

A Study on the Effect of Parental Rearing Styles on Pupils' Impulsive Behavior

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ABSTRACT. This article studies the relationship between the occurrence of impulsive behaviors of elementary school students and the parental rearing styles, and provides a reference for the early psychological behavior intervention and promoting the psychological development of elementary school students. In this study, a cluster sampling method was adopted. From April to June 2018, 11 primary schools were selected from the urban area of Shanghai. A total of 2278 primary school students were surveyed. The questionnaire mainly included the basic situation of parents and primary school students, the impulsive behavior of primary school students and the parental rearing methods. Results Among the 2278 primary school students, 192 (8.43%) had impulsive behavior symptoms, 214 (9.39%) had abnormal behavior, 376 (16.50%) had hyperactive attention, and 537 (23.57%) had abnormal peer interaction. The total difficulty score was 233 abnormal (10.2%) and 254 pro-social behaviors (11.15%). Single factor analysis showed that gender, age, primary school students' birth health status, primary school students' second-hand smoke exposure, parental education level, family economic conditions, and parental rearing styles were all influencing factors of primary school students' impulsive behaviors and behaviors (all P values < 0.05). Logistic regression analysis showed that father support/participation ($OR=0.96$, $95\%CI=0.95\sim 0.98$), mother support/participation ($OR=0.94$, $95\%CI=0.92\sim 0.95$), The mother's hostile coercion ($OR=1.08$, $95\%CI=1.06\sim 1.10$) was associated with the impulsive behavior and abnormal behavior of the pupils (all P values < 0.01). Conclusion Parental support participation, mother's hostile coercion and impulsive behaviors and abnormal behaviors in primary school students are associated with parenting styles.

KEYWORDS: Parenting style, Impulsive behavior, Regression analysis, Elementary school students

1. Introduction

The occurrence and development of impulsive behavior problems of primary school students is a multi-cause model. The elementary school stage is a critical period for the rapid development of impulsive behavior. During this period, the elementary school students begin to gradually transition from the family environment to the family-school-social environment, such as changes in the living environment, the establishment of the peer relationship of the pupils, the adaptation process of the strange environment and the family environment, Can have a

significant impact on the impulsive behavior and behavior development of primary school students[1]. Studies have shown that family intimacy and adaptability, family living environment, and parental rearing styles are related to impulsive behaviors and behaviors of primary school students[2]. In April-June 2020, the author investigated the parenting styles of primary school students in Shanghai, discussed the impact on primary school students' impulsive behaviors and behaviors, and provided reference for the intervention of psychological behavior problems of primary school students.

2. Research Objects and Methods

2.1 Research Objects

From April to June 2018, all the 11 elementary schools in the urban area of Shanghai were selected. A total of 2408 questionnaires were distributed, and 2278 valid questionnaires were recovered, with an effective recovery rate of 94.6%. Among them, 1154 (50.7%) boys, 1124 (49.3%) girls; 454 (19.9%) third grade group, 805 (35.3%) fourth grade group, and 770 fifth grade group (33.8%), 249 (10.9%) in the sixth grade group.

2.2 Research Methods

The class teacher is used as the on-site investigator and training is conducted before the investigation. The investigator fully understands the purpose of the investigation, masters the specific standards of the investigation content, and unifies the investigation method. Explain the purpose of the survey to the parents during the survey. Parents volunteer to participate and fill out the questionnaire by themselves. After the questionnaire is issued, the questionnaire is withdrawn and checked in time[3]. The head teacher reviewed the questionnaire again.

2.3 Research Content

In general, the questionnaire of "Primary School Health Development Survey" is used to collect primary school students' gender, age, whether they are only children, primary caregivers, feeding methods, delivery methods, health status at birth, second-hand smoke exposure of primary school students,[4] and parents' age, education level, health status and Cross-sectional information such as family economic conditions.

Pupil impulsive behaviors and behaviors were investigated using the Pupil Impulsive Behaviors Questionnaire. The questionnaire assessed primary pupils' impulsive behavioral behaviors from the perspective of parents. A total of 25 items, [5] the results can be summarized as impulsive behavioral factors (including physical discomfort, new environmental stress, etc.), Conduct factors (including

temper tantrums, quarrels or bullying of other children, etc.), hyperactivity factors (including excessive activity, inattention, etc.), peer factors (including loneliness, favored by other children, etc.), prosocial factors (including Be considerate of others, willing to help others, etc.). Each item is scored on a scale of 3 from 0 (non-conformance) to 2 (complete compliance). The sum of the scores of the first four factors is the total SDQ difficulty factor. The higher the score, the more serious the objective difficulty is. Points are defined as “normal”, 14 to 16 are classified as “suspicious”, and 17 to 40 are classified as “abnormal”. The prosocial factor is a strength factor. The higher the score, the better the prosocial ability. Any abnormality in the SDQ total difficulty factor and prosocial factor is judged as abnormal behavior. The SDQ retest reliability is 0.72, the retest reliability of each factor is 0.43 to 0.79, the total questionnaire Cronbach α coefficient is 0.78; the correlation coefficient between the item and the factor score is 0.32 ~0.77.

The parenting method adopts the Chinese version of the “Parent Behavior Questionnaire” to investigate the parenting method. The questionnaire is divided into support/participation and hostility/forcement, each with 10 entries. According to the frequency of occurrence in daily life, each question is divided into 6 levels: Never, Occasionally, Sometimes, Medium, Frequent, and Always. The Likert 6-level scoring method is adopted, which is counted as 0 to 5 points. The retest reliability of the support/participation dimension is 0.96, and the retest reliability of the hostile/mandatory dimension is 0.99 (all P values <0.01). The total Cronbach α coefficient of the questionnaire is 0.67, and the Cronbach α coefficients of support/participation, hostility/force dimensions are 0.81 and 0.65, respectively.[6]

2.4 Statistical Analysis

EpiData3.1 was used to input data, SPSS18.0 software was used for general descriptive analysis, measurement data was tested by two independent samples, t-test was used to compare the percentage, and impulsive behavior and abnormal behavior were used as dependent variables for multi-factor two. Classification Logistic regression analysis, the two-sided test level $\alpha = 0.05$.

3. Statistical Analysis Results

3.1 Pupil Impulsive Behavior and Behavior Problem Detection

The scores of the factors in the questionnaire showed that 436 people (10.23%) were detected for impulsive behavior and abnormal behavior, 21.23% (245) for boys and 16.99% (191) for girls, the difference was statistically significant ($\chi^2=6.61$, $P=0.00$). Impulsive behavior symptoms were abnormal in 192 people (8.43%), behavioral problems were abnormal in 214 (9.39%), hyperactivity attention could not be detected abnormally in 376 (16.50%), peer interaction was abnormal in 537 (23.57%), and total difficulty score was abnormal in 233 People (10.2%), 254 prosocial behavior abnormalities (11.15%), see Table 1.

Table 1 Comparison of Detection Rates of Impulsive Behavior Problems among Pupils of Different Genders

Gender	Number	Emotional symptoms		Abnormal behavior		Hyperactivity attention disorder	
		suspicious	abnormal	suspicious	abnormal	suspicious	abnormal
male	1154	89 (7.71)	93 (8.06)	223 (19.32)	122 (10.57)	164 (14.21)	218 (18.89)
Female	1124	133 (11.83)	99 (8.81)	152 (13.52)	92 (8.19)	108 (9.61)	158 (22.41)
χ^2		11.95		20.24		25.25	
P		<.001		<.001		<.001	

Continued table 1 Comparison of detection rates of impulsive behavior problems among pupils of different genders

Gender	Number	Peer communication problems		SDQ difficulties		Pro-social behavior	
		suspicious	abnormal	suspicious	abnormal	suspicious	abnormal
male	1154	285 (24.70)	308 (26.70)	199 (17.2)	126 (10.9)	225 (19.5)	151 (13.08)
Female	1124	252 (22.41)	229 (20.37)	131 (11.70)	107 (9.5)	163 (4.50)	103 (9.16)
χ^2		18.84		17.06		22.50	
P		<.001		<.001		<.001	

3.2 Primary School Parental Rearing Methods

Among the 2278 primary school students, the total score of father support/participation (35.08 ± 8.24), the total score of father hostility/mandatory (17.64 ± 6.27), the total score of mother support/participation (38.64 ± 7.69), the mother's hostility/ The mandatory total score is (18.29 ± 6.77) points. Boys' (parents) parents' total support/participation scores were lower than girls', and hostility/mandatory scores were higher than girls (all P values <0.05).

3.3 Factors Influencing Pupils' Impulsive Behavior

Univariate analysis mainly affected primary school students' impulsive behavior and behaviors including gender, age, health status at birth, second-hand smoke exposure of primary school students,[7] mother's education level, father's education level, and family economic conditions (all P values <0.05). There were statistically significant differences in the scores of father support/participation, father's

hostility/compulsion, mother support/participation, mother's hostility/force in primary school students with or without impulsive behavior (P values <0.05).

3.4 Relationship between Parental Rearing Styles and Pupils' Impulsive Behaviors

Taking impulsive behavior and abnormal behavior as dependent variables (0=normal, 1=abnormal), some multi-categorical variables are assigned to subvariables: low grade (1,00), middle grade (0,1,0), high grade (0 , 01); mother education level junior high school and below (1, 0), high school (0, 1), college degree (0, 0); family economic conditions are good (1, 0), general (0, 1), poor (0, 0). Use primary school students' impulsive behavior as the outcome variable, and parental rearing methods as independent variables. Control variables include gender, age, parental education level, family economic conditions, health status at birth, and second-hand smoke exposure of primary school students. analysis. The analysis results show that father support/participation (OR=0.96), mother support/participation (OR=0.94), mother's hostility/coercion (OR=1.06) are related to impulsive behavior in the original model parenting style, and control father support in the model parenting style /Participation (OR=0.96), mother support participation (OR=0.94), mother's hostile coercion (OR=1.08) are related to impulsive behavior (all P values<0.05).

4. Conclusion

Accurate and effective assessment of impulsive behavior problems of elementary school students is the basis for the study of impulsive behavior problems of elementary school students. The Questionnaire of Impulsive Behavior of Elementary School Students is widely used in the evaluation of elementary school students' behavior problems at home and abroad. It has good reliability and validity. Difficulties in the scale are divided into impulsive behavioral symptoms, behavior problems, hyperactivity attention abnormality, and the sum of peer exchange scores, reflecting the objective difficulty level. [8] The abnormal detection rate of impulsive behavior symptoms in this evaluation was 8.43%, the abnormal detection rate of conduct problems was 9.39%, the abnormal detection rate of hyperactivity attention cannot be 16.50%, the abnormal detection rate of peer communication was 23.57%, and the total score of difficulty was abnormal detection The detection rate was 10.23%, and the abnormal detection rate of total difficulty scores was lower than that reported in the literature, but higher than that reported by Deng Yanfeng; the detection rate of abnormal prosocial behavior in this study was 11.15%, lower than that in Shenzhen, Hunan, Shandong and other places Reports are higher than those in Yangzhou and Anhui Province.

Pupils' impulsive behavior is influenced by genetic, environmental and family factors. Univariate analysis showed that gender, age, health status at birth, second-hand smoke exposure of elementary school students, [9] parental education, family economic conditions, and parental education methods are the main factors affecting

impulsive behavior and behavior.

The parental rearing style in the family environment is closely related to the early impulsive behavior of the pupils. Studies have shown that punishment of primary school students by guardianship can increase the risk of impulsive behavior problems of primary school students, and emotional support can reduce the total score of difficulties and the risk of prosocial abnormalities. Logistic regression analysis results show that there is a correlation between parental support and participation, mother's hostility/coercion and primary school students' impulsive behaviors in the parenting style of the original model and the control model. Parental support and participation can help reduce the impulsive behavior of primary school students, while mother's hostility/coercion will increase the risk of impulsive behavior. Father's hostility/coercion is not statistically related to the impulsive behavior of primary school students, and may be related to the father's limited participation in family upbringing at this stage.

In summary, parental support and participation, mother's hostile coercion and the impulsive behavior of primary school students in the parenting style. This study only analyzes the impact of parental rearing styles on the development of impulsive behaviors of primary school students from a cross-sectional perspective. There are certain limitations. In the next step, case-control studies or intervention studies can be conducted on primary school students with impulsive behavior problems to provide better Scientific basis.

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