



Documentary Study of Explicit and Implicit Behaviors of Parents in the Emergence and Occurrence of Desirable and Undesirable Behaviors of Children

Nasim Sedighiyan*

Department of Clinical Psychology, Zanjan Branch, Islamic Azad University, Zanjan, Iran.

A B S T R A C T

The family is the first educational institution of the child and parents have an important and key role in the upbringing of children. Parents' behavior in verbal and non-verbal dimensions has an important effect on children's personality and behavior. Since the role of objective and non-verbal behavior for the child is more than verbal behavior. In this article, the role of objective behaviors of parents and more understanding of this behavior by children is discussed. On the other hand, how to organize the verbal behavior of parents and the ways of using words and how to express them positively in relation to children have also been considered. The method used in this research is the qualitative method of library documentation. Sources include domestic and foreign books, translations, and articles from domestic educational journals that have been used directly. In general, parents as the main role model of children can take basic steps to organize their children's behaviors and successful education by coordinating and focusing on their behavior, especially non-verbal behaviors.

Keywords: Successful Child Upbringing, Nonverbal Behaviors, Verbal Behaviors, Parents.

INTRODUCTION

Educating children is one of the most important issues in society, and if it is addressed in a complete and comprehensive manner and in a completely objective and psychological way, many educational and moral problems will disappear (Pascariu, 2019). Because children are always seeking the approval and support of their parents and imitating their behavior, the way parents behave directly and indirectly affect the child's personality and behaviors. Parents are the main role models of children and any behavior and character of them in relation to each other or in dealing with children is imitated and followed and imitated by them (children). Parents' tendencies and interests in all matters organize the behavioral orientation of their children. Children learn the first criteria and indicators of individual and social behavior from the type of interaction and behavior of their parents (Arini, Yadnyawati, & Paramartha, 2019; Carlson, Gerhards, & Hans, 2017; Mortari & Ubbiali, 2017). On the other hand, in this case, if the parents have common views, it is better for each of them to have a different view (Gates, 2012; Struthers & Bokemeier, 2000; Zhao et al., 2019). The importance of the issue is clear from the fact that this behavioral attitude of parents in verbal and non-verbal dimensions has a very important effect on the child's upbringing, as well as how to properly use these two dimensions

*. Corresponding Author: Nacimsdg@gmail.com

DOI: [In pressing](#)

To cite this article: Sedighiyan, N. (2021). Documentary Study of Explicit and Implicit Behaviors of Parents in the Emergence and Occurrence of Desirable and Undesirable Behaviors of Children. *Iranian Journal of Positive Psychology*, 7 (1 and 2), 37-41.

of behavior (verbal, objective) by parents while communicating with the child has increased the desired. Regarding the effect of parents' behavior on their children, the Prophet of Islam says: "May God have mercy on those parents who, by their wrong behavior and speech, cause their children to do bad things and be dissatisfied with themselves" (Al-'Ameli, n.d).

THE EXPLANATION OF THE ROLE OF NON-VERBAL BEHAVIORS OF PARENTS IN RAISING A CHILD

What shape a child's life are not our instructions and advice, but our actions and ways of life. Our smallest, most hidden, trivial and most informal behaviors have the widest, deepest, and most obvious effects.

Children do not become what we want them to be, but what we do will make them. Children are more affected by silence than by speech and advice. In fact, our silent behaviors affect us more than our verbal behaviors. This effect applies both in a positive and in a negative direction, that is, it penetrates through the hidden and indirect way of our messages, whether we like it or not (Dhiu & Laksana, 2021; Shih, 2020). Man is affected by the actions of others before he is influenced by them. We, especially in childhood, understand people's actions sooner than they say. When someone says something to us angrily or violently, we first of all understand their mood and action, then we understand their words.

Understanding the word requires the formation of a linguistic and semantic system in the human mind. Unless a person has a sufficient and accurate history of something in the mind, he does not understand the linguistic message related to that thing correctly (Ausubel, 1966). In comparison, objective and practical understanding is done much faster and easier. For example, if we advise the child to study, pray and do similar things, he will never understand this advice compared to observing them in behavior.

When we pick up a book, even our one-year-old imitates it, but if we want to pass it on to just one person, it may not be easily possible. With this description, we can, through our behavior, make the right behaviors. In practice, we should teach our children, not only in the position of expression and speech (Aggarwal, 2010).

Parents and children who communicate with each other learn how to read each other's thoughts. The messages that flow between them are often not achieved by talking. Intimate and close parents often correct their child's misbehavior with a simple gesture (Ginsburg et al., 2005; Hoover-Dempsey & Sandler, 1997).

For example, a parent throwing rubbish on the ground while crossing the street is actually sending powerful non-verbal messages about the insignificance of dumping garbage in the wrong place. The problem is not whether or not the child dumps rubbish, but whether the parents tell the child to throw the rubbish in the trash, but their own nonverbal behaviors do not match what they said. The child pays attention to that behavior, not a word that his parents have told him.

Parents play their role in raising their children by using the method of assimilation (modeling). From the earliest years of life, the child adapts to the behavior of the parents and seeks to internalize them.

Gradually, this gives way to assimilation with the same-sex parent, thereby learning the desired behavior of the opposite sex from the parent. Obviously, the child's influence on parents is not limited to observing the behavior and intellectual role modeling of parents, but also the verbal communication of parents also affects the development of the child's personality, but in comparison, the effect of objective and obvious behavior is more than verbal behavior(Wendorf & Wendorf, 1985). In education, the non-verbal method is often more effective than the verbal method(Bambaeroo & Shokrpour, 2017; Leon, Couronne, Marcuz, & Köster, 1999).

THE EXPLANATION OF THE ROLE OF PARENTS' VERBAL BEHAVIORS ON THE CHILD'S UPBRINGING

We use some other important methods in educating our children, especially when giving orders to children, such as choosing negative or positive words.

Children learn the way we use words to guide and organize them, how to guide and organize themselves internally, so being positive is rewarding. For example, we can tell children: Do not fight for the sake of God in school today! Or we can say, "I want you to have a good day at school today and play with the kids you love."

Positive expression brings good children. Using positive expression helps children to think and act positively and to feel empowered and productive in a wide range of different life situations(Carpenter, 2012; Wake, 2012).

In fact, what you say about your children is more important than what you say to them. Positive expression brings good children. Using positive expression helps children to think and act positively and to feel empowered and productive in a wide range of different life situations(Hong, Ra, & Jang, 2015). In fact, what you say about your children is more important than what you say to them.

Changing words is an incredible way to defend your children against the onslaught of titles. Eliminate harsh words like "always", "never", "all the time", and "regularly" from your vocabulary forever. Use a more realistic and flexible term. Then you will be amazed at the change in the way you think about your child. By saying "sometimes" instead of "always" you acknowledge your readiness for change(Ziv, 2017).

When trying to correct your child's actions, remember to talk about the behavior he or she needs to change, not about him or herself. If you talk about him negatively, he will gradually believe that what you are saying is true. For example, when he does something wrong, such as throwing away his toys, never tell him that you are a bad kid because you throw away your toys, but say that "throwing away his toys is not a good thing."

Children learn everything new through repetition. Therefore, in order to teach them the right behavior, you must emphasize that the behavior is good and repeat it to him regularly. So

it can be said that parents have the most important influence on the child's thoughts and behavior. The child seeks the approval and permission of his parents. The words of the parents stick in the child's mind, become a part of his language and finally, form the hope or despair of the child. Of course, parents and adults who want to educate their children also need to know about how their children are growing and their real needs (Leidy, Guerra, & Toro, 2010; Rowe, Denmark, Harden, & Stapleton, 2016).

CONCLUSION

From what has been mentioned, it can be seen that parents have a significant impact on their children with their verbal and non-verbal behaviors. The most important thing a parent can do for their child here is to learn to focus on their behavior. Being a good coach requires that the coach train itself continuously. A person who considers himself independent of training cannot start training. In fact, our children do not become what we want them to be, but our verbal and non-verbal behavior shapes their personality. Through their upbringing, parents teach their children the right behaviors in action, and in this educational process, both the component of speech and action must be considered. Of course, as mentioned, the latter component (action and behavior) is much more effective and significant. The importance of the speech component is also in the sense that the positive words of the parents cause the emergence of positive thoughts in the child's mind.

It should be noted that every parent should know the characteristics of their child well, because as we know, no two children are exactly alike. Parents must always be steadfast and coordinate with their children to achieve the desired result.

REFERENCES

- Aggarwal, J.C. (2010). *Theory & Principles Of Education*: Vikas Publishing House.
- Al-'Ameli, Sheikh Mohammad bin Hassan (Sheikh al-Hurr 'Ameli). (n.d). *Wasa'il al-Shia'ela Tahsil Masa'el al-Sharia*. Beirut: Lebanon: Dar Ehya al-Torath al-Arabi [Arabian].
- Arini, Ni Made, Yadnyawati, Ida Ayu Gde, & Paramartha, Wayan. (2019). Swadharma grihastha asrama on educating children toward Hindu families. *International Journal of Social Sciences and Humanities*, 3(3), 10-17.
- Ausubel, David P. (1966). Early versus delayed review in meaningful learning. *Psychology in the Schools*, 3(3), 195-198. doi: 10.1002/1520-6807(196607)3:3<195::AID-PITS2310030302>3.0.CO;2-X
- Bambaeroo, Fatemeh, & Shokrpour, Nasrin. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of advances in medical education & professionalism*, 5(2), 51.
- Carlson, Sören, Gerhards, Jürgen, & Hans, Silke. (2017). Educating children in times of globalisation: Class-specific child-rearing practices and the acquisition of transnational cultural capital. *Sociology*, 51(4), 749-765.
- Carpenter, Humphrey. (2012). *Secret gardens: a study of the golden age of children's literature*: Faber & Faber.

- Dhiu, Konstantinus Dua, & Laksana, Dek Ngurah Laba. (2021). Child Development Aspects in Early Children Education Curriculum. *Journal of Education Technology*, 5(1), <http://dx.doi.org/10.23887/jet.v23885i23881.30764>.
- Gates, Gary. (2012). Family formation and raising children among same-sex couples. *National Council of Family Relations*, 51(1), 1.
- Ginsburg, Kenneth R, Howe, Carol J, Jawad, Abbas F, Buzby, Marianne, Ayala, Judith M, Tuttle, Alan, & Murphy, Kathryn. (2005). Parents' perceptions of factors that affect successful diabetes management for their children. *Pediatrics*, 116(5), 1095-1104.
- Hong, Yonghee, Ra, Younge, & Jang, Hyunjin. (2015). A Study on Young Children's Perceptions and Experiences of Happiness. *Asia-Pacific Journal of Research in Early Childhood Education*, 9(1).
- Hoover-Dempsey, Kathleen V, & Sandler, Howard M. (1997). Why do parents become involved in their children's education? *Review of educational research*, 67(1), 3-42.
- Leidy, Melinda S, Guerra, Nancy G, & Toro, Rosa I. (2010). Positive parenting, family cohesion, and child social competence among immigrant Latino families. *Journal of Family Psychology*, 24(3), 252.
- Leon, F, Couronne, T, Marcuz, MC, & Köster, EP. (1999). Measuring food liking in children: a comparison of non verbal methods. *Food quality and preference*, 10(2), 93-100.
- Mortari, Luigina, & Ubbiali, Marco. (2017). The "MelArete" Project: Educating Children to the Ethics of Virtue and of Care. *European Journal of Educational Research*, 6(3), 269-278.
- Pascariu, Constantin Călin. (2019). Role of Family in Educating Children. *Astra Salvensis-revista de istorie si cultura*, 7(14), 89-94.
- Rowe, Meredith L, Denmark, Nicole, Harden, Brenda Jones, & Stapleton, Laura M. (2016). The role of parent education and parenting knowledge in children's language and literacy skills among White, Black, and Latino families. *Infant and Child Development*, 25(2), 198-220.
- Shih, Yi-Huang. (2020). Life education for young children in Taiwanese preschools: Meaning, aspects and teaching methods. *Universal Journal of Educational Research*, 8(4), 1246-1251.
- Struthers, Cynthia B, & Bokemeier, Janet L. (2000). Myths and realities of raising children and creating family life in a rural county. *Journal of Family Issues*, 21(1), 17-46.
- Wake, Elizabeth B. (2012). *Children's Happiness and Psychological Needs*: Alliant International University.
- Wendorf, Donald J, & Wendorf, Robert J. (1985). A systemic view of family therapy ethics. *Family process*, 24(4), 443-453.
- Zhao, Xin, Page, Timothy F, Altszuler, Amy R, Pelham, William E, Kipp, Heidi, Gnagy, Elizabeth M, . . . Macphee, Fiona L. (2019). Family burden of raising a child with ADHD. *Journal of Abnormal Child Psychology*, 47(8), 1327-1338.
- Ziv, Gal. (2017). The effects of using aversive training methods in dogs—A review. *Journal of veterinary behavior*, 19, 50-60.