

THE DETERIORATING EFFECT OF POOR PARENTAL SKILLS ON CHILDREN'S EDUCATION AND MENTAL HEALTH

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Abstract: One must choose a meaningful word or sentence to reveal the intended meaning and purpose. The wrong choice of words in an idiom can be fatal. Therefore, studying and understanding several types of meanings of an idiom in the language is necessary. This study aims to provide a theoretical map of the types of expressions with different meanings in Arabic. This study uses a library research method that examines sources of information related to the idiom model in Arabic. The results of this study indicate that in Bahasa Indonesia, there are approximately twelve types of utterance meanings. The twelve types of meaning will help the language speakers determine the right choice of words to express the desired meaning. Meanwhile, in Arabic, there are approximately twelve types, including Lexical Meaning, Grammatical Meaning, Contextual Meaning, Referential Meaning, Denotative Meaning, Connotative Meaning, Conceptual Meaning, Associative Meaning, Word Meaning, Term Meaning, Idiom Meaning, and finally the meaning of proverbs.

Keywords: Meaning of Idiom, Structure Arabic, Learning Materials

INTRODUCTION

Ineffective parenting is frequently linked to acting out or misbehaviour (Hossain et al., 2015)(Bögels & Restifo, 2014). Inadequate parenting is most likely the result of a lack of cooperation between the child and the parent to meet both needs and desires and create a common ground for both. Lack of parenting skills and techniques will negatively influence depending on the child's age(Stormshak et al., 2021)(Kuppens & Ceulemans, 2019). Minors' mental health difficulties might have a long-term impact on their life prospects. Early childhood behaviour disorders are the most prevalent mental health problem, affecting 5–10% of young children (Angold A, Costello EJ., 2001.). The parent's role in a child's life is critical, and poor parenting practices and skills can lead to misbehaviour (Diastuti, 2021).

Negative parenting behaviour, a lack of attention to children's needs, or more significant family dysfunction result from parental psychological issues(Soderman et al., 1982) (Suteja, 2017)(Hardianti & Adawiyah, 2023). When a child becomes worried, aggressive, hostile, antisocial, demanding, reliant, undisciplined, and develops a hateful goal, negative behaviour is considered. Parents' reactions to being over-controlled by directives, ominous behaviour reminders, and warnings result in these destructive behavioural features. Minors may experience several negative feelings due to these activities, including anxiety and distress. The quality of parent-child relationships significantly impacts adolescents' development outcomes, especially mental health (Sowski et al., 2014)(Sanders, 2012).

Parenting, according to Cleaner Casiellino Michener and Terry Villarcial [2005], is a term that encompasses a range of behaviours that occur throughout life in reactions between organisms that are usually the same but belong to distinct cohorts. Poor parenting skills may impact the child, resulting in trauma. According to trauma studies, there is a link between parental adjustment and children's functioning and the sometimes intergenerational influence of traumatic events. The impact of traumatic experiences on children is mediated by the effect on the parents of the children(Hardianti & Adawiyah, 2023) (Gewirtz, 2009) (Pringle, 1980).

Mental health difficulties affect the majority of today's minors. At this time, several of them have been reported to have committed suicide. Suicides among teenagers remain a significant problem (Problem of Suicides Among Teenagers) (2020, Aug 27). For children and adolescents, suicide is the second most significant cause of death. One of the leading causes of the rising number of suicides is depression(Soderman et al., 1982) (Hidalgo, et al., 2020) (Liu et al., 2023). According to the World Health Organization, depression has just surpassed diabetes as the most significant cause of disability worldwide.

According to the American SPCC, poor parenting renders a child more prone to criminal behaviour. Children who have been neglected or who have been subjected to abuse are more likely to be charged with juvenile delinquency. Failure to thrive and poor physical and mental growth and development are prevalent consequences of poor parenting. Thus, this study aimed to see how inadequate parenting abilities affect the mental health of children and teenagers. Besides, this study aims to raise awareness of the negative consequences of poor parenting skills among children and teenagers (Saman & Hidayati, 2023)(Nadhifah et al., 2021) (Satria et al., 2022). Furthermore, this study intends to determine the impact of poor parenting skills on children's and teenagers' mental health and also attempts to gain a better understanding of how depression affects children and teenagers. By investigating the deteriorating effect of poor parenting skills on children's and teens' mental health, this study highlights the following questions: How do poor parenting skills affect the mental health of children and teenagers? What are the consequences of poor parenting skills? What impact does inadequate parenting have on a child's behaviour?

Good parenting prepares children to meet the demands of their particular culture or subculture. However, we can draw some conclusions about the components of good parenting that would apply in most contexts. We can go a long way in understanding effective parenting styles that prepare children for social encounters. Darling and Steinberg (1993) defined parenting styles as the overall climate of parent-child interactions. It is a compelling context that sets the tone for the parent's interaction with the child. Parenting styles are a determinant factor in child development.

Parental acceptance or responsiveness (also referred to as parental warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-the assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991) (Safira Khairina & Soedirham, 2022). Parental demandingness (also referred to as behavioural control) refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys" (Baumrind, 1991)(Suryana & Sakti, 2022).

Children of permissive parents were very immature. They had difficulty controlling their impulses and were very disobedient and rebellious when asked to do something that conflicted with their momentary desires. They were overly demanding and dependent on adults, and they showed less persistence in tasks at preschool than children whose parents exerted more control (Mustafa Fazli, 2019). The link between parenting and dependent, non-achieving behaviour was powerful for boys (Berk, 1998)(Suryana & Sakti, 2022).

Subsequent research has shown that the worst development outcomes were associated with a neglectful, uninvolved style of parenting (Ilham, 2022)(Mustafa Fazli, 2019). Children of neglectful parents are notable for behavioural problems such as aggression and frequent temper tantrums at age three. They tend to become hostile and antisocial in adolescence (Sigelman, 1999)(Dhiu Dua, 2022).

Harsh or abusive parenting in the broader literature includes emotional, sexual, and physical abuse and neglect and a range of parenting practices that negatively impact child development and well-being. Abusive parenting can be active, such as striking or assaulting a child, through neglecting or ignoring a child (Browne, Davies and Stratton, 1998) (Handayani & Lestari, 2021).

Bad parenting can cause psychological disorders in a child (American SPCC, 2014) (Lesnussa & Wijayaningsih, 2023). This situation happens especially if the child grows up in a family where there is a lot of physical or emotional abuse. It also occurs when a child suffers from neglect as a child. Such children may have difficulty making friends and trusting people as they find pushing people away easier than opening up. Permissive parenting often results in children who rank low in happiness and self-regulation (Mustafa Fazli, 2019)(Septiani et al., 2021). These children are more likely to experience problems with authority and tend to perform poorly in school. The permissive style of child-rearing is nurturant and accepting, but it avoids making demands or imposing controls. Permissive parents allow children to make any of their own decisions at an age when they are not capable of doing so (Mustafa Fazli, 2019). They do not have to learn good manners or do any household chores. Although some permissive parents genuinely believe that this style of child-rearing is best, many others lack confidence in their ability to influence their child's behaviour and are disorganized and ineffective in running their households (Berk, 1998). Children with permissive parents tend to have high self-esteem and good social skills but are more prone to problem behaviour. Accepting responsibility is hard for them (Nafiah et al., 2021)(Mustafa Fazli, 2019).

Authoritative parenting styles tend to result in children who are happy, capable, and successful (Mustafa Fazli, 2019). Authoritative parenting without physical punishment produces the most favourable results and the fewest problems for children today. Children who have been collected in authoritative houses have a higher score on a variety of competence, social development, self-perceptions, and mental health than those raised in authoritarian, permissive, or neglectful homes (Joseph M. V., John J., 2008). The comparison is valid in childhood and adolescence, as evidenced by higher academic achievement, psychological development, and fewer behavioural problems (Ballantine, 2001).

(Simons, Whitbeck, Conger, and Melby, 1990) make an important distinction between constructive (supportive positive) and destructive (harsh negative) parenting behaviours, social

learning, and exchange models. Though they no longer gift proof of the specific effect of optimistic and adverse parenting on children's melancholy, they discovered that parental melancholy changed into associated with using harsh–bad parenting practices; however, now no longer optimistic, supportive–tremendous parenting, which shows that parental melancholy can be more significant strongly associated with excessive stages of harsh–bad parenting behaviours than with low stages of supportive–tremendous parenting behaviours (J Clin Child Adolesc Psychol., 2006).

Depression and low self-esteem can also be caused by bad parenting (American SPCC, 2014). A child who is never allowed to make decisions, who is constantly criticized belittled, and who goes through abuse is likely to have low self-esteem. It becomes worse when the child goes through sexual abuse as a child. Such forms of abuse are also known to make children more prone to violent behaviours. Children exposed to abuse and violence are likely to become violent people. They grow up believing that violence is the only way to solve issues.

A recent study of nearly 10,000 adults found that half of those who experienced significant psychiatric disorders, including major depressive disorder, reported symptoms before age 14 (Danielle H. Dallaire et al., 2006). Kessler and colleagues reported that many people who later experience major depressive episodes often report initially asymptomatic symptoms such as mild sadness or shyness (J Clin Child Adolescent Psychol., 2006). These results highlight the need for researchers to evaluate precursor and familial conditions that can induce and maintain childhood depression.

METHODS

A qualitative research methodology with a case study approach was used to determine the adverse effects of poor parenting, with primary data acquired through in-depth interviews with students. Generally, qualitative research methodology is used when researchers intend to explore the why and how questions. The data was collected from (n=6) respondents from Toledo City, Cebu, Philippines. The researcher purposely selected three (3) residents of Toledo City aged 6-12 years old (CATEGORY A) and three (3) aged 13-19 years old (CATEGORY B). The respondents voluntarily participated in the study and agreed on the interview process. Furthermore, they were verbally informed that they have the right to withdraw from the study at any time with any adverse consequences. The researcher ensured the anonymity and confidentiality of the respondent's responses. Lastly, the researcher asked permission from their parents to interview their child, and they agreed.

The data was gathered from (n=6) Toledo City, Cebu, Philippine participants. The researcher purposely selected three (3) residents of Toledo City aged 6-12 years old (CATEGORY A) and three (3) aged 13-19 years old (CATEGORY B). The participants volunteered for the study and agreed to the interview process. Participants were also told verbally that they had the right to withdraw from the study if there were any negative outcomes. The responses of the participants were kept anonymous and confidential by the researchers. Finally, the researchers asked for and received permission from the parents to interview their children.

Semi-structured interviews were used as the primary data-collecting tool in this study, with the researcher also relying on notes taken during the interviews. The researcher devised a semi-structured interview method with three open-ended questions. A semi-structured interview is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions are not planned. Since semi-structured interviews combine structured and unstructured interview styles, they can offer advantages (Oliverparks, 2020).

"Data analysis" refers to organizing, structuring, and eliciting meaning from data. Qualitative data analysis is collaborative and dynamic (Polit et al. 2001:383). Data analysis commenced after conducting the first interview. The data was collected using a variety of methods and approaches. The data were examined using a six-step thematic analysis approach, including: 1. Familiarization 2. Coding 3. Generating themes 4. Reviewing themes 5. Defining and naming themes, and 6. Writing up.

RESULTS AND DISCUSSIONS

Psychologists have long advocated for the relevance of family processes in child development (Ogbu, 1981; Bronfenbrenner, 1979; Belsky, Steinberg & Draper, 1991). According to these psychologists, this parenting style involves parent-child interaction, parent-child articulation activities, and parents' involvement in their children's education, which is essential in socialization and children's functioning (Smetana, 2017). Adults' social reality has ramifications for their child-rearing approaches and parental behaviour (Mamat et al., 2015).

Parenting skills are a critical risk factor for children's violence within the family and among young people, which is increasingly recognized as a major public health concern and a problem (Gardner et al., 2013). Parents' knowledge of child development was frequently identified as affecting child development outcomes (Matthew R Sanders, Ph.D., Alina Morawska, Ph.D., 2014). Adolescents' behaviour is largely shaped and moulded by their parents (Sarwar et al., 2016).

Furthermore, poor parenting skills harm a child's mental health. Childhood mental health issues can have a long-term impact on a child's life chances. The most prevalent mental health concern in early childhood is behaviour disorders, which affect 5–10% of children (Angold A, Costello E, 2001).

Six participants participated in the research. Category A is for children aged 6 to 12 years old, and Category B is for those aged 13 to 19. They all agreed that they had been abused and subjected to violence. Furthermore, some of them agreed that poor parenting abilities have an adverse effect on their mental health and development. I also asked Category A's parents for permission to interview their child, and they consented.

According to research, poor parenting abilities have a significant impact on a child's mental health (Integris Health, 2022). Almost everyone agreed that poor parenting techniques cause depression, trauma, behaviour issues, and a proclivity for criminal behaviour. Parents must express their love and support for their children to avoid poor parenting. One of the things that helps them increase their self-esteem is unconditional love. Make time for your child, set limits when disciplining the child, and be a good role model.

Category A Aged (6-12)

The interview was conducted with the approval of the parents. The open-ended questions, the focused questions, and the close-ended questions were all performed by the researchers. The researchers' initial step was to establish trust with the child.

The story is told by Child A, who claims that her father beat her with a belt because she left without asking permission and returned home at 10:00 p.m., which was extremely late. Her father was enraged and smacked her across the face with a belt. She was terrified and traumatized as a result.

Child B shared his story with the researchers, revealing that his father once came home drunk. Since there was no food left, his father became upset and beat him with a belt. He was scared and crying.

Child C reported to the researchers that his father shouted at him and beat him because he asked for money. He said his father was in a terrible mood at the moment. He also informed me that his father drank late at night when he came home. Every time he saw his father, he was frightened.

The researchers noticed that children A, B, and C stuttered as they recalled the traumatic events. They continued to play with their hands and were tense. Every time I asked a question, they felt uneasy.

Category B aged (13-19)

The researcher utilized open-ended, focused, and closed-ended questions to interview the individuals. The researcher promised to keep their identity hidden. They all agreed that poor parenting abilities could have an impact on a child's mental health and development.

Child A shared with us that she grew up in a home with much abuse. She confided in us that she has anxiety and cries a lot at night. She is often thinking about killing herself. She was the one who suffered the most. Her father attempted to rape her but failed. She knew her mother would not believe her, so she could not tell her. Aside from that, she had a narcissistic mother who was often envious of her. Her siblings resent her and become abusive when she is blamed for something she did not intend to do.

Child B asserts that his father has criticized and beat her because of her poor grades. She was worried and cried frequently at night. She told me she envies her classmates' parents since they do not put them under any pressure. She told us that she gets scared whenever she receives a bad grade because her father will be disappointed.

Child C claimed that his stepfather abused him at home. He claimed that his stepfather was an alcoholism and a violent man, and he was almost killed with a knife. He despises silence since it triggers his trauma and phobia.

Parenting Styles Implementing the Most Effective Methods

In most circumstances, becoming a parent is an exciting adventure (fitkidusa, 2020). However, this comes with much responsibility. While most individuals are prepared, others may be scared or unsure how to begin this journey. On the other hand, parents want their children to do their best with their information. Parenting styles can always be adjusted as needed, and the best approach for our children's healthy development can always be applied (Nuraeni & Lubis, 2022) (fitkidusa, 2020).

Diana Baumrind has outlined four parenting styles. The parent presents each feature, and the child expresses the result. Parents frequently choose one of these four styles based on whether their children have been informed of their development, their belief system, and whether they have been taught how to grow. However, the characteristics of the four forms frequently overlap. Understanding this allows us to think of parent styles as a continuum, with different styles used depending on the child's temperament and the circumstances (fitkidusa, 2020).

As a progressive program, the SKILLZ Child Development Center and the Certified Pediatric Ninja Specialists who lead them have the latest science and psychology to form the basis of the system. Coupled with teachers' methods in each class, parents have been supported through parenting

skills seminars and complementary curriculums to provide knowledge of the most effective approaches. The information and skills are quick and easy to implement but have enormous benefits (fitkidusa, 2020). Parenting can be both rewarding and challenging (Emina Ferizovic, 2020). When we understand the different parenting styles and how they affect our children in the long run, we can move towards the parenting approach to achieve the best outcome for each child (fitkidusa, 2020).

Child abuse exists in every society in the world. Maltreatment can lead to various mental health and well-being issues, including feelings of abandonment, fear, anxiety, depression, self-harm, and even suicide. Some organizations and individuals have successfully pioneered programs to prevent child maltreatment globally or have influenced strategies or policies to safeguard children's rights (Ilham, 2022) (Hardcastle et al., 2015).

Methods to Avoid Poor Parenting

Parenting programs help parents improve their skills, knowledge, and confidence to support their children's growth and manage their behaviour. Programs can be offered to all parents, but they can also be targeted at high-risk families and parents of children who are at risk of developing conduct disorders. During the first two or three years of a child's life, programs are often administered by a professional such as a nurse or social worker. Some programs, on the other hand, may start before birth. Programs can be delivered one-on-one or in small groups within the community.

School security education programs aim to teach children how to recognize potentially dangerous situations and differentiate between appropriate and inappropriate types of touching (Kitano et al., 2018). Children are taught how to say "no" to unwanted advances, avoid or escape threatening situations, and report abuse to trusted adults (World Health Organization Regional Office for Europe, 2015). Children exposed to school-based programs exhibit improvements in self-protective behaviours, according to a 2015 Cochrane Review, and participation in these programs may also increase disclosure.

CONCLUSION

To conclude, parenting style can be considered an overall structure representing the general emotional environment between the parent and the child. The actions and involvement of parents have a significant impact on the development of social and cognitive skills in children. Diverse civilizations have different parenting behaviours and influences, indicating that social culture impacts how family members interact. Every culture and civilization has its parenting pattern, and what is deemed stupid or appropriate in one culture may be inappropriate in another (Mustafa Fazli et al.,

2019). Parent-child relationships allow children to develop physically, emotionally, and socially. It is a one-of-a-kind link that every child and parent values and appreciates. The child's personality, life choices, and general behaviour are all shaped by this relationship. It may also impact their social, physical, mental, and emotional well-being.

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