobs, parents neglect their duty to monitor their kids' growth. Since material demands keep parents at home, children are left behind while they work. Whereas what a child needs is not only material

but also attention. Trigger the child's thinking to carry out activities that may include deviant behaviour [23]. Many impacts of parenting on children's growth include lack of confidence, inability to regulate their own emotions, and greater risk of mental disorders[24]. Emotional neglect occurs when parents fail to provide adequate emotional support, attention, and validation to their children. Children must feel loved and valued to develop healthy self-esteem and emotional regulation [5]. Several factors, including parental education, environment, and culture influence parenting. In the family environment, children will learn the basics of behaviour that are important for their later life [3]. The parenting model is characterized by variations in responsiveness and demands [25].

The attitude of parents who are too protective, always imposing their will with violence, most of them actually fail their children. The attitude of parents who always protect will also have a destructive impact on the child and cause the child to become dependent, not independent, and lack a sense of responsibility [8]. Overprotective parents usually have intense anxiety about their child's safety, so they will supervise the child in detail to prevent the child from taking risks or getting hurt [7]. Parents who implement overprotective parenting always try to protect against physical and psychological disorders and dangers. Usually, parents do this because they have difficulty getting children or during pregnancy, the mother experiences many obstacles [26]. Overprotective parents tend to keep a close eye on their children to prevent them from taking risks or getting hurt, often due to solid anxiety about their child's safety. Overprotective parents worry about many things, especially the physical and emotional safety of their children [17]. Overprotective parents are usually overly involved in a child's life. For example, children's activities or movements will be severely restricted, constantly making choices for children, creating stringent rules, and demanding children excessively to excel [27].

Parental relationships that are incompatible, as well as many disputes and quarrels, will lead children to complicated personal growth that is difficult to form. They do not get a good atmosphere in which to develop because it always depends on the atmosphere of their parents. The manner of life, disposition, and personality of the parents are indirect components of education that naturally permeate the developing child's being [26]. Parents' behaviour towards confident children and all their children is another element of coaching in the child's personality [8]. Harsh treatment will have different consequences than gentle treatment in the person of a child [25]. The relationship between parents and their fellow human beings dramatically affects the growth of the child's soul [2]. A harmonious relationship, full of understanding and affection, will lead to a calm, open and easy-to-educate person because he gets enough opportunities to grow and develop [28].

Considering that the number of children aged 1-3 years in Indonesia is very large, which is around 10% of the entire population, as a prospective next generation of the nation, the quality of children's growth and development in Indonesia needs serious attention, namely getting good nutrition, adequate stimulation and being affordable by quality health services including early detection and intervention of growth and development deviations [29]. Sometimes, since they are preoccupied with their jobs, parents neglect their duty to keep an eye on their kids' development. [30]. Materials are often the reason why parents usually work and leave their children at home [31]. Whereas what a child needs is not only material but also attention. Trigger the child's thinking to carry out activities that may include deviant behaviour [24]. Parental attention is a form of parental awareness that pays attention to children and provides activities that focus on children's development, such as educating, guiding, and providing supporting tools for child development [32].

This research is vital because it presents information related to the role of parents in providing parenting and positive attitudes towards children's development so that parents are expected not to provide parenting and negative attitudes towards children's development, for example, giving parenting or responding to children's development by prohibiting their children from doing activities, often scolding when children make mistakes, will result in children becoming depressed because of low social roles and social responsibilities. In interrogating their children, so that the child shows stiffness and decreased verbal communication, which ultimately disrupts the child's development. So that the child's development is not following his age [2]. Parenting has a significant role in children's development of moral behaviour because the first basis of ethical behaviour is obtained by children from within the home, namely from their parents [7]. The development process through education in schools only continues the existing development [33]. The role of parents in implementing democratic parenting can develop individual, social, and religious aspects of children's personality. So, proper parenting, according to the level of child development, will impact the child's intelligence and spiritual intelligence [34]. The solution in this study is that parents can provide democratic parenting and a positive attitude towards developing children aged 1-3 years [35]. The purpose of this study was to examine the association between parental attitudes and parenting styles and the development of children between the ages of one to three years.

Materials and Methods

This research is an analytic observation with a cross-sectional design. The population in this study consisted of all parents with children aged 1 - 3 years, as many as 71 people. This study used simple random sampling, which is a random sample selection. Determination of sample size can be done with the formula:

$$n = \frac{N}{1 + N d^2} \quad (1)$$

Description:

n: Total samples

N: Total population

d: Desired level of confidence or accuracy
(0,05)

The number of samples in this study, according to the formula (1) above, is:

$$n = \frac{71}{1 + 71 \cdot 0,05^2}$$

$$n = 60$$

The sample in this study is 60 parents who have children aged 1-3 years.

Independent Variable

Parenting Style

Parenting is a tendency shown by parents when raising their children. The parenting style in this study is divided into three parts: authoritarian, democratic, and permissive. This parenting variable uses a nominal scale.

The parameters of each parenting style are as follows: 1) Authoritarian: Control over children is rigid, communication is commanding, emphasis on punishment, discipline in parents is rigid; 2) Democratic: Control over children is relatively loose, two-way communication, punishment is given according to the level of children's mistakes, discipline is formed on mutual commitment; 3) Permissive: Control over children is weak or very loose, communication is highly dependent on children, punishment or behavioural consequences depend on children, discipline towards children is very loose, parents are free. The way to score the questionnaire is as follows:

Respondents are categorized as having authoritarian parenting if the answer "Yes" is more than 80%. If the answer "Yes" is less than equal to 80%, then it is not referred to as authoritarian.

Respondents are categorized as having democratic parenting if the answer "Yes" is more than 80%, and if the answer "Yes" is less

than equal to 80%, then it is not called democratic.

Respondents are categorized as having permissive parenting if the answer "Yes" is more than 80%, and if the answer "Yes" is less than equal to 80%, then it is not called permissive.

Parents' Attitude

Parental attitude is a tendency shown by parents in monitoring their children's development. Attitudes can be divided into 2, namely positive attitudes and negative attitudes. A positive attitude can be interpreted as a feeling of support or partiality, while a negative attitude can be interpreted as a feeling of not being supportive. Parameters in attitude variables include cognitive, affective, and conative. Mental is the parents' belief about the correct knowledge about the child's development, affective is the parent's feelings about the child's development, and conative is the behavioural tendency shown by parents related to the child's development.

This variable uses a nominal scale, and the way the score is given is if the score obtained is more than equal to 60%, it is categorized as a positive attitude, and if it is less than 60%, it is categorized as a negative attitude.

Dependent Variable

Child Development Age 1 – 3 years

The development of children aged 1 – 3 years is an increase in abilities (skills) due to the maturation process towards maturity and mental development of children. This variable parameter is applied by applying a developmental pre-screening questionnaire (KPSP), where the items contained in this questionnaire consist of gross motor development, fine motor development, language development, socialization development, and independence.

These variables use ordinal scales, and the scoring of this questionnaire includes the following:

The number of "Yes" answers = 9 or 10; the child's development is according to his developmental stage (S).

Number of "Yes" answers = 7 or 8, the child's development is doubtful (M).

Some "Yes" answers = 6 or less; there is a possibility of deviation (P).

The research instrument used to assess parenting is a questionnaire consisting of 15

questions. Parents' attitudes about growth and development were evaluated by a Likert scale consisting of 21 questions. At the same time, the developmental variables of children between (ages 1-3 years) were assessed using a developmental pre-screening questionnaire (KPSP).

The method of assessment of questionnaires using the Likert scale is as follows:

Positive Statement		Negative Statements	
1	Strongly disagree	1	Strongly agree
2	Disagree	2	Agree
3	Agree	3	Disagree
4	Strongly agree	4	Strongly disagree

To test the validity and reliability of the questions, the researchers used 11 people outside the sample but remained in the same population.

Validity Test

Validity is a measure that indicates the levels of validity and reliability of an instrument. A valid or valid instrument has high validity. On the other hand, an instrument that is less valid means low validity. The correlation formula that can be used is the product-moment correlation formula.

Reliability Test

Reliability refers to one sense that an instrument is trustworthy enough to be used as a data collection tool because the instrument is good. A good instrument will not tend to direct respondents to choose specific answers. Instruments that are already trustworthy and reliable will produce reliable data as well.

The activity carried out to obtain data on the development of children aged 1-3 years is by filling out a checklist at KPSP. Meanwhile, data on parenting styles and parental attitudes were obtained using a questionnaire directly given to the primary data source, namely parents of children aged 1-3 years.

The data obtained will be processed and analyzed using the Chi-Square test. This study uses a fundamental level of 5% ($\alpha = 0.05$).

Results

This study's population is parents with children between (ages 1-3 years). The research was carried out in this area because of the large number of children aged 1-3 years, and so far, parents have been concerned about the growth rate of children but not their development level.

Parenting Characteristics of Parents Based on Age.

Table 1. Parenting Styles Based on Age

Age (Year)	Parenting Style						Total
	Authoritarian		Democratic		Permissive		
	S	%	S	%	S	%	%
20 – 29	2	6,66	25	83,34	3	10,00	100
30 – 39	1	3,70	19	70,37	7	25,93	100
>39	0	0,00	1	33,33	2	66,67	100

Table 1. Shows that democratic parenting is preferred by respondents from various age levels.

Characteristics of Parenting Styles Based on Education Level.

Table 2. Parenting Styles Based on Education Level

Education Level	Parenting Style						Total
	Authoritarian		Democratic		Permissive		
	S	%	S	%	S	%	%
SD	2	11,11	13	72,22	3	16,67	100
SLTP	1	3,33	23	76,67	6	20,00	100
SMU	0	0,00	9	75,00	3	25,00	100

Table 2. Shows at both the elementary, junior high, and high school education levels, the parenting style chosen by some respondents is democratic.

Characteristics of Parenting Based on Occupation.

Table 3. Parenting Based on Work

Work	Parenting Style						Total
	Authoritarian		Democratic		Permissive		
	S	%	S	%	S	%	%
IRT	3	5,77	37	71,15	12	23,08	100
Private	0	0,00	7	100	0	0,00	100
Self-employed	0	0,00	1	100	0	0,00	100

Table 3. Shows that most respondents, working and non-working or homemakers, prefer a democratic pattern in educating their children.

Characteristics of Parents' Attitudes Based on Age.

Table 4. Parental Attitudes Based on Age

Age (Years)	Parents' Attitude				Total
	Positive		Negative		
	S	%	S	%	%
20 – 29	27	90,00	3	10,00	100
30 – 39	22	81,48	5	18,52	100
>39	1	33,33	2	66,67	100

Table 4. Shows that parents have more positive attitudes towards their children's development.

Characteristics of Parents' Attitudes Based on Education Level.

Table 5. Parents' Attitudes Based on Education Level

Education Level	Parents' Attitude				Total
	Positive		Negative		
	S	%	S	%	%
SD	13	72,22	5	27,78	100
SLTP	26	86,67	4	13,33	100
SMU	11	91,67	1	8,33	100

Table 5. Shows that most respondents from various levels of education have a positive attitude towards child development.

Characteristics of Parents' Attitudes Based on Work.

Table 6. Parents' Attitudes Based on Work

Work	Parents' Attitude				Total
	Positive		Negative		
	S	%	S	%	%
IRT	43	82,70	9	17,30	100
Private	0	0,00	1	100	100
Self-employed	7	100	0	0,00	100

Table 6. Shows that most respondents' attitudes toward their children, working and non-working or homemakers, are positive towards their children's development.

Data Analysis

The Relationship between Parenting and Child Development Aged 1 – 3 Years.

Table 7. The Relationship between Parenting and Child Development Aged 1 – 3 Years

Parenting	Child Development						Total (%)	X ²	p
	Appropriate		Doubt		Deviation				
	S	%	S	%	S	%			
Permissive	2	16,67	3	25	7	58,33	100	451,494	0,00
Democratic	22	48,89	20	44,44	3	6,67	100		

Authoritarian	1	33,33	2	66,67	0	0,00	100		
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Table 7. Shows that democratic parenting can improve the development of children between (ages 1-3 years); as many as 48.89% of children with democratic parenting have an appropriate level of development.

After analyzing the Chi-Square test, the result of the Chi-Square calculation was 451.494, while it was known that the Chi-Square table at = 5%, df = 2 was 5.99, and then

Ho was rejected. The results of the above analysis also show that $p = 0.00$ where the value is less than = 5% ($0.00 < 0.05$), so it is decided to reject Ho. The study results can conclude that there is a relationship between parenting and the development of children aged 1-3 years.

The Relationship between Old Age Attitudes and Child Development Aged 1 – 3 Years.

Table 8. The Relationship between Parental Attitudes and Child Development 1 – 3 Years

Parents' Attitude	Child Development						Total (%)	X ²	p
	Appropriate		Doubt		Deviation				
	S	%	S	%	S	%			
Positive	24	48,00	20	40,00	6	12,00	100	270,388	0,00
Negative	1	10,00	5	50,00	4	40,00	100		

Table 8. Shows that the respondents' positive attitude can improve their children's development; this is shown by as many as 48% of children whose parents give a positive attitude have an appropriate level of development.

After analyzing the Chi-Square test, the result of the Chi-Square calculation was 270.388, while it was known that the Chi-Square table at = 5%, df = 1 was 3.84, then Ho was rejected. The results of the above analysis also show that $p = 0.00$ where the value is less than = 5% ($0.00 < 0.05$), so it is decided to reject Ho. The results of the data analysis can conclude that there is a relationship between parental attitudes and the development of children aged 1-3 years.

Discussion

The Relationship between Parenting and Child Development Aged 1 – 3 Years

After analysis with the Chi-Square test, the Chi-Square calculation result was obtained as $451.494 >$ Chi-Square table and $p = 0.00$, which means that there is a significant relationship between parental parenting and the

development of children aged 1-3 years. The Chi-Square test results also suggest that democratic parenting is better than permissive and authoritarian parenting. The family not only functions as a successor to the offspring, but parents also play a role in guiding and directing children according to the child's developmental stage. The toddler period is called the golden age because brain development occurs as a whole in all four parts of the brain, including the hemispheres of the brain, which store the child's abilities. The guidance and stimulation provided by parents during this golden age period will improve the quality of child development in the later stages.

In this study, it can be seen that as many as 75% of parents provide democratic parenting to their children. Parents prefer this parenting style because they begin to know and realize that this parenting style is the most effective for children's development. It can be seen in this study that as many as 48.89% of children with democratic parenting have a level of development that is appropriate for their age. In the democratic parenting pattern, parents encourage children to be independent but still provide limits and control children's behaviour.

Parents are warm, nurturing, affectionate, and attentive. Parents also give children space to talk about what they want or expect from their parents. Parenting styles refer to constellations of parental attitudes and behaviours toward a child, which creates a general emotional climate for parent-child interaction and parental socialization [36].

The Relationship between Parental Attitudes and the Development of Children Aged 1 – 3 Years

After analyzing the Chi-Square test, the Chi-Square result was calculated as $270.388 > \text{Chi-Square table}$ and $p = 0.00$, which means a significant relationship exists between parental attitudes and the development of children between (ages 1-3 years). The statistical test results also mean that positive attitudes are better than negative ones.

In this study, respondents who had a positive attitude towards child development were 83%. This study also shows that the positive attitude of parents will affect the development of children aged 1-3 years; namely, as many as 48% of children have an appropriate level of development because of the positive attitude of their parents, even though there are around 40% who have a dubious level of development. Talents, interests, knowledge, experience, emotions and environmental situations can influence the formation of one's attitude. The respondents' education level is 52%, with junior high school education and 20% having high school education. With a high education, a person will get information from other people and the mass media; the more information that comes in, the more knowledge is obtained.

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However, it is often not realized that parents are role models for children. Parents play a significant role in educating children in all aspects of their personal development, including attitudes, habits, discipline, and learning methods, because parents are a child's primary and first educators. The positive attitude shown by parents to their children in facing their developmental tasks will encourage a child to be independent, confident and more creative, and vice versa if what is shown by the child's parents is a negative attitude in facing the child's developmental tasks, then the child will tend to be insecure and lack confidence.

Conclusion

Based on the results of research and discussion on the relationship between parenting and parental attitudes and the development of children between (ages 1-3 years) in Manisrejo village, Taman district, Madiun city, it can be concluded that there is a significant relationship between parenting and parental attitudes and the development of children aged 1-3 years. The better the parenting style and attitude of parents in educating children, the more they can maximize their growth.

Conflict of Interest

We believe that this manuscript is appropriate for publication Texila International Journal of Public Health. We have no conflicts of interest to disclose.

Acknowledgements

Thank you to Allah SWT and my beloved family.

<http://dx.doi.org/10.1371/journal.pmed.1003602>

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