



## Preadolescence and parenting errors

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### Abstract

The critical developmental stage of preadolescence typically corresponds to ages 9 to 12 and is characterized by rapid cognitive development, emotional instability, and a growing need for independence. The quality of the parent-child bond and the parent's approach during this transition have a significant impact on the child's social skills and psychological adjustment. Responsiveness is a hallmark of authoritative parenting and has repeatedly been shown to be the most beneficial strategy for fostering self-control, self-confidence, and constructive relationships with peers. On the other hand, authoritarian, permissive, and neglectful methods can lead to behavioral problems, emotional instability, and decreased academic motivation. This article also reveals how changes in the preadolescent parent-child relationship can promote resilience or exacerbate conflict, depending on parental sensitivity and flexibility. It also includes cultural, environmental, and digital factors that influence these dynamics. By incorporating interdisciplinary evidence, this article highlights the need for supportive and developmentally appropriate parenting practices to promote better emotional outcomes and strengthen preadolescent relationships.

**Keywords:** Preadolescence, frictions, errors in parenting, parent-child relationship

### Introduction

Preadolescence is a stage that typically ranges from 9 to 12 years, it is a very crucial stage of development it mainly serves as a bridge between childhood and adolescence. During this stage a child undergo important physical, emotional and social changes which serves as their sense of identity. Even though they have not reached the point of teenagers, they begin to show behaviour and attitudes that indicates their need for independence, self-expression and acceptance.

During this stage we can find early signs of puberty that can be bodily changes, hormonal changes, this will have influence on their mood and behaviour. Preadolescence can experience increased sensitivity, shift of moods and they look for privacy. They change in cognition also where in their thinking become more complex. They may frequently question the rules, express their opinions and look for moral reasoning. Their social life gets expanded they start to give preference to peers, and sometimes they also may overshadow parental influence.

Most of the time parenting preadolescent is a challenging task at the same time it can be rewarding too. In this stage of development parents may have to use balanced approach which respects child's growing autonomy which providing guidance and emotional support. Parents need to understand their developmental needs and accordingly develop healthy bond so that they can prepare them for the transitions ahead. The caregivers should recognize the distinctiveness of the stage and nurture confidence, resilience and empathetic young individuals.

### Common Frictions Between Parent and Preadolescent

**Desire for autonomy:** most of the time friction arises between parent and child for this reason. Children at the stage of preadolescence think that they have grown up and have the ability to take decisions and interference of parents irritates them and they end up having difference of opinion with their parents.

**Opposing to rules:** during this stage a preadolescent's cognitive development starts to bloom and their thinking becomes more complex. Every time the parents set rule, they start to question them and many a times they may deny to obey them too. If any one parent shows lenience in rules, then they may develop attachment only with them.

**Peer pressure:** one of the frequent reasons for friction between the child and parent is peer influence. Preadolescents often become socially active and they start to give more preference to their peers, the chances of getting involved in risky behaviours is very high at this stage.

**Media:** in the present context most of the children are always busy with screens and active in social medias. The moment parents try to cut short their screen time and the usage of social media they get frustrated and irritated which may end up in quarrel and conflicts.

**Academic pressure:** most of the parents expect high performance from the child without considering the actual performance capacity of the child. The over expectations may lead to stress anxiety among preadolescent and parents fail to accept the average performance of the child. This also serves as cause for friction within the family.

### Common errors in parenting

**Over protective:** most of the parents frequently interfere in all the works of the child. They may never allow the child to face challenges and the child may develop excessive dependency on parent and fail to adopt the necessary skills to navigate life.

**Lack of quality time:** in the present days both parents are working and due to their busy schedule, they are not able to spend quality time with their children and this is building gap between them. Due to the less availability of parents, children often end up hanging in phone.

**Comparing children with others:** whenever a child low grades in class and fails to secure medal most of the parents find it difficult to accept it and they meanwhile start to compare their child with sibling or someone else. This sort of behaviour from parents may lead to create feeling of inadequacy and low self-esteem among children.

**No set boundaries:** most of the parents do not give much importance in building appropriate ways of discipline in children. Children are like mirrors and what -ever they observe at home they easily make it as their habit. Some parents will fail to construct positive behaviour in their children. Such children may lack self- control and may fail to understand expectations.

**Neglecting emotional support:** children need love and they need to be loved it is one of the important psychological needs of every child. During difficult time children look for parents' guidance and support. Most of the parents fail to support their children during their hard times, they fail to recognize the importance of emotional support. Consequence could be the child's low self-esteem.

**Preference to perfection:** most of the parents expect too high from their children, even though expectations are healthy parents' expectations should match to the ability of their child. Parents also look for perfection in the work and activities carried by their child. Letting the child to commit mistake is important because mistakes will help the child to learn and understand things how they should do.

**Punishment over Discipline:** children should learn that some of their mistakes lead to consequences. There is no relationship between punishment and discipline. Parents should develop discipline in child because discipline helps the child to boost confidence where as parents should avoid punishing harshly to their children because of the children internalize the feeling of incapability.

### Review of Literature

J.Piaget defines this period as a time of transition from the stage of concrete to the stage of formal thinking operations [Piaget, 1972]. The self-analysis, self-perception of 10–12-year-olds appears as the ability to exercise a deeper synthesis, analysis, ability to explain abstract concepts. This is confirmed by the research of Harter, which studied the age-related changes in the organization of thinking of children and found that by the age of ten, children can analyze and understand complex emotions an ambivalence of the feelings and the relativity of a moral judgments [Harter, 1990]. To define abstract concepts in the Stanford-Binet Test, it is offered to children, which are surveyed after 10 years old.

The major new psychological attribute of this age is the verbal- logical thinking, the occurrence of which significantly restructures other cognitive processes of children [Elkonin, 1995]. To the main attributes (identifications) of this age the psychologists refer the development of a voluntary psychic processes and self-control. Primary school-age ends by the crisis of 11–12, after which the teenager's age is followed.

Many researchers point out features in the development of the children personality of this age. According to Kohlberg, the development of the self-awareness of the children 10–13

is at the conventional level. Guided by the principles of other people, they stick to a symbolic role. It is important for them to get the approval of their behavior from the adults. To the end of this period, their judgment shall be based on the established order, with respect to rules and regulations, submission to authority [Kohlberg, 1984].

According to Freud's psychoanalytic theory the age from 5 to 10 is the latent period of child's psychosexual development. In this time the socialization and the development of various forms of social and sex-role behavior are in the foreground. E. Erickson, focusing on social development stages, considers the age of 6–12 years as a period of systematic child transmission of knowledge and skills.

At this age children most rapidly develop (or, on the contrary, does not develop) the ability to master their environment. With a positive outcome of this development stage the child's successful experience is formed, with negative one - a sense of inadequacy and inability to be on par with others. Initiative, the desire to be active, compete to try their hand at various activities is labeled as characteristics of children of this age [Erikson, 1950].

According to William Collins, between 9 and 12 is such a serious crystallization personality structures that many academic, social and personal students characteristics of this age give the possibility to provide a basis for reliable predictions of their behavior for future 4–6 years. Data on children under 3-th grade do not have the predictive power [Collins, 1984]

Several studies show that parent and child relationship often affect the emotional well-being of child it can be in positive and negative ways. (Dwairy & Menshar 2006) The way in which parents upbringing their children play an important role in shaping the relationship between parent and child. For the healthy emotional health of child authoritative parenting style is helpful and it limits the psychological problems among children. (Darling & Steinberg, 1993) <sup>[4]</sup> in human development stages parenting is most often considered as a process of socialization (Hill, Mullis, Readdick, & Wateus, 2000). Previous research indicated that parenting styles are associated with various facets of adolescent behaviour, including children's social bravery, cultural responsibility, and cognitive abilities (Baumrind, 1971; Browne, 1989), as well as social evolution and peer relationships (Baumrind, 1961; Black & Baumrind, 1967; Feldman & Wentzela, 1990) <sup>[1]</sup> and academic success. According to Baumrind (1991), parenting style is a concept that identifies typical variations in parental efforts to socialize and manage their children. Parenting behaviours vary among individuals and usually fall into four categories: authoritative, authoritarian, permissive, and neglectful. Parental demand and parental responsiveness are the two dimensions that underpin this conceptualization of parenting style (Wolfrat, Hempel & Miles, 2003). Talib, Abdullah, and Mansor (2011) <sup>[12]</sup> contend that a child's family represents a socio-cultural-economic structure that greatly affects both the children's behavior and the formation of their character. Consequently, a lack of knowledge in parenting can result in adverse consequences that ultimately give rise to behavioral issues in children. In numerous scientific fields, parenting has received significant research focus. Studies suggest that parenting is crucial in influencing child development, which has led to investigations into its effects for more than 75 years. The examination of parenting encompasses various approaches such as parenting practices, dimensions, or

styles. The strategy of parenting practices entails specific observable behaviors that parents employ to guide their children's socialization (Darling and Steinberg, 1993) [4]. For example, to facilitate academic achievement, parenting practices may include attending parent–teacher conferences or consistently overseeing children's homework. Additionally, other parenting practices involve providing positive support, implementing discipline, or assisting with problem-solving. Parental support is connected to the parent-child relationship, which is demonstrated through involvement, acceptance, emotional availability, warmth, and responsiveness (Cummings *et al.* 2000) [3]. This support plays a crucial role in the positive development of a child, such as helping to prevent issues like alcohol abuse and deviant behavior (Kuppens and Eva Ceulemans, 2019), depression and delinquency (Bean *et al.* 2006) [2], and externalizing problem behaviors (Shaw *et al.* 1994) [10].

Children undergo the short but chaotic stage of prepubertal development between the ages of 10 and 12 when the latency phase comes to an end and adolescence approaches. Preadolescence, which includes the months of rising hormone levels and the first indications of sexual maturity, starts in late childhood and concludes with the events of puberty. Confusion and a sense of losing control are caused by both subjective and physical changes, including as increases in height and weight, the emergence of secondary sexual traits, and new internal demands; these disruptions disrupt the peaceful, obedient behavior of the latency phase. Oedipal and preoedipal infantile desires and anxieties are resurrected (Blos 1958; Dahl 1995). Preadolescents are drawn into a complicated social and academic milieu due to their improved cognitive abilities, increased capacity for autonomy, and transition to middle school culture. A "normative crisis" (Erikson 1956) with conflicting emotions, external restlessness, and emotional instability is the result of the child's internal homeostasis being upset by these progressive and regressive impulses.

### Discussion

The family, as a social entity, plays a vital role in the continuity and future of society. However, there are several factors that can disrupt the typical family structure. Issues such as psychological conflicts among members, financial difficulties, and loss can transform a family from two parents to a single-parent household. Research has shown that there is a correlation between the quality of parents' relationships and favorable outcomes for both children and families (Amato, 2005). One such positive outcome highlighted in this study is the development of assertive life skills in elementary-aged children. Assertiveness is crucial for individuals of all ages. Living assertively involves recognizing equality in relationships, minimizing unnecessary worries, safeguarding our interests, expressing our emotions and thoughts honestly, and being conscious of others' rights (Alberti & Emmons, 1998).

By encouraging emotional control, self-discipline, and academic competence, authoritative parenting—which is characterized by warmth and firm boundaries—promotes optimal preadolescent development. It outperforms permissive or authoritarian parenting in lowering depression and raising school engagement (Awiszus, A., Koenig, M., & Vaisarova, J. (2022)). On the other hand, authoritarian tactics may stifle autonomy without correspondingly increasing results, while permissive approaches are associated with less self-regulation and increased susceptibility to outside influences during this transitional period. These advantages are amplified by responsive, organized parenting in intact

families, which supports resilience against familial stressors, according to empirical evaluations. Kids (Basel) 2023.

### Methodology

The paper highlights the stage of preadolescence and the common friction that happens between the child and parent during this stage. Parenting the preadolescence is not an easy task but the parents should be aware of the errors they make while upbringing their children. The main objective of this paper is to depict the stage of preadolescence. To understand the common reasons for friction between the parent and child. To identify the errors in parenting. The review of literature highlights the importance of parent-child relationships and also parenting and child's behaviour, attitude of parents and relationship with children.

### Conclusion

This paper highlights the stage of preadolescence and depicts how important this stage is for a growing individual to transit from childhood to adolescence. The mistakes carried from the parents can affect the child's social and emotional development. Healthy parenting is very much crucial to raise healthy individuals. The parenting styles adopted by parents will also have positive and negative impact on the child and his development.

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