

THE COMPARATIVE STUDY OF PARENTING BEHAVIORS BETWEEN MONGOLIAN AND KOREAN MOTHERS

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Abstract

This work presented a comparative study on the parenting behavior of Mongolian and Korean mothers. 259 Korean and 222 Mongolian mothers with preschoolers aged 4 to 5, participated in this study. Based on the collected data, the following studies were conducted to analyze the differences between the parenting behaviors of Mongolian and Korean mothers.

First, Cronbach's α was calculated for reliability verification according to the questions related to parenting behavior, and the subjects' general characteristics were identified by descriptive statistical analysis. Second, to analyze the average difference between countries, the gender of the child, and the mother employment interaction effect, an analysis of the difference between the two groups and an analysis of variance were performed. Multivariate analysis of variance (MANOVA) was performed to identify the variables that differentiate between countries. SPSS 26.0 was used for data analysis, and statistical significance was determined based on the significance level of 5%. This work's outcomes were compiled as follows:

Initially, the outcome of the comparison of mothers' parenting behavior in Mongolia and Korea, which correspond to the research question, were all confirmed. Comparing each sub-factor, Mongolia showed a high level in all sub-domains such as emotional expression, rule

application, action permission, and achievement stimulus. In both countries, the emotional expression was the highest, while the behavior permission was the lowest.

Second, there was no interaction effect based on the country and the child's gender. Comparing the two countries, Mongolian children showed a higher average overall than Korean children. However, in the case of autonomy, affection, and encouragement for achievements, the average value of Korean children was confirmed to be higher than those of Mongolian children.

Third, there was no interaction effect depending on the country and the mother's employment. Comparing the two countries, employed mothers in Mongolia had higher overall factors than those of Korean mothers. But in the case of the autonomy sub-factor, the average values of employed and unemployed Korean mothers were high. When comparing the employed and unemployed mothers in both countries, unemployed mothers in Mongolia showed higher values. On the other hand, the average value of working mothers in Korea was high, showing results consistent with previous studies.

Keywords: parenting behavior, Mongolian and Korean mothers, preschoolers, descriptive statistical analysis, multivariate analysis.



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1. Introduction

Many factors related to parents influence human growth and development, with maternal factors being the most significant as they are the first ones a person experiences. From birth, children learn about themselves and the world through interaction with their mothers, forming the foundations of socialization and family.

Mongolia has a rich history of nomadic culture, and the transition from socialism to democracy in the 1990s brought significant changes, including shifts in family relationships. While Mongolia once operated under a communist-planned economy, it transitioned to a capitalist market economy, experiencing considerable social and economic turmoil during this period. Amid these societal changes, there has been confusion between traditional child-rearing practices and modern parenting approaches. The inability to adopt parenting behaviors suitable for the new era poses a significant challenge.

In Mongolia, from ancient times to the present, babies are breastfed immediately without being hospitalized after birth. Colostrum, or "ангир уураг" in Mongolian, is biologically active and differs from breast milk in its richness in substances like vitamins and minerals [1]. It has been traditionally said in Mongolia that parents should pay more attention to their children until they are five years old [2].

Child-rearing researchers emphasize the importance of understanding the culture of a country to comprehend parental behavior. Different parental behavior systems stem from the cultural backgrounds of each country. Parental behavior reflects the demands and influences of the culture in which parents belong and mirrors that group's value system, ultimately impacting children's social processes. Thus, understanding the culture to which parents belong is essential for studying parental behavior concerning child-rearing [3].

Previous research comparing the parenting attitudes of Korean and Mongolian parents [4, 5] and comparative studies of parents from Korea, Mongolia, and Vietnam [6] exist. Korean research includes studies by [7-11] that have conducted studies on parenting attitudes in adults, providing data comparing maternal child-rearing in Mongolia and Korea.

Comparative studies on the parenting attitudes of Korean and Chinese parents [12-16], comparative studies of parents from Korea, Mongolia, and Vietnam [17], studies on the parenting attitudes of parents from Vietnam and Korea [17], comparisons of parenting attitudes between Korean and Indonesian parents [18], studies on parenting attitudes between Korea and Canada [3], and comparisons of parenting attitudes between Korean and Japanese parents [19], have been conducted. However, no studies have yet been conducted comparing the parenting behaviors of Mongolian and Korean mothers. This study aims to help address the emerging issues related to mothers and child-rearing in rapidly changing Mongolian society by comparing the child-rearing practices of Mongolian and Korean mothers.

2. Theoretical background

Parental parenting behavior refers to the ways parents interact with their children in the process of socializing them, often characterized as a teaching process guided by affection. Through parenting behavior, parents provide extensive and consistent stimuli to their children, playing a central role in shaping their personality, behavior, and values. Since these interactions persist from birth to adulthood, influencing the relationships children form throughout their lives, parenting behavior holds significant importance.

Baldwin [20] classified parenting behaviors into democratic, controlling, affectionate, and rejecting types based on family atmosphere. Schaefer [21], who recorded parenting behaviors over 30 years, presented a different model from [22]. The Parental Attitude Research Instrument (PARI), Schaefer proposed child behavior factors built on the classical two orthogonal dimensions of hostility-love and control-autonomy, based on factor analyses by psychological researchers. Schaefer's model investigated the correlations among various variables related to child-rearing, considering the closely related and opposing factors among these variables, and depicted their positions on a circular diagram.

Maccoby, Martin [23], who studied the qualitative characteristics of parent-child relationships, distinguished four types of parenting behaviors based on the dimensions of control-autonomy and affection-hostility: authoritarian, authoritative, permissive, and rejecting-neglecting. They added a fourth type, which lacks both affection and control, to [24], three types. This classification includes the authoritarian type where parents command and assert authority unilaterally, the authoritative type where parents hold appropriate authority while engaging in bidirectional communication with children, the permissive type where parents follow the children's desires and demands without asserting authority, and the rejecting-neglecting type where parents are indifferent and neglectful of their roles. Furthermore, they emphasized the harmony of demand and responsiveness over control and affection in desirable parenting behaviors.

Schaefer [21], proposed the following hypothetical model based on long-term studies of the parenting behaviors of normal parents (Figure 1).

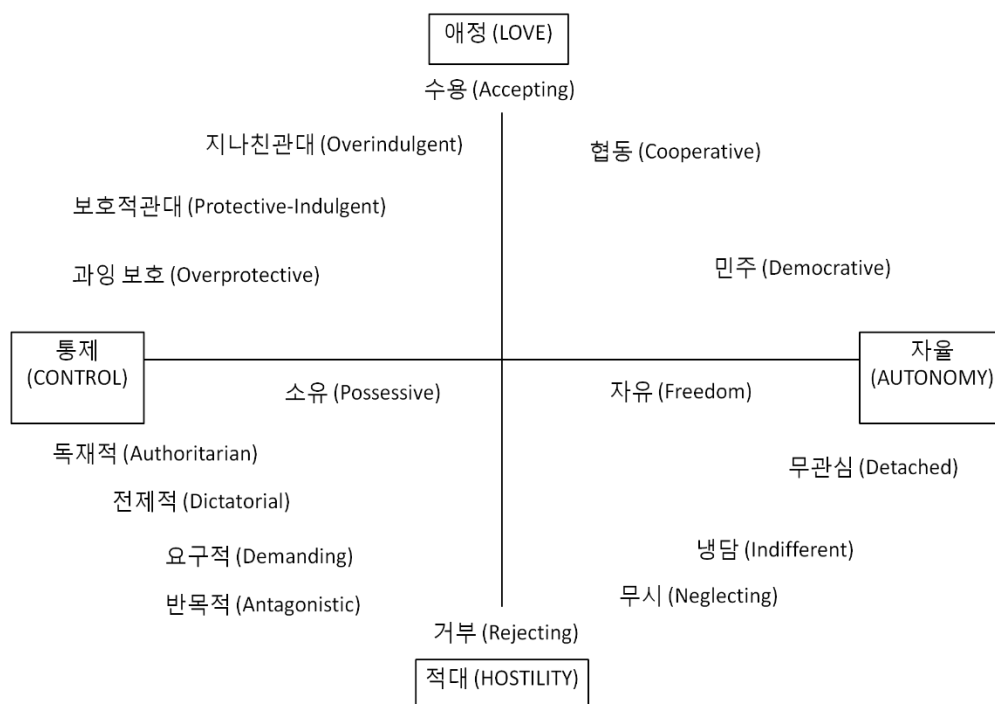


Fig.1. Schaefer's hypothetical model of parenting attitudes.

Parental nurturing behaviors were classified into two axes: autonomy-control and love-hostility. The typical behavior patterns of children nurtured according to each type were described. Schaefer [21], results raised significant questions about the effects of parental nurturing behaviors. However, his theory has some limitations. Redd, Morris [25], noted that although scholars use slightly different terminology, his theory has been supported as a unilateral type in research conducted over the past few decades. In the study by [21, 26], the classification of nurturing behaviors was adjusted to fit domestic parental nurturing behaviors and categorized into two sub-factors: affection and rejection [21].

Scholar Baldwin classified nurturing behaviors into democratic, affectionate, authoritarian, and rejecting. In domestic studies, many scholars have based their classifications of nurturing behaviors on [21] theory. For example, [28] classified nurturing behaviors into two dimensions: affection-acceptance versus hostility-rejection and democracy-autonomy versus authority-control, predicting these dimensions would be helpful for children's personality development. O Sum Shim and Lee Jin Sun [29] classified them into four dimensions: affection-rejection, autonomy-control, rational-irrational, and achievement-nonachievement. O Gee Sun [30] included almost all dimensions classified by [22] and [21], categorizing nurturing behaviors into five types: rejection (active rejection, passive rejection), domination (expectant, strict), protection (inconsistent, interfering), submission (blind obedience, affectionate), and inconsistency (inconsistent, contradictory). Oh, Ki-sun's test, however, only dealt with negative aspects, including more items that might interest mothers despite being for couples, and it did not report reliability for each sub-factor.

Pak Ju Hye [31], divided parental nurturing behaviors into four sub-factors: overprotection-permissiveness, warmth-encouragement, limit-setting, and rejection-neglect. Warmth-encouragement nurturing behavior refers to positive nurturing behaviors such as acceptance, affectionate support, and praise and encouragement for autonomy. Limit-setting nurturing behavior refers to setting and enforcing rules in the child's daily life. Rational nurturing behavior was reported to vary in appropriateness and effectiveness depending on the child's developmental level; what is suitable and effective for infants and toddlers may not be for school-aged children [32],

In this nurturing behavior scale, affectionate nurturing behavior includes logical explanations to children, praise, rational discipline, and expressing affection. Rejecting nurturing behavior refers to immature nurturing behaviors where the mother does not show affection to the child and inflicts physical, verbal, and psychological punishment.

Focusing on various theories of parental nurturing behaviors, [21], classified the sub-factors of nurturing behavior based on his scale into affectionate-love-hostile, autonomy-neglect-control, permissiveness-rationality-rigidity, and achievement pressure-encouragement-achievement denigration. Neglect was included as a negative nurturing behavior that hinders a child's healthy development and is increasingly seen as part of child abuse in modern society, thereby necessitating more attention.

Additionally, in the parenting scale adapted to Korean culture, rational guidance or logical explanation was categorized as a sub-factor of nurturing behavior [33-36]. Concepts like effective discipline methods, rational guidance, logical explanation, and setting limits are often used in parental education contexts when parents are raising their children [37]. These terms were thus included under rational nurturing behavior.

The sub-variables of parental nurturing behaviors included positive aspects such as rational nurturing behavior and affectionate-autonomous nurturing behavior, and negative aspects such as controlling nurturing behavior, neglect-permissive nurturing behavior, and rejecting-hostile nurturing behavior. Based on these previous studies, this research is expected to help newly categorize the sub-variables of parental nurturing behaviors into affection, rejection, autonomy, control, achievement, and rational nurturing [38].

3. Research method

3.1. Measurement tools

In this study, the tools used to measure maternal parenting behavior include the "Maternal Parenting Behavior Scale" developed to assess the relationship between parenting behavior and children's emotional intelligence by [35], [39], and the test instrument developed by [33] to understand maternal parenting behavior in a manner suitable for Korean culture. Additionally, the study utilized the "Parental Parenting Behavior Scale" newly developed by [29] and "Parenting Behavior Scale" by [27].

3.2. Research subject

This study conducts a comparative analysis of parenting behavior in Mongolia and Korea. The study participants in Korea consist of 259 mothers of 4 and 5-year-old children attending kindergartens in North Jeolla province, as investigated in previous Korean research. In Mongolia, the study participants are 222 mothers of 3 to 5-year-old children attending kindergartens in Ulaanbaatar, using a translated questionnaire. The research focused on analyzing differences in parenting behaviors. The composition of the research subjects is as shown in Table 1.

Table 1. Frequency and proportion of background variables for Mongolian and Korean mothers.

		Mongolia		Korea	
		n	%	n	%
Mother's age	under 30s	100	45.0%	10	3.9%
	over 30s	122	55.0%	249	96.1%
Employment status	Employed	144	64.9%	155	59.8%
	Unemployed	49	22.1%	104	40.2%
Child gender	Male	115	51.8%	125	48.3%
	Female	107	48.2%	134	51.7%

In this study, the reliability coefficients (Cronbach's α) for Mongolia ranged from .668 to .904, while for Korea, they ranged from .741 to .929. The internal consistency index for each group is presented as shown in Table 2.

Table 2. Internal consistency coefficients for parenting behavior scales of Mongolian and Korean mothers

Factor	Subfactor	Question number	Cronbach's α	
			Mongolia	Korea
Emotional expression	Love	1,2,3,4	.668	.741
	Affection	5,6,7,8	.710	.860
	Hostility	9,10,11,12	.750	.760

Rule enforcement	Randomness	13,14,15,16	.725	.792
	Rationality	17,18,19,20	.712	.827
	Stubbornness	21,22,23,24	.870	.896
Behavior permission	Neglect	25,26,27,28	.837	.886
	Autonomy	29,30,31,32	.750	.744
	Control	33,34,35,36	.841	.848
Achievement stimulation	Achievement pressure	37,38,39,40	.904	.929
	Encouragement of achievement	41,42,43,44	.814	.902
	Disparagement of achievement	45,46,47,48	.787	.845

4. Results and Discussion

4.1. Comparison of Parenting Behavior between Mongolian and Korean Mothers

To identify national differences in maternal parenting behavior, specifically in the areas of emotional expression, rule enforcement, behavior permission, and achievement stimulation, Multivariate analysis of variance (MANOVA) was conducted. Differences in maternal parenting behavior between the two countries were observed overall (Wilks' $\lambda = .431, p < .000$). Since the results of the multivariate analysis were statistically significant, further analysis was conducted using t-tests, and specific details based on nationality are presented in Table 3.

Table 3. Analysis of inter-country differences in maternal parenting behavior averages.

Parenting behavior	Mongolia		Korea		t	p	η^2
	M	SD	M	SD			
Emotional expression	4.19	.416	3.43	.426	19.726	<.000	.448
Rule enforcement	3.67	.605	3.33	.463	7.084	<.000	.095
Behavior permission	3.47	.651	2.77	.400	14.365	<.000	.301
Achievement stimulation	3.63	.632	2.87	.485	14.732	<.000	.312

In Table 3, it is evident that there are significant differences in maternal parenting behavior between the two countries. In both countries, emotional expression exhibits the highest orientation, while behavior permission shows the lowest orientation. Moreover, for Korea, there

is a trend from emotional expression to rule enforcement, indicating an upward direction. Conversely, when examining this trend in Mongolia, it is apparent that the orientation is consistently descending from emotional expression to behavior permission.

4.2. Interaction Effects of Nationality and Employment Status on Maternal Parenting Behavior

To examine whether there is an interaction effect between nationality and maternal employment status, an analysis of variance (MANOVA) was conducted. Given that the statistical significance level is $p > .05$, it was assumed that there was no interaction effect. The results of the analysis of variance are presented in Table 4.

Table 4. Analysis results of the interaction effect between nationality and employment status on maternal parenting behavior.

Nationality	Mother's employment	Parenting behavior	Mongolia				Korea				$F_{\text{Country} \times \text{Employment}}$	p
			Employed		Unemployed		Employed		Unemployed			
			<i>m</i>	<i>sd</i>	<i>m</i>	<i>sd</i>	<i>m</i>	<i>sd</i>	<i>m</i>	<i>sd</i>		
Emotional expression		Love	4.33	.564	4.37	.561	2.92	.867	2.86	.824	.317	.574
		Affection	5.11	.541	5.21	.446	5.10	.636	5.04	.774	1.42	.234
		Hostility	3.15	.946	3.24	.902	2.33	.837	2.32	.834	.311	.577
Rule enforcement		Randomness	3.45	1.02	3.54	1.02	3.04	.928	2.78	.848	2.93	.087
		Rationality	4.79	.561	4.84	.611	4.47	.808	4.60	.769	.258	.612
		Stubbornness	2.73	1.17	2.69	1.14	2.57	.901	2.48	.838	.045	.833
Behavior permission		Neglect	2.34	1.12	2.33	.924	1.29	.564	1.17	.347	.430	.512
		Autonomy	4.27	.853	3.92	.915	4.37	.680	4.30	.827	2.77	.097
		Control	3.76	1.16	3.80	1.05	2.74	.995	2.73	.884	.069	.792
Achievement stimulation		Achievement pressure	2.35	1.23	2.16	.917	1.82	.938	1.73	.904	.241	.624
		Encouragement of achievement	4.86	.765	4.96	.692	4.77	.790	4.82	.778	.036	.849
		Disparagement of achievement	3.53	1.06	3.52	1.05	2.03	.863	1.99	.721	.027	.869

4.3. Interaction Effects of Nationality and Child Gender on Maternal Parenting Behavior

An analysis of variance (ANOVA) was conducted to determine whether there is an interaction effect between nationality and child gender. Given that the statistical significance level is $p >$

.05, it was assumed that there is no interaction effect. The results of the analysis of variance are presented in Table 5.

Table 5. Analysis results of the interaction effect between nationality and child gender on maternal parenting behavior.

Nationality	Gender	Mongolia				Korea				F _{Country × Employment}	p
		Male		Female		Male		Female			
		<i>m</i>	<i>sd</i>	<i>m</i>	<i>sd</i>	<i>m</i>	<i>sd</i>	<i>m</i>	<i>sd</i>		
Emotional expression	Love	4.27	.625	4.33	.572	2.90	.879	2.89	.824	.372	.542
	Affection	5.13	.544	4.99	.616	5.04	.746	5.11	.642	3.32	.069
	Hostility	3.22	.975	3.20	.864	2.26	.858	2.39	.810	.872	.351
Rule enforcement	Randomness	3.50	1.06	3.49	.966	2.85	.901	3.02	.903	1.05	.305
	Rationality	4.74	.584	4.71	.646	4.56	.851	4.49	.737	.071	.790
	Stubbornness	2.85	1.15	2.76	1.17	2.46	.841	2.60	.905	1.568	.211
Behavior permission	Neglect	2.43	1.07	2.50	1.15	1.25	.521	1.24	.463	.297	.586
	Autonomy	4.11	.843	4.20	.862	4.25	.782	4.43	.693	.482	.488
	Control	3.73	1.09	3.87	1.10	2.67	.959	2.80	.941	.004	.951
Achievement stimulation	Achievement pressure	2.40	1.22	2.50	1.22	1.74	.929	1.82	.920	.006	.937
	Encouragement of achievement	4.84	.764	4.77	.778	4.81	.826	4.84	.787	.398	.528
	Disparagement of achievement	3.60	1.05	3.67	1.06	1.92	.775	2.10	.830	.458	.499

5. Conclusions

The results revealed that Mongolian mothers displayed higher levels of parenting behaviors across various sub-domains, including emotional expression, rule application, action permission, and achievement stimulus, compared to their Korean counterparts. This contrasted with previous studies but was consistent with others that found no significant differences in parenting behaviors.

The study also explored the influence of the child's gender on parenting behaviors. While Mongolian children had higher overall average scores, Korean children scored higher in autonomy, affection, and encouragement for achievement. The analysis concluded that the child's gender did not significantly affect mothers' parenting behaviors.

Furthermore, the study examined the impact of the mother's employment status on parenting behaviors. Employed Mongolian mothers scored higher overall than Korean working mothers, with the latter scoring high in autonomy. Unemployed Mongolian mothers had the highest scores among both groups. These findings corroborated earlier research in this area.

In summary, this research highlights the differences and similarities in parenting behaviors between Mongolian and Korean mothers of preschoolers. It underscores the importance of considering factors like child age and gender in understanding maternal parenting behaviors.

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