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*Ecology of Parenting :
Competence, Commitment &
Involvement*

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Define FAMILY

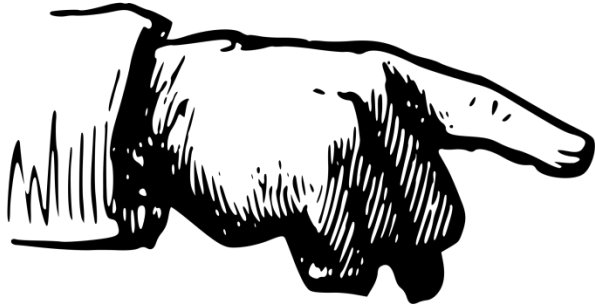
WHAT IS..

- Family – everyone seems to know what family is, due to its complexity, there is no “one fits all” definition for it... **Family is WHAT you make it**
- Community – a group of people who have something in common (location, identity, organization, interest etc.)
- Strong family → Strong community?

Why family?

- Basic unit of the society
- Everything starts from home
- A person spends his / her lifetime being linked to his “family” – rare cases of desertion
- Most reports acknowledged the **IMPORTANT** roles of family in prevention & treatment efforts
- Limited research on families of drug addicts
- **MOST** reports on anti-social behaviour / crime / delinquent acts put the major **BLAME** on the family esp. the parents

Fault finding?



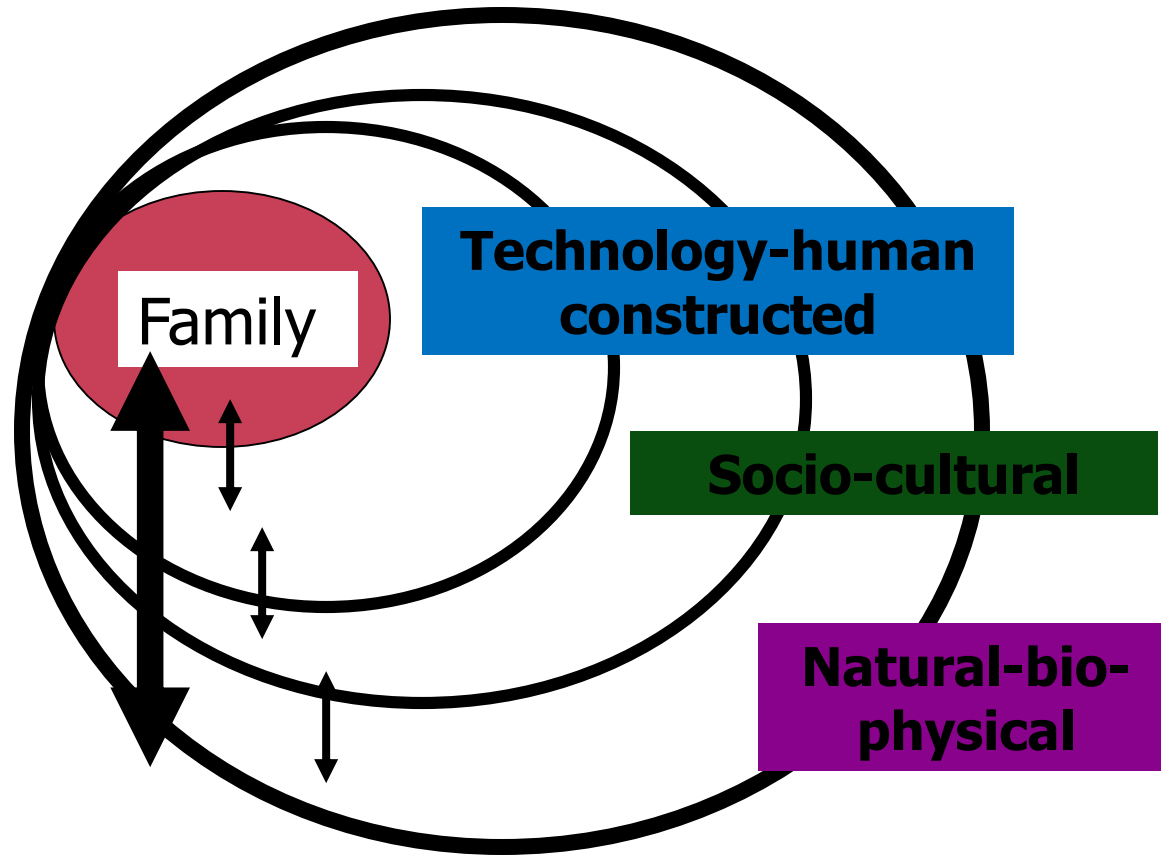
EVERYTHING STARTS FROM



The FACTS

- Parenthood is a social construct that is highly embedded within a multidimensional system of values, beliefs, norms & behaviours
- Rapid social changes provide wider spectrum of challenges for both parents & children
- Parenthood is a developmental role, parents & children develop across life-span & influenced by & influencing the environments surrounding the family – *family ecology*
- Parents perform their roles with very minimum guidance

Family Ecosystem Model [Bubolz & Sontag; 1990]

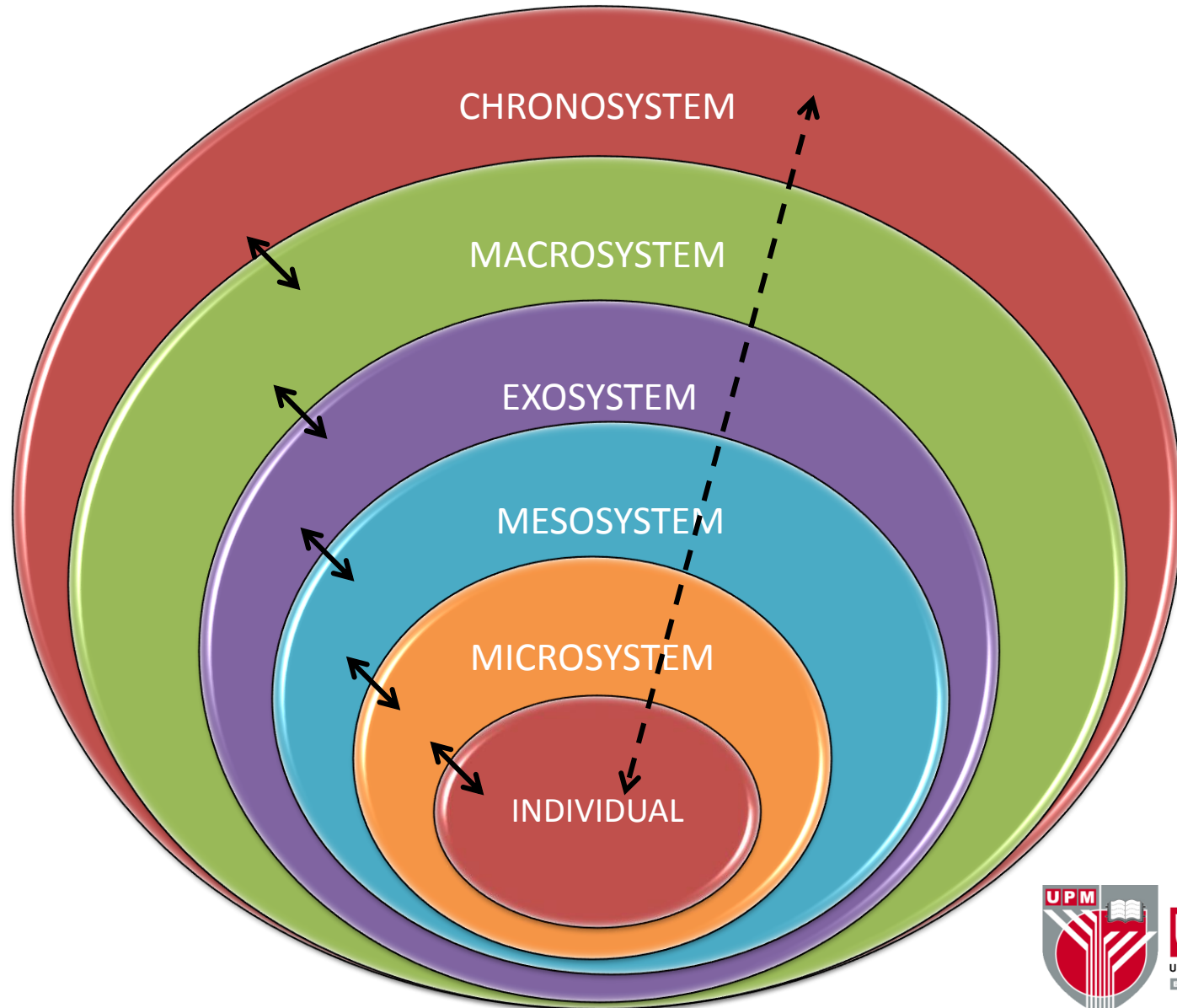


TIME – Past, Present, Future

Ecology of parenting

- Urie Bronfenbrenner (1979) introduced the ecological perspective of human development
- Scrutinizing the parent-child relationships within the context of various environments
- The biological, intrapersonal & interpersonal as well as environmental components shape individual development
- Parents must have the essential elements: to be competent, to commit & to be involved

Bioecological System of Human Development



Individual

- Various characteristics; some unique attributes
- Age, gender, health status, temperament / personality, self-esteem, other traits
- The developing person

Microsystem

- The nearest system
- Family – parents, siblings, grandparents, relatives
- Neighbourhood, school, religious organization, peers

Mesosytem

- The relationships between the developing person & his environments
- Involvement, concern, care
- Support / neglect / rejection

Exosystem

- The outside system where the developing person does not have direct interactions with
- May have direct / indirect impact
- i.e workplace of a parent may influence the child

Macrosystem

- The larger system of attitudes & ideologies of the culture
- Law, religion, rules, customs
- Education, politics, defence systems

Chronosystem

- Patterns of events & transitions that take place in individual's environment through-out his/her life
- Changes in people and their environment occur in time frame and unfold in particular patterns over a person's lifetime.
- The element of TIME is important in this system

The importance of the ecological perspective in understanding human development:

- It takes the holistic approach (considers multiple factors regarding person – in – context). Focuses on wholeness..
- Any phenomenon is seen from multiple perspectives > aiming to obtain high quality of life / environment
- Allows for an integrated plan of action – balance & holistic; to strengthen, to consolidate concerted efforts in preventing drugs abuse

Social Control vs Self Control

- Bio-ecological Theory emphasizes the roles of environments on individual development
- Self plays a big role, so do the environment
- Parenting, the most ancient tool for socialization is deemed very critical in ensuring the outcome of a child
- Discipline with warmth love & care
- Consistency, involvement and BE THERE

SOCIAL CONTROL THEORY

- In the 60's sociologist Travis Hirschi asserts that "TIES to family, school & other aspects of society serve to diminish one's propensity for deviant behaviour"
- Established & strong bond between individual & his/her family/community is a protective factor
- Comprises 4 key elements of attachment, commitment involvement, & belief that act as insulators

SELF-CONTROL

- The general Theory of Crime (Gottfredson & Hirschi, 1990)
- Low self-control is a key factor underlying criminality / delinquent behaviour
- Desire for immediate gratification which is highly linked with impulsive personality; lack of self-control; poor social bonds; and opportunity (Siegel and McCormick, 2006)

- Both theories focus on the role of parenting in instilling self-control in children through effective socialization process
- Highly relevant with the PREVENTION is better than CURE notion
- One needs to know how to control oneself, the “outsiders” will serve as “gatekeepers” – ATTACHMENT with these outsiders made the difference
- Past research have suggested strong roles of both self and social control in crime / delinquent acts among young people

Past findings

- Comparing antisocial vs no discipline record high school students:
 - Basic different: Life is more organized, parents know their children's friends & their whereabouts; they don't go out often at night or spent most nights at friends' place or else where
 - SELF is the strongest determinant of involvement in antisocial behaviour
 - Parental & school attachment, good peers & respect for community acted as protective factors

Family malfunctioning – risk factors

- Favourable attitudes towards anti social behaviour
- Involvement in antisocial behaviour of family members
- Chaotic + too random, no structure, no boundary
- Leisure fare, or too rigid
- Somewhat poor moral, low level of religiosity / spirituality

Risk factors

Lack of mutual attachment and nurturing by parents or caregivers;

Ineffective parenting;

A chaotic home environment;

Lack of a significant relationship with a caring adult

Caregiver who:
abuses substances, suffers from mental illness, or engages in criminal behaviour

Protective function

A strong bond between children and their families;

Parental involvement in a child's life;

Supportive parenting that meets financial, emotional, cognitive, and social needs;

Clear limits and consistent enforcement of discipline.

How to ?

- KAP – Knowledge, Attitude & Practice
- Parenting is a complex process influenced by & influencing myriads of factors
- It begins long before the conception of the child – in choosing the “parent” of that child
- An on-going process that demands a lot from those involved
- Earlier experience of parent-child relationships with one’s parents may shape current parenting behaviour

Strengthening family & community: How to?

- Must start from the basic unit of the family – the parents
- The primer agent of socialization
- Primary functions of parental behaviour:
 - To provide structure & To nurture
- Parents must be knowledgeable, have positive attitudes and practice accordingly; involve immensely –stay alert
- Be involved

As a family..

- Strong bonds within the family
- Family structure, norms and rituals
- Maintaining family traditions and cultural value
- Communicate with morality to get a respect from person
- Parents must have a strong character and personality ; as a role model
- “Control” of family
- Warm & conducive home environment

LIFE SKILLS FOR EFFECTIVE PARENTING

- Interpersonal Skills – to be more responsive towards children, EQ
- Effective monitoring, supervision & discipline
- Skills for Building Self-Awareness – gain relevant knowledge
- Communicating Values – identify & model values
- Coping &, Conflict & Stress Management skills

TERIMA KASIH