

# Parent Rearing Practice, Sex, and Child's Social Adjustment in Magelang, Indonesia

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**Abstract.** This article emphasizes studies to: (1) examine the effect of authoritarian, democratic, and permissive parenting on children's social adjustment, and (2) examine the ability of social adjustment from a gender perspective. The study subjects were 240, consisting of 120 boys and 120 girls. The method of collecting data on children's social adjustment used observation with time sampling techniques, while the data on parent rearing practice used a questionnaire. The analysis technique in this research used Structural Equation Modeling (SEM) with the Partial Least Square (PLS) technique with the help of the SmartPLS 2.0 application program. The results showed that the children's social adjustment can be explained jointly by the parenting style of authoritarian, democratic, and permissive parents by 78.5%. Authoritarian parenting has an effect on children's social adjustment as indicated by the t value of 2.685 ( $p < 0.05$ ), democratic parenting of 8,043 ( $p < 0.05$ ), and permissive parenting of 1,990 ( $p < 0.05$ ). The effective contribution of democratic parenting to children's adjustment is the highest compared to authoritarian and democratic parenting (Effective contribution of democratic parenting: 48.6%, authoritarian parenting 16.1%, and permissive parenting 13.8%).

**Keywords:** Rearing parent practice, Sex and child's social adjustment

## 1 Introduction

According to Calhoun and Accolle, adjustment is defined as a person's continuous interaction with himself, with other people, and with his environment [1]. Based on the opinion of Calhoun and Acocella, it can be argued that adjustment to other people is a social adjustment and social adjustment is an aspect of self-settlement. Hurlock said social adjustment is a mental and behavioral process that encourages a person to adjust to desires that come from within oneself that can be accepted by the environment [2].

The child's success in doing the social adjustment can give happiness to the child and will raise adaptive behavior. On the contrary, child who is less capable or fail in the social adjustment will raise problems for the child and the environment. The research conducted by Ahmad & Naqvi (2016), showed that social adjustment has a relation with problematic behavior on adolescent [3]. Before this research, the research conducted by Setyaningsih, et al. (2006) found that social adjustment and the ability to solve the problem has a relation with delinquent behavior tendency [4].

The aggressive behavior characterized by always hurting other people physically and psychologically is one of the indicators of the child's inability to make social adjustment with the environment. There are lots of child behavior that showed the inability to make social adjustment such as: always bothering their friends while playing, snatching their friends'

playing tools, quarreling/fighting, do not want to sit still, always walking and running when the learning process takes place and so on. The research results conducted by Purwati et al. (2017) on preschool children in the Early Childhood Education (ECE) Institution in Magelang City are: (1) fighting (54%), (2) kicking (48%), (3) hitting (34%), (4) snatching toys (27%), and (5) throwing things (15%) [5]. Another researcher, Campbell (in Singh, Dhania, Sharma, & Jaiwal, 2007) showed that more than 14% preschool children showed deviant behavior [6]. Preliminary study is conducted to know the social behavior of early childhood in the Early Childhood Education (ECE) Institution Menayu Village Muntilan Sub-District, from 34 children it was found that 45% showed the always snatching their friends' toys behavior, 25% do not want to be left by their parents or nanny behavior, 24% crying not wanting to play with their friends, and the rest is showing a cannot be silent behavior, do not want to sit still.

Child social behavior is a manifest of the child's ability to adjust socially with the environment. The child's social ability is formed and conditioned by the environment, namely family, community and school environment. The effect of family environment through parental care has a big role in the child's ability to adjust socially. Scharf, Wiseman, and Farah [7] stated that parents play the important role on child's social adjustment. The parenting style of parents has a big effect in the child's social behavior and will affect in the further development [8][9]. According to Whittaker and Cornthwaite [10], the parental care can support the level of child's social development and will be brought into the further development. Whereas according Williams et al. [11], the parenting style of parents will affect the child's attitude broadly. This showed that it is not impossible that it can affect the child's social attitude while interacting with friends or other people.

The early childhood period is a critical period in the human life span, that will affect life in the future. The experience and knowledge in the early age period especially in the socialization and social interaction with the environment are very important [12]. The quality of parenting, the relationship and relation with peers and groups, contributes to the child's social development [13]. The parental care for child in the family environment are: authoritarian, authoritative or democratic and permissive [14].

This research tries to know the correlation between parenting style and gender with the early childhood social adjustment. The research is conducted in the Early Childhood Education Institution in Magelang City. Furthermore, this research that conducted by researcher produce the relationship between parents rearing and child's gender on social adjustment on social environment, which kind of parenting that has highest contribution on social adjustment. This is essential for parents and educator, so they can implement the best, conducive parenting and give the comfortable atmosphere in the child, so child able to make fine social adjustment.

## **2 Method**

This research aims to know the correlation between parenting style and gender with the child's social adjustment especially in school. The research design is correlational with two independent variables namely parenting style and gender, and one dependent variable namely child's social adjustment. In this case, the parenting style is seen from the parents' perception. The research subject is children in the the Early Childhood Education (ECE) Institution with an age range of 4-6 years as well as their parents consist of: 1) parents with the total of 80, and 2) children with the total of 80 consisting of 40 boys and 40 girls. The students' sample collection

technique used is purposive sampling. The instruments used in the research are: 1) parenting style questionnaire given and filled by parents, 2) child's social adjustment scale. The data collection methods used questionnaire and observation with the "time sampling" or "interval sampling" approach [15]. The analysis technique used in the research is Structural Equation Modeling (SEM) approach with Partial Least Square (PLS) technique with the support of SmartPLS 2.0 application program.

### 3 Results and Discussion

#### 3.1 Fit Model Evaluation

The data analysis results by using SmartPLS 2.0 program are as follows:

##### 3.1.1 The assessment of outer model or measurement model

The outer model testing can be conducted by testing the discriminant validity. Discriminant validity can be conducted by comparing the AVE root value of each construct or variable with the correlation of each construct or variable. More details can be seen in the Table 1.

**Table 1.** Latent Variable Correlations & Akar AVE

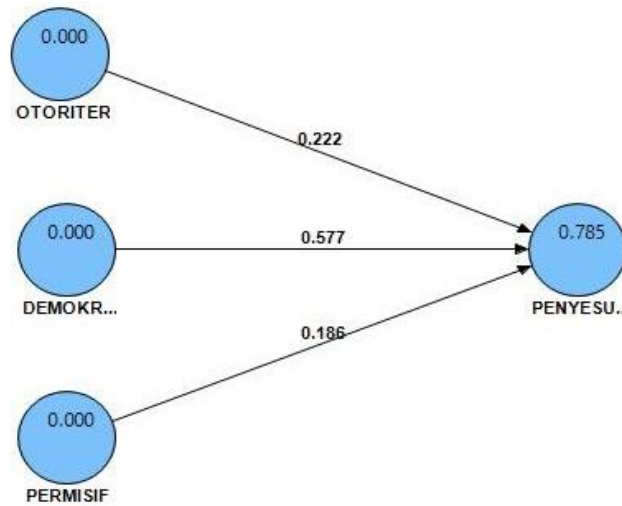
	<b>Democratic</b>	<b>Authoritarian</b>	<b>Permissive</b>	<b>Social Adjustment</b>
Democratic	1.000			
Authoritarian	0.628	1.000		
Permissive	0.676	0.736	1.000	
Adjustment	0.843	0.722	0.740	1.000

Source: SmartPLS Output

Based on Table 1, showed that the AVE root value (the diagonal number in the table) is higher than the correlation between one construct, or variable with others, therefore it can be concluded that each construct met the good discriminant validity.

##### 3.1.2 Structural model (inner model) testing

The inner model or structural model testing is conducted to see the correlation between variable, significance value, and R-square from the research model. Structural model is evaluated by using the R-square for the construct or dependent variable, t test, and the value of structural path parameter coefficients show in Figure 1.



**Fig. 1.** Structural Model

The model assessment with PLS is started by seeing the R-square for each dependent latent variable. The change in the R-square value can be used to assess the effect of certain independent latent variable to the dependent latent variable whether it has a substantive effect. Table 2 showed the R-square estimation results by using SmartPLS.

**Table 2.** R-Square Value

	R Square
Democratic	
Authoritarian	
Social Adjusment	0.784676
Permissive	

Source: SmartPLS Output

Based on the Table above showed that the R-square value for the social adjustment variable of 0,785 which means that the social adjustment variable is explained by the authoritarian, authoritative, democratic and permissive together as many as 78,5%. The construct model evaluation is then conducted by calculating the Q-square predictive relevance as follows:

$$\begin{aligned}
 Q^2 &= 1 - (1 - R_{ps}^2) \\
 &= 1 - (1 - 0,785) \\
 &= 1 - 0,215 \\
 &= 0,785
 \end{aligned}$$

Based on the calculation, the  $Q^2$  value obtained is 0,785 which showed that the created model is good.

### 3.2 Hypotheses testing

The assessment to the inner weight can be conducted by seeing the correlation between latent construct by paying attention to the path parameter coefficient estimation result and the

significance level. Inner weight also showed the hypotheses testing results. To test the proposed hypotheses, we can see the t-statistic value. If the t statistic value > t table, then the hypothesis will be accepted. The t-statistic estimation results can be seen in the result for inner weight presented in Table 3.

**Table 3.** Path Coefficients (Mean, STDEV, T-Values)

			<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>Standard Error (STERR)</b>	<b>T Statistics (O/STERR)</b>
Democratic Adjusment	->	Social	0,576940	0,578115	0,071731	0,071731	8,043148
Authoritarian Adjusment	->	Social	0,222319	0,218104	0,082814	0,082814	2,684557
Permissive Adjusment	->	Social	0,186396	0,188335	0,081130	0,081130	2,297492
Democratic Adjusment	->	Social					

Source: SmartPLS Output

Based on the Table 3, the testing to the research hypotheses can be conducted. The hypotheses testing used 5% significance level with t table of 1,990 (N=80).

**H<sub>1</sub>: The Effect of Authoritarian Parenting Style to the Social Adjustment**

The parameter coefficient test results between authoritarian parenting style with the social adjustment showed the coefficient value of 0,222 and t count value of 2,685. In the significance level ( $\alpha$ ) = 0,05, the t count value is higher compared to the t table of 1,990. This showed that the authoritarian parenting style has an effect to the social adjustment.

**H<sub>2</sub>: The Effect of Democratic Parenting Style to the Social Adjustment**

The parameter coefficient test results between democratic parenting style with the social adjustment showed the coefficient value of 0,577 and t count value of 8,043. In the significance level ( $\alpha$ ) = 0,05, the t count value is higher compared to the t table of 1,990. This showed that the democratic parenting style has an effect to the social adjustment.

**H<sub>3</sub>: The Effect of Permissive Parenting Style to the Social Adjustment**

The parameter coefficient test results between permissive parenting style with the social adjustment showed the coefficient value of 0,816 and t count value of 2,297. In the significance level ( $\alpha$ ) = 0,05, the t count value is higher compared to the t table of 1,990. This showed that the permissive parenting style has an effect to the social adjustment.

Effective Contribution (EC) dan Relative Contribution (RC)

Effective Contribution = coefficient value\*correlation coefficient\*100%

Relative Contribution = (Effective Contribution/Total Effective Contribution) \*100%

**Table 4.** Effective Contribution (EC) dan Relative Contribution (RC)

Variable	Coefficient Value (Original Sample)	Correlation Coefficient	EC	RC
Democratic -> Social Adjustment	0,577	0,843	48,6%	62,0%
Authoritarian -> Social Adjustment	0,222	0,722	16,1%	20,4%
Permissive -> Social Adjustment	0,186	0,740	13,8%	17,6%
Total			78,5%	100%

Table 4 showed that the effective contribution of democratic (parenting style) variable to the social adjustment is 48,6%, whereas for the authoritarian (parenting style) variable to the social adjustment is 16,1%, and the permissive (parenting style) variable to the social adjustment is 13,8%. This means that the most influential variable to the social adjustment is the democratic (parenting style) variable, then authoritarian and the last is permissive.

**Table 5.** T-Test Independent Sample t-test Results (Social Adjust Variable Based On gender)

Gender		N	Mean	Std. Deviation	Std. Error Mean
Social Adjustment	Girls	40	5.6500	.48305	.07638
	Boys	40	4.0000	.75107	.11875

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Social Adjustment	Equal variance assumed	1.313	.255	11.686	78	.000	1.65000	.14119	1.36890	1.93110
	Equal variance not assumed			11.686	66.550	.000	1.65000	.14119	1.36814	1.93186

Based on Table 5 the average value of social adjustment from the male gender is 4,000 and the average value of social adjustment from the female gender is 5,650 with the obtained sig value of 0,000 and  $t_{\text{count}}$  score of 11,686. The  $t_{\text{count}}$  score for  $df=78$  and significance level of 5% is 1,991. Because the obtained sig value is smaller than 0,05 ( $p<0,05$ ) and the  $t_{\text{count}}$  score  $> t_{\text{table}}$ , it can be concluded that there is a difference in the average value of social adjustment based on gender with the average value of social adjustment of girls is higher than the boys.

### 3.3 Discussion

The research result shows that parenting rearing consisting of democratic, authoritarian, and permissive parenting together has an influence on children's social adjustment. This result is consistent with Baumrid's statement (1971,1989, 1991); Steinberg, Dornbusch, & Brown

(1992); and Stewart et al. (2000) that parenting rearing provides children with basic experience to optimally balance to choose (marked with self-assertion, independence, and wisely personal interest) with partnership (marked with social engagement, cooperation and moral concern for another person interest) [16]. The results of the research parallel with the results of research by Noorjanah [23] and Ahmad, et al. [24], shows a positive relationship between parenting styles and students' social adjustment. The results of the study are also in line with the research of Domitrovic, and Bierman [25], who found parenting practices are related to social behavior reported by peers, peer dislike, and children's social problem-solving. Children's perceptions of their parenting experiences are linked to solving social problems and their social pressures. These findings are related to the importance of the family and peer domains for children's social development and the influence of children's perceptions on psychological well-being. There is a difference in the social adjustment ability of girls and boys as shown by the t value of 11.686 with sig  $p < 0.05$  and the social adjustment ability of girls is higher than that of boys as shown by the mean value of adjustment for girls' social adjustment of 5.650, while the average for boys is 4.00. Research by Scharf, Wiseman, and Farah [26] found that gender had significantly the parenting group, girls in the violent parenting group showed greater parental loneliness and affinity for loneliness, while boys- men show more loneliness regarding their peers.

The authoritarian parenting style has an effect to the child's social adjustment showed by the t value of 2.685 ( $p < 0.05$ ); The democratic parenting style has an effect to the child's social adjustment by 8.043 ( $p < 0.05$ ), whereas the permissive parenting style has an effect to the child's social adjustment by 1.990 ( $p < 0.05$ ). The effective contribution of democratic parenting style to the child's adjustment is the highest compared to the authoritarian and permissive parenting style (The effective contribution of democratic parenting style: 48,6%, authoritarian parenting style 16,1%, and permissive parenting style 13,8%).

From the data analysis results showed that the democratic parenting style has the highest effect on the child's social adjustment then followed with authoritarian parenting style and the last is the effect of permissive parenting style. The results are not much different from the results of other research that discussed about the parenting style with social adjustment such as. The research results by Indah obtained that the democratic parenting style is 33 (82,5%) people, the permissive parenting style is 7 (17,5%) people and none of the parents have authoritarian parenting style [22]. Parents that have independent child 32 (80,0%) people, and parents that have less independent child is 8 (20,0%) people. There is a significant correlation between parenting style and child's independence. Moreover, Research results by Ela (2013) obtained that the parenting style is 31 (77,5%) people in the democratic category, whereas for the toilet learning success of toddler age children in the success category is 31 (77,5%) people [21]. According to Baumrind, authoritative parenting, provides a warm atmosphere to children, the attitude of parents can firmly and optimally control children's behavior. This parenting can guide and support prosocial and adaptive behavior in children. (Baumrind, 1991). Enforcement with a high authoritarian level, high discipline implementation will also affect the low level of empathy and high guilt in children [17].

There is a difference in the girls and boy's social adjustment ability as showed by the t value of 11,686 with sig  $p < 0.05$  and the girls social adjustment ability is higher than the boys as showed by the average value of girl's social adjustment is 5,650, whereas the boys average is 4.00. According to Skaalvik & Skaalvik [18]; there are sex differences between girls and boys in academic and social adjustment. Meanwhile, according to Graham et.al. [19], boys are more prominent in their aggressive behavior for school dropouts. Lopaz and DuBois [20] girls are greater in social acceptance than boys.

## 4 Conclusions

Based on the description and data analysis above, it can be concluded that the early childhood social adjustment especially in schools is affected by the parenting style and gender. The democratic parenting style has the greatest contribution in the child's social adjustment, followed by authoritarian and permissive parenting style.

Girls have higher social adjustment than boys. The educators in the Early Childhood Education (ECE) Institution have to give stimulation to the social-emotional development aspect of children maximally that will be a provision in treading life in the future. Parents should be able to implement parent rearing that can form child's character, so child can socially adapt to the environment. Democratic parenting has high effect to the children social adjustment, followed by authoritarian parenting and lastly permissive parenting.

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