



Direct and Indirect Relations Between Parenting Daily Hassles and Prosocial Behaviors: The Role of Parenting Practices

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Introduction

Developmental scholars have noted that parental child rearing behaviors seem to predict children's level of prosociality (Eisenberg & Valiente, 2002). Other scholars (e.g., family stress theorists) have noted that parenting daily hassles are a source of daily life stress that can cause strains and difficulties in effective parenting (Belsky, 1984), which can both directly and indirectly affect children's outcomes. Although stress has been linked to prosocial behaviors (e.g., McGinley et al., 2010), studies on the relations between daily hassles and children's prosocial behaviors are lacking. There is no research examining the relations between parental stress and children's prosocial behavior in non-Western cultures. The present study was designed to examine the relations between parents' daily hassles and young children's prosocial behaviors, and the mediator role of parents' child rearing practices in a Turkish sample.

Methods

- Participants were 159 middle class Turkish children in the fourth wave (54.7% boys, and 45.3% girls).
- Parenting daily hassles were assessed by using Parenting Daily Hassles Scale (Crnic & Greenberg, 1990) at Time 1. Frequency (Cronbach's alpha = .82) and Intensity (Cronbach's alpha = .87).
- Child-Rearing Questionnaire (Paterson & Sanson, 1999) was used to measure parenting styles at Time 1 and 3. For Time 1: Inductive Reasoning (Cronbach's alpha = .82), Physical Punishment (Cronbach's alpha = .72), and Warmth (Cronbach's alpha = .77). For Time 4: Inductive Reasoning (Cronbach's alpha was .82), Physical Punishment (Cronbach's alpha was .75), and Warmth (Cronbach's alpha was .77).
- Children's prosocial behaviors were assessed by using Measurement of Prosocial Behavior Parent Ratings (Iannotti, 1985) at Time 3 and 4. Cronbach's alphas were .92 for Time 3 and .91 for Time 4.

Results

Two different models were examined: (a) three wave longitudinal model which included parenting daily hassles at the age of 4, parenting variables at the age of 6, and children's prosocial behavior at the age of 7; and (b) two wave longitudinal model which included parenting daily hassles and parenting variables at the age of 4, and children's prosocial behavior at the age of 6. The following specific hypotheses were examined. Descriptive statistics among main variables are shown in Table 1 and 2.

Table 1: Correlations, Mean and SD for Three Wave Longitudinal Model

Variable Name	Mean	SD	1	2	3	4	5	6	7
1. Gender									
2. Mother's education	13.81	3.46	.01						
3. Daily Hassles age 4	2.17	.43	.01	.02					
4. Physical Punishment age 6	1.52	.41	-.03	-.13	.23**				
5. Warmth age 6	4.49	.34	-.12	.03	-.14	-.36**			
6. Inductive Reasoning age 6	4.42	.45	-.06	.03	-.12	-.24**	.62**		
7. Prosocial Behavior age 7	5.24	.84	.06	-.01	-.20*	-.21**	.39**	.31**	

Table 2: Correlations, Mean and SD for Two Wave Longitudinal Model

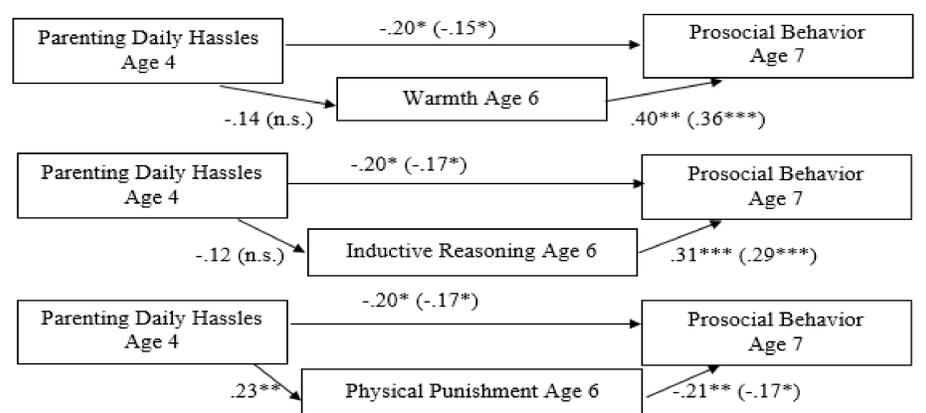
Variable Name	Mean	SD	1	2	3	4	5	6	7
1. Gender									
2. Mother's education	13.81	3.46	.01						
3. Daily Hassles age 4	2.17	.43	.01	.02					
4. Physical Punishment age 4	1.48	.37	-.02	-.21**	.31**				
5. Warmth age 4	4.60	.29	-.01	.10	-.16**	-.23**			
6. Inductive Reasoning age 4	4.49	.45	-.09	.13*	-.15*	-.23**	.52**		
7. Prosocial Behavior age 6	4.93	.94	.03	-.04	-.11	-.17*	.29**	.26**	

*p < .05, **p < .01,

Results

For the three-wave longitudinal model regression analyses are presented in Figure 1 and two wave longitudinal model regression analyses are presented in Figure 2.

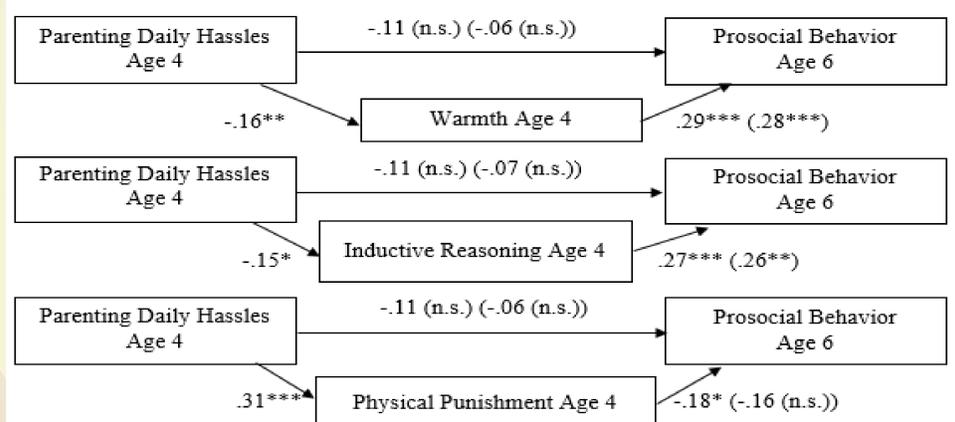
Figure 1: Multiple Regression Analyses for the Three Wave Longitudinal Model



*=p < .05, **=p < .01, ***=p < .001

Note: Values in parenthesis are the standardized beta coefficients for these paths after addition of parenting behaviors (warmth, inductive reasoning and physical punishment). Mothers' education was entered as a control variable in all analysis.

Figure 2: Multiple Regression Analyses for the Two Wave Longitudinal Model



*=p < .05, **=p < .01, ***=p < .001

Note: Values in parenthesis are the standardized beta coefficients for these paths after addition of parenting behaviors (warmth, inductive reasoning and physical punishment). Mothers' education was entered as a control variable in all analysis.

Conclusions

Overall, the findings lend partial support to family stress models of children's development and extend our understanding of children's prosocial development in non-Western cultures. There was partial support for the expected direct and indirect relations between parenting daily hassles and children's prosocial behaviors and the role of parenting practices. Parents who reported relatively high levels of daily hassles were more likely to report the use of physical punishment, and less likely to report parental warmth and inductive reasoning. As expected, less stressed parents displayed more warmth and inductive reasoning which are found to be positively linked to children's prosocial behaviors. These findings are consistent with the notion that warm parents are responsive and teach their children to be sensitive to other children's needs, and that the use of inductive reasoning helps children consider the needs of others. Highly stressed parents may have difficulties regulating their emotions and behaviors, which may result in more use of physical punishment. Physical punishment, in turn, mitigates children's prosocial behaviors. Importantly, the present findings extends prior theory and research that the links between parenting daily hassles and children's prosocial behaviors can be understood via different types of child rearing to a non-Western, predominantly Muslim society.

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