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# Swedish Approaches to Parenting

Conceptions of children and childhood in Swedish families

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**AUTHOR:** *Gülsüm Yaprak İşçi*

**TUTOR:** *Elaine Mc Hugh*

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Abstract

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Gülsüm Yaprak İsci

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Early childhood is a period of rapid and significant development. At the same time, parents and other caregivers play a consequential role in how development during this period unfolds. Moreover, not only parents but also teachers and early childhood caregivers share the responsibility to make a positive contribution and difference in children's development. It is therefore important to understand adult conceptions of children in early childhood. The present study examines this question in term of parenting approaches to child rearing and parenting attitudes in the Swedish context. The current systematic literature review examines published empirical studies to survey concepts of children and childhood in Swedish families. It is guided by the following research questions: In the existing research literature, what parental attitudes and behaviors are attributed to Swedish families? What conceptions of children and childhood can be discerned from this literature? Five articles were identified and reviewed in order to address these research questions. The results showed that parenting approaches are shaped by a child-centered view, both in families and early childhood provision and organizations, also focused on the natural development of children. Furthermore, there is an emphasis on children's abilities to create their own path in life and respect for children's rights and freedom. In terms of different forms of punishment including the physical punishment, discipline is not a core orientation for Swedish parents, and it is seen as an unfavorable action.

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*Key words: Parenting style, parenting approaches, parents' attitudes, Nordic countries, Sweden, early childhood, perception of children, disciplinary actions*

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## **Nordic Approaches to Parenting**

### **1 Introduction**

Generally speaking, it is accepted that parents play a significant role in children's development and learning in terms of well-being, social competence, academic performance and psychosocial development (Darling, 1999). Pirchio et al. (2013) argue that it is important to build a strong teacher-parent relationship because children's development will benefit from parents and educators developing shared goals for the children (as cited in O'Connor et al., 2017). Societies have different norms and values concerning how to develop collaboration between parents and educators in the early years. The sharing of goals between parents and educators is an ideal that is not always easy to achieve. In the Nordic countries, a great deal of effort is put into developing shared goals between preschools and parents. In consideration of this knowledge, the Swedish preschool curriculum emphasizes the importance of parent-teacher collaboration for children's development and learning. "The task of the preschool means working in co-operation with parents so that each child receives the opportunity of developing in accordance with their potential," (Skolverket, 2010, p. 4). Moreover, democratic partnership and parental engagement with Early Childhood Education and Care (ECEC) settings are important elements in the curricula. For instance, while receiving constructive feedback and contributing it to ECEC programs, parents can have crucial role (Taguma, Litjens, Makowiecki & Early, 2013).

Based on the assumption that parents play a vital role in children's education through collaboration with schools and teachers, it is important to understand parents' approaches to parental views of children and childhood can be reflected by, and therefore it is studied through observations about parenting. However, parenting practices and attitudes can be influenced by personality differences and culture. For example, Bornstein (2012) found that in some societies, interaction and play are seen as an important part of child rearing, whereas in other societies, parents perceive playing with babies as irrational.

The current study will be a systematic literature review and focus in particular on parenting attitudes and perception of a child in the Nordic context, specifically in Sweden. Among industrialized nations, the Nordic countries are highly rated in terms of provision of child welfare services. A recent report from UNICEF reported that Sweden, Norway and Iceland provide top 3 the best family-friendly policies including the duration of parental leave at full pay equivalent for both mothers and fathers and also childcare services for children (0-

6 years old). In addition, based on 2016 reports, Sweden was ranked first place in terms of their national family-friendly policies including paid leave availability for mothers and father and childcare enrolments for age 3 and school age. The data was available in 31 countries across Organization for Economic Co-operation and Development (OECD) and European Union (EU) Chzhen, Gromada & Rees (2019).

Characterizing parenting styles in the Nordic countries gives insight into the general socio-cultural milieu that supports the kinds of policies, norms and values that underpin institutions of child welfare in these countries. However, there are few studies that specifically examine parenting style in the Nordic countries in relation to early childhood. The present study will examine perceptions of children, approaches to child rearing and parenting attitudes in the Swedish context. The emphasis will be in relation to the child-centered concept of Nordic countries and the preschools, the term called good childhood and competent/autonomous child for researchers, parents, caregivers, teacher and early childhood stakeholders. Those dimensions will be outlined in more detail below.

## **2 Background/Prior Research**

The effects that parenting have on child development have been studied through the lens of various theories, as well as from specific cultural perspectives (Bornstein, 2012). These include parenting styles, attachment theory (e.g., secure attachment, avoidant attachment, ambivalent/resistant attachment) (Bowlby, 1979), and positive parenting (McDermott, 2007). According to Darling & Steinberg (1993), competent parenting has three features: the degree of parental support provided to a child, the degree of expressing salient parental attitudes towards a child and the degree of support to facilitate the child's development of psychological, social and emotional autonomy (Darling & Steinberg, 1993). Different approaches or attitudes to parenting are thought to have differential outcomes. For example, Rudmin (2004) studied the effects of parental styles of restrictiveness-permissiveness, parental cuddling, physical punishment, and teasing/ridiculing on children's behavioral problems and they found that there is a possibility to react differently to child-rearing practices based on gender. They suggested "parenting factors" such as demographic (low maternal age and single parenthood) and child-rearing factors are also related with behavioral problems of children.

Importantly, how parenting is practiced can vary widely. Personality, gender and cultural influences are some of the factors affecting and performing different types of parenting. For these reasons, it is important to be aware of the differences in parenting attitudes across

cultures to be able to interpret the behaviors within the cultural context. This internal state biases or predisposes an individual toward reacting favorably or unfavorably to the entity or object. Although attitudes are closely related to other aspects of social cognition, such as knowledge and beliefs, attributions, expectations, and perceptions, attitudes represent a distinct class of thoughts. In the task of childrearing, it is reasonable to assume that parents do indeed develop attitudes about such considerations as breastfeeding, “spoiling” an infant, use of corporal punishment, parental involvement, and a wide range of other topics. Therefore, it follows that attitudes should hold considerable importance in parenting as these thoughts presumably guide how parents think and rear their children. For example, Bornstein’s (2012) research shows that in some societies, children are seen as interactive partners to play with them, whereas in other societies, parents perceive playing with babies as irrational. Moreover, immigrant parents’ children may be expected and encouraged to behave in a way such as avoiding eye contacts to respect others, on the other hand, in a different context like in the school, teachers may understand as disinterest or disengagement because avoiding eye contact may not be mean the same in the mainstream culture in that society. As culture has an effect on parenting, those parenting approaches or behaviors also have an effect on children’s understanding of those behaviors based on their own cultural background. For example, Javo, Rønning, Heyerdahl and Rudmin (2004) found that the same parenting behaviors and attitudes have different effects on children from different ethnic background such as African Americans, whites and Asian Americans. Bornstein (2012) notes that parents must provide nurture and care for their children apart from their societal and cultural background. Nevertheless, there are still some differences about perception of a child and the way of child rearing. "However, further comparative studies are needed to obtain more insight into the relationship between child-rearing, cultural values and child behavior disorders within different cultural contexts" (Javo, Rønning, Heyerdahl, Rudmin, 2004, p.9).

There are many studies conducted in the field of parenting and its effects on adolescents, however, not many studies are done in the field of early childhood development and parenting approaches towards children in early childhood stage in the Nordic countries. Moreover, "Further research studies are recommended in the area of parental knowledge and parenting styles in ECD as there is too little research to draw from" (September, Rich, & Roman, 2016, p.1074). According to existing literature, there is a need to conduct more future studies on parenting in early childhood area including child effects and culture. Bornstein suggested that for future researches, there is a need to conduct studies on child effects, cultural

normativeness, and construal of parenting. (Bornstein, 2012). Therefore, it is important to have studies in terms of parenting and early childhood development in order to better understanding of the relationship between early childhood development and the socio-cultural milieu in which it is embedded. Specifically, the focus should be on how this socio-cultural milieu – e.g., values, beliefs, norms, conventions - is articulated through parental attitudes and behaviors.

Parenting styles and attitudes can be classified along various dimensions. For example, support (high and low) and control (high and low), and parental responsiveness and parental demandingness (Darling & Steinberg, 1993). Furthermore, researchers have described four parenting styles which are authoritative (both demanding and responsive), authoritarian (highly demanding and directive), permissive also called as "indulgent" or "nondirective" (more responsive than demanding) and neglecting also called "uninvolved" (low in both responsiveness and demandingness). According to the literature, the most common parenting styles internationally are authoritative and authoritarian parenting styles (Darling, 1999; Paulussen-Hoogbeem, Stams, Hermanns, Peetsma & van den Wittenboer, 2008).

According to Darling (1999) child's well-being and behaviors in terms of social competence, academic performance and psychosocial development might be predictable based on the parenting style. However, it is also hard to draw conclusions about child development and learning only by looking at parenting styles. In order to be able to interpret the approaches to parenting and perceptions of children in a particular society, it is important to consider variety of factors. To sum up: there are different significant factors affecting child's learning, behavior and development in terms of parenting. For instance, Parenting attitudes are an important theoretical concept for the current study for examining the relationship between what societies do through policy and practices to support early childhood development, and general parenting attitudes in the current society specifically in Sweden. Therefore, these several domains can reveal how the society conceptualizes the child and childhood and their approaches towards children by examining the previous research about parenting approaches, attitude and behaviors.

## **2.1 Children in Nordic Countries and Preschool Context**

Childhood is argued by some to be a cultural construction and it is generally interpreted in relation to the cultural-historical context of the country. Thus, children will be affected and perceived in a different way in countries across the world. Since the focus of the

thesis is perception and parenting approaches in Sweden, it is important to highlight the changes in the meaning of the concepts and perceptions of the children in Nordic countries. Because the traditional Nordic views on children and childhood add great discussion of early childhood research, policy and societies of all around the world (Broström, 2006).

This systematic literature review will only focus on parents' attitudes towards children and parenting approaches to early childhood development in Sweden. In order to study parenting approaches and perspectives of children in Sweden particularly, it is important to provide some background information about Nordic families and parents in order to understand Swedish approaches in depth. As it stated above, the perception of the meaning of parent can differ based on the country. Family structures are also different in many countries such as extended family, single parent family, nuclear family, stepfather family, stepmother family, never married mother and previously married single mother families. It is also proposed that family structure affects child wellbeing (Thomson, Hanson, & McLanahan, 1994). Therefore, knowing about general family structures of Nordic countries are one of the key elements to understand child development, perspectives and parenting in these societies.

In Nordic countries, individuality is highly desired both as a personality and as a family structure and they have an independent culture. The rate of premarital birth is high in Nordic Countries compared to other countries in Europe. It can be also observed in relationships as there is no significant dependency to be married between partners to have a baby compared to many other countries all around the world. For example, the rates of becoming a parent in pre-marriage is as follows in Nordic countries; In Sweden, Denmark and Norway approximately 50%, in Iceland 60%, in Finland 30% of children are born to unmarried women (Kristjansson, 2006). Therefore, the meaning of parent does not necessarily mean that mother and father are married together. Moreover, if we consider the laws in terms of child raising in Scandinavian culture and families, physical violence such as hitting children as a form of punishment is illegal (Javo et al., 2004). It is crucial to know more about features and types of families, laws in Nordic countries for better understanding of parenting attitudes, behaviors and approaches in early childhood, education and development in Sweden.

Both in the Nordic countries and in several other parts of the world, there has been ongoing debate about the role of the child in society and how they are perceived, treated across several contexts. Since the late 1970s, children's voice and perceptions were the

interest by the society and with researches the perception of a child has been changed from passive audience to and active social individuals (James & James, 2004). Therefore, this perspective influenced by ‘the new sociology of childhood’ as social agents of children in their own culture (Gurdal, 2015). For example, Dahlberg, Moss and Pence (1999) argue that children are competent and powerful individuals who can share their feelings, emotions and make decisions to create their own world. In other words, they are seen as being independent and having their own agency. They are not blank slates; therefore, they can make sense of what is going on around them so that they are capable and privilege enough to become social actors and effect their society. This is in contrast to the view of children as vulnerable and in need of being shaped and formed.

Kristjansson (2006) describes Nordic child-centeredness as reflected in social welfare and educational policies, which gives more prioritize to child welfare. In the Nordic countries, children’s autonomy is supported by policies. Child and family policies focus on cooperation and compromise, democracy, equality, freedom and emancipation, also common conception of “good childhood”. These policies in Sweden affect various aspects of family life including supporting families at risk both economically and socially. In this respect, Sweden has led the world in family policy and is often seen as “a model to emulate” (Wells & Bergnehr, 2014, p.25). Wagner and Einarsdottir (2006) describe the conception of children and childhood in the Nordic Countries in terms of the ‘good childhood’. (2006). The concept of the ‘good childhood’ is defined as follows: essence of childhood; equality and egalitarianism, freedom of play and developing self, being autonomous, democracy, solidarity, cooperation with peers and adults, independence from over-control by adults (Kristjansson, 2006, Wagner & Einarsdottir 2006). The child centered ideology of ‘good childhood’ is also reflected in individual and group early childhood settings in Nordic countries including democracy, freedom, equalitarianism, emancipation, solidarity and cooperation. These concepts empower individual children to have a voice, influence, broaden their horizons, and explore their alternatives, interests in learning in preschool and school settings. (Wagner, 2006).

Along the same line, another concept is consideration of children as ‘being and becoming’. ‘Being’ refers to a child that is seen as accepted as a social actor who has his/her own rights and can create his/her own childhood based on his/her own experiences. On the other hand, ‘becoming’ refers to a child who is seen as an ‘adult in the making’ which means child who is controlled and directed by adult as a candidate of the future adult (James and James, 2004). These concepts are also in the focus of Swedish preschool curriculum; “Three

of the goals and the guidelines in the Swedish preschool curriculum suggest that children's experiences should be recognized and used in pedagogical practices to gain designated norms and values, skills and knowledge," (Lembrér, & Meaney, 2014, p.100). In addition, in terms of the curriculum, it considers children both being and becoming. Cooperating with home about their upbringing and certain skills to develop for children are some of the example of children as becoming. However, there are also other goals supporting children as being such as encouraging children in the preschools to express their thoughts and emotions, perceiving them as social agents who are willing to and have ability to take greater responsibility to shape their lives in preschools, also have rights to be independent and capable instead of seeing them as immature adults. Overall, in the goals and guidelines of the curriculum, children are highly positioned as being in the areas of norms, values and the influence of the child. On the other hand, children are more likely to be placed as becoming in the development and learning area (Lembrér, & Meaney, 2014). To conclude; children are perceived as both being and becoming depending on the circumstances to promote the positive development of children in Swedish preschools. Also, the other cultural concepts in the base of the Nordic welfare, educational systems and preschool curriculum play an important role in how children are understood in their relation to their parents.

Therefore, general perception of a child, their roles and parenting approaches have an important role in many aspects of children's life. As noted, in early childhood, it has been found that parenting has a significant impact on child development and the relationship between parent and child (September, Rich, & Roman, 2016). Parent-child relationship has been found as the most critical relationship to indicate the development of child, out of parent-child, educator-child, and educator-parent relationships because it directly influences children's social and emotional development (O'Connor, Nolan, Bergmeier, Hooley, Olsson, Cann, Williams-Smith, & Skouteris, 2017). Thus, it is critically important to create a secure attachment, bond and relationship between parents and children. For example, "Many researches have suggested that some of the same psychological and even physiological processes that underpin the love between parents and children also underpin pair-bonding" (Gopnik, 2016, p.68). In the light of this information, in educational settings, teachers have an important role to play in supporting the parent-child relationship and collaborate with the parents and home given the presumed common interest among parents and teachers of supporting children's development and learning. In this sociocultural milieu that is oriented toward child-centeredness in Sweden, which is reflected in the various policies in place for

child welfare including parental leave, children's rights, orientation of Swedish preschool provision. Therefore, it is important to know what parental attitudes look like within this milieu in Sweden as a pioneer country of child welfare system. Considering the Swedish curriculum and the regulations in Swedish child welfare policies, it is essential to look at the Swedish parental attitudes in relation to early childhood and the changes in parental attitudes among Swedish parents to understand parent-child relationship in the society. The Swedish curriculum requires preschools to be in cooperation with parents. The curriculum says that parents have a right to influence what happens in a preschool and the teachers are responsible for communicating clearly about the goals of the school to the parents (Skolverket, 2018). Skolverket (2019) suggests that preschool should cooperate with home to foster the development of children as active, creative, competent and responsible individuals of the society. A study conducted in Stockholm, Sweden showed that most of the parents were satisfied about the quality, contents and especially the parent-cooperatives in the preschool of their children (Johansson, 1997).

The following sections will focus on the existing researches about parenting, parenting approaches, attitudes and behaviors: by highlighting the impacts of parenting behaviors/attitudes/approaches on children's development and learning and give brief information about the meaning of a parent in Sweden.

### **3 Research Aims/Questions**

#### **3.1 Research aims**

The purpose of this systematic literature review is to critically examine and summarize researches about Swedish approaches to parenting and how they potentially reflect parents' attitudes and conceptions of childhood in Sweden. This will be examined and discussed in relation to implications for the provision of Early Childhood education in the Nordic countries.

#### **3.2 Research questions**

The focus of this study will be on the following research questions:

- 1- Based on the existing literature, what are the Swedish parental attitudes and behaviors described?
- 2- What conceptions of children and childhood can be extrapolated from the review of this literature on parental attitudes and behaviors?

## 4 Methods

A systematic literature review will be performed to identify Swedish parenting attitudes and the conceptions of children in the Swedish society. The processes of the systematic literature review involve systematically searching the literature based on the research questions, selecting the research studies, analyzing critically and summarizing the related literature (Jesson, Matheson, & Lacey, 2011).

### 4.1 Literature selection criteria

Inclusion/exclusion criteria are summarized in Table 1. The database search for this systematic literature review was conducted between March and April 2019. ERIC and PsycINFO were used for searching in this systematic literature review. The searches were limited to scholarly articles published in English language peer-reviewed journals. Only studies that examined parental attitudes for parents in Sweden of children in early childhood (i.e., children aged between one and six years). The time frame was chosen from 1989 after the expansion ECEC services in Sweden and onwards because Starting Strong II (OECD, 2006) stated that the highest amount of enrollment to early childhood provision for children aged under 3 years among OECD countries were Nordic countries mostly Denmark and Sweden. It links the expansion of the potential changes in parental attitudes.

### 4.2 Table 1: Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
<b>Population</b>	
-Preschool children and early childhood aged 1-6 years	- Children >6
-Children who have no psychological problems, mental illnesses or psychiatric disorders	-Children who have psychological problems, mental illnesses or psychiatric disorders
-Parents who have no psychological problems, mental illnesses or psychiatric disorders	- Parents who have psychological problems, mental illnesses or psychiatric disorders
<b>Focus</b>	
-Child Rearing	- Articles from Countries other than Sweden
-Parenting	
-Parenting attitudes	

-Sweden

**Publication type**

- Peer reviewed article

-Abstracts, study protocols, books,  
book chapters, conference papers,  
thesis, and other literature

- Other languages than English

- Published in English

**Design**

- Empirical studies

(Qualitative, Quantitative, Mixed)

**Year**

-Between 1989-2019

-Published before 1989

**4.3 Search strategy and sources**

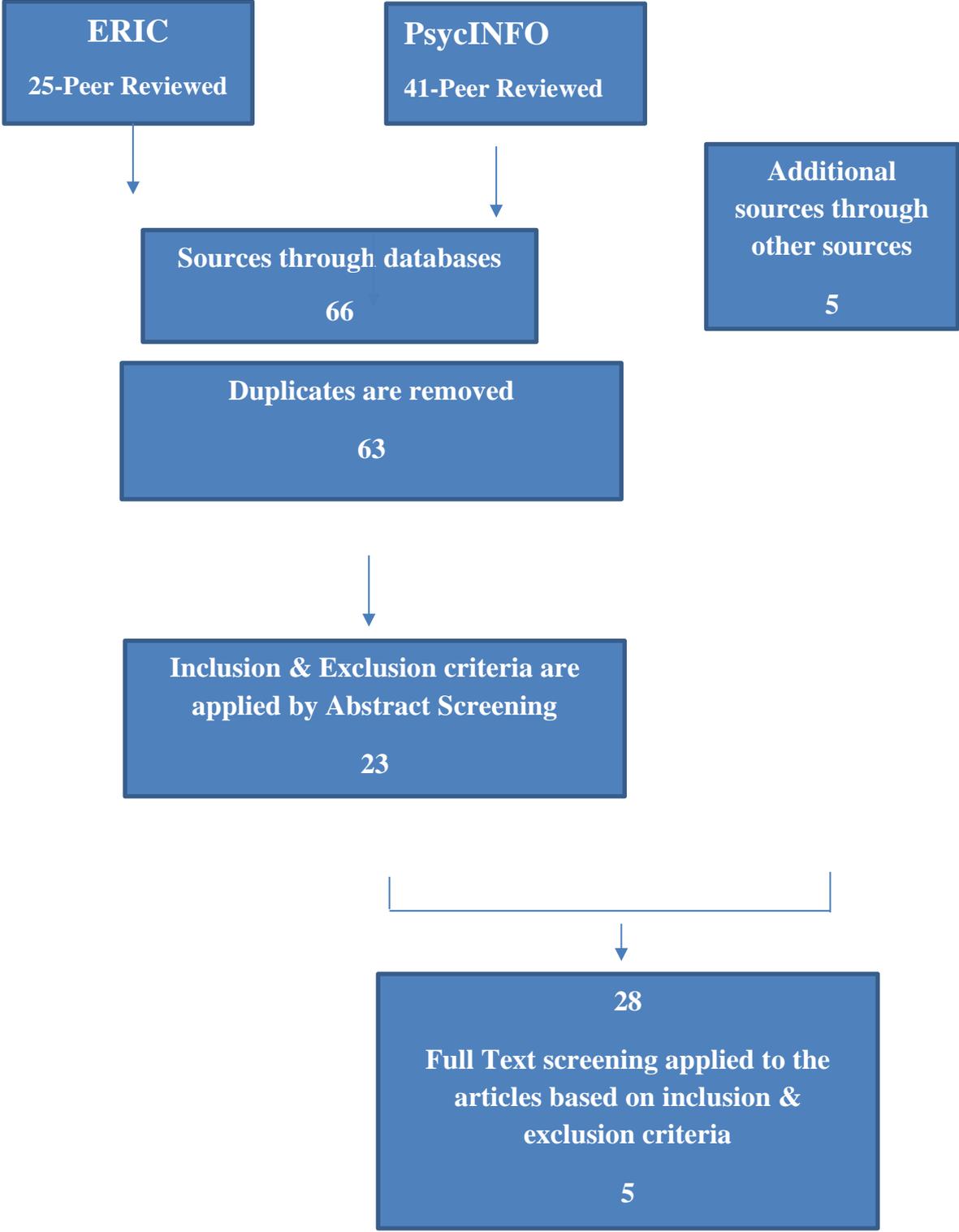
The search in ERIC is carried out using both free search terms and Thesaurus search terms. Following terms are used; Full text ("Parenting" OR "Early Parenthood" OR "Family Environment" OR "Family Life" OR "Parent Attitudes" OR "Parent Child Relationship" OR "Parent Role" OR "Parenting Skills" OR "Parenting Styles") AND (Nordic\* OR swed\*) AND (attitudes OR opinions OR views) AND ("Young Children" OR "Children" OR "Infants" OR "Preschool Children" OR "Toddlers" OR "Early Experience"). 25 peer reviewed articles are found.

In PsycINFO, following terms are used for both free search and Thesaurus search. Full text ("Parenting" OR "Early Parenthood" OR "Family Environment" OR "Family Life" OR "Parent Attitudes" OR "Parent Child Relationship" OR "Parent Role" OR "Parenting Skills" OR "Parenting Styles") AND (Nordic\* OR swed\*) AND (attitudes OR opinions OR views) AND ("Children") OR ("Childhood") OR ("Child Development") 41 peer reviewed articles are found.

Table 2 summarizes the search procedure implemented. In total, 66 articles were found. Three duplicates were removed. Inclusion and exclusion criteria are applied to those 63 remained articles by the abstract screening. After abstract screening based on inclusion and exclusion criteria 23 articles remained. In this process, the articles related with special needs,

depression, ADHD, psychiatric illnesses and children with disabilities are removed. There were also 5 additional articles found by other sources. In conclusion, there are 28 articles are found. Later, full text screening applied to those 28 articles. However, except 6 of them, articles were focused on teachers' attitudes, including other countries than Nordic countries, comparison with non-Nordic countries, different age range.

**4.4 Table 2**



## **4.5 Data analysis**

For each article information was extracted related to the year, abstract, findings, age of the participants, results of the study looking at the perception of the children, approaches to parenting, and ideologies of children/childhood. For the first research question, features of Nordic parenting approaches were the focus and for the second research question perceptions of a child was analyzed. Data extraction protocol can be seen as a table in appendix A.

## **4.6 Quality assessment of Studies**

In order to assess the quality of the review studies of the selected articles quality assessment tools are performed. The Effective Public Health Practice Project (EPHPP) quality assessment tool is used for quantitative research because it gives detailed analyze as it is divided into 8 domains (Thomas, Ciliska, Dobbins, & Micucci, 2008). CASP checklists will be used for qualitative studies (CASP, 2017). Moreover, Mixed methods appraisal tool (MMAT), version 2018 is used for mixed studies (Hong, Pluye, Fàbregues, Bartlett, Boardman, Cargo & Rousseau, 2018). All the articles were sorted as high quality. As a consequence of that, the study is more likely to be valid and reliable.

# **5 Results**

## **5.1 Description of included articles**

Five studies were included in this systematic literature review (Sorbring & Gurdal, 2011; Palméus & Jutengren, 2004; Palméus, 1999; Lamb, Hwang, & Broberg, 1989; Halldén, 1991). See Table 3 for a summary of the five studies. It was observed in the existing literature regarding the attitudes towards children, the focus was mainly on disciplinary methods of Swedish parents use to deal with their children's negative actions. On the other hand, researches also focus parenting approaches in terms of families, early childhood provision and organizations in Sweden are more likely to interpreted as child centered. Parents perceive their responsibility to be present and responsible for the children to be ready to support and be a role model for them. Moreover, they trust the natural development of children and they respect children's rights, abilities and freedom by supporting their voices as individuals in the society to create their own path in life.

## **5.2 Table 3: General information about the five reviewed literature papers**

The studies included were published between 1989 and 2011. Three studies combined questionnaires and interviews (Sorbring & Gurdal, 2011; Palméus, 1999; Palméus &

Jutengren, 2004), one only used questionnaires (Lamb, Hwang, & Broberg, 1989), and the final one used only interview (Halldén, 1991).

<b>Reference</b>	<b>Place</b>	<b>Population</b>	<b>Results</b>
Sorbring, E., & Gurdal, S. (2011)	Western part of Sweden	77 families	Parents have progressive attitudes than authoritarian.
Palmérus, K., & Jutengren, G. (2004)	South West of Sweden	84 families	Swedish parents don't see themselves as permissive parents
Palmérus, K. (1999)	West of Sweden	200 families (120 of both parents)	Physical Punishment perceived as a non-favored option
Lamb, M. E., Hwang, C. P., & Broberg, A. (1989)	Gothenburg, South West of Sweden	128 families	Positive correlation is observed between marital quality and parental agreement in terms of child rearing
Halldén, G. (1991)	Southern part of Sweden	20 families (all mothers, 14 fathers)	Children are characterized as 'children as being' and the development is seen as natural process by inner drives

### 5.3 General Perception of a Child, Attitudes and Attributions Towards Children in Sweden

As it was introduced in the previous sections that Sweden considers children both as being and becoming in different circumstances and the following studies are also indicated that there are different ways of looking at children and their developments. All the studies included in this research provide some kind of data that reveals how children are conceptualized by their parents. My survey of the literature revealed that parents' conceptualizations of children were the following categories: child centered, treating children with progressive attitudes, accepting children *as being* and trusting children's natural development process. In the majority of the studies conceptualization of child *as being* was prevalent.

During the review of the five studies, it was found that issues of class and education play an important role in the development of parenting approaches. For example, In the first study, Halldén examined the participant families who are from different areas of Sweden such as southern or western part of Sweden and non-urban, working-class, well-educated Swedish families. Because the reason why rural area is included by the researchers that this population seen as traditional oriented, therefore they are not so influenced by middle class discourse and child-rearing debates. In the first study which is conducted by Halldén in 1991, the participants were 20 Swedish families who live in the southern part of Sweden with all the mothers and 14 fathers of 4 years old children. Parents were from small community in the southern part of Sweden. Also, most of the fathers were perceived as skilled working class and most of the mothers were part time employed. They were interviewed at home as loosely structured conversations to examine implicit psychological theories (meaning that usually not conscious thoughts about rules and ideologies) of child development of parents, their attribution to different abilities and qualities of children and their specific ideas about what affects the development of children. The interviews focused on both ideologies of childrearing and the reasons for following specific nursing routines such as bedtime, mealtime and dressing. In this study, 34 of the participants showed that the concept of a child is characterized by *children as being*, as described earlier, where development is seen as natural process guided by inner drives, unlike a process in which children have to be shaped or formed. In terms of time, parents are patient about the time of development, they do not have any intention to speed up to development process. There is no 'normality timetable', therefore parents don't measure their children according to that. In this process, parents' responsibility

is being a resource and always available for their children. It is perceived that parents create opportunities for children to be self-sufficient. Sharing their time with their children freely and expressing interest in their children. In order to support their children's growth and self-reliance, parents feel that it is their task to be available for them both physically and emotionally. Parents think that 'children have a right to their parent's time and bodies'. For example, if children find a need to come to parent's bed at night, parents see this that this is natural need and should not be denied (Halldén, 1991).

On the other hand, there is also another view of a child by Halldén which is called child *as a project* for most of the parents however still those parents see themselves as a responsible to be a role model. However, a role model does not mean that the parent must be a stimulator. Thus, those parents still combine the idea of the child *as being* with introducing specific areas of life and a concept of the child as a developing organism but not dependent on sequential stages. Therefore, children are perceived as an individual who has natural development. The child as a member of the society has own status and has ability to develop new capabilities to be able to make its own way. This is explained as Aristotelian view of development. Although 'individuality' can differ based on families, some accepts the child's natural development, and some add more role to it as being model. Another interesting finding is that importance of home which is a free zone for individuality. The home is found as crucial place to build socialization and the feelings of belonging, closeness in a child. In this case, parents have a role to be a bridge between the home and outside world (Halldén, 1991). Therefore, as it was mentioned above, it is very important that cooperation between school and home should be developed in order to support the child's development and working together as parents and teacher would address the process of children's development.

Another study conducted with 77 Swedish families whose children's mean age is 7.73 both mothers and father (married= 58% unmarried=43 %) via questionnaires and interviews in western part of Sweden investigated parenting attributions which is the interpretive process of people's judgments about the behaviors and attitudes including set of emotions, beliefs, behaviors toward a particular object or person. The study was focused on the following question; "Are there differences between mothers' and fathers' attributions and attitudes within families, how highly are mothers' attributions and attitudes correlated with fathers' attributions and attitudes? (Sorbring & Gurdal, 2011)". Sorbring & Gurdal, (2011) found out that both mothers and fathers have progressive attitudes than authoritarian. Among Swedish mothers and fathers within the family, there are more differences in their attitudes than in

their attributions. They also compared the differences between mother's and father's attributions regarding their behaviors on adult controlled failure and child-controlled failure. Based on that, they found out that fathers are more likely to attribute adult (to themselves) and child-controlled failures in caregiving situations to the adult when it is compared to mothers who more likely to attribute environmental reasons instead of adult or child. These findings didn't change based on parents' age, education, and possible social desirability prejudices. On the other hand, they have common attitudes between fathers and mothers within the same family in terms of progressive, modernity and authoritarian parenting attitudes. However, culture is found as an important factor on influencing parenting and families, since it may change throughout the time. Moreover, the sample was only parents who are Swedish-born and mostly two-parent families. Therefore, it is crucial to be aware of the generalizability problem of the sample as whole Swedish population.

In terms of associations between parental agreement regarding the child-rearing and the characteristics of families and children in Sweden, there is a study conducted in Gothenburg, in south west of Sweden (Lamb, Hwang, & Broberg, 1989). In this research, questionnaires were conducted to assess the attitudes, values, and goals of parents with respect to child-rearing with 128 families of 65 boys and 63 girls. The children age range was 11 to 24 months. The results showed that there is a positive correlation between marital quality and parental agreement based on decision making in the family concerning children, and common parenting views in terms of child rearing. If marital quality reported as better, the parental agreement was reported as higher. Furthermore, mothers connect more to emotions, intimacy, enjoyment in a child rather than fathers. Mothers also feel discomfort about "the undesirable speed of child development, everyday supervision, and the desire for greater partner involvement" (Lamb, Hwang, & Broberg, 1989, p.121). On the contrary, fathers put more importance to connect with "independence, self-control, punishment, achievement, and responsibility" (Lamb, Hwang, & Broberg, 1989, p.121). Besides, the study indicates that parental agreement is less focused to gender differences.

#### **5.4 Disciplinary Methods of Swedish Parents to Use to Deal with Their Children's Disciplinary Actions or Negative Actions and The Impacts Of "Aga" Law**

In another study, it has been studied to examine the disciplinary pattern of Swedish parents 15 years after the enactment of the *aga* law which is a Swedish law to the convention on the rights of the children (Palmérus, 1999). In Sweden the idea of treating children equally was already important in the beginning of 20<sup>th</sup> century. In 1979, Sweden was the first country

to enact a law which is known as *aga* about prohibiting the use of physical punishment and any other forms of insulting behaviors toward children. The aim of this *aga* law was to reduce the use of physical punishment and force towards children, offering acceptable parenting practices, to identify child abuse early (Durrant, 1999).

The study focused on “which discipline methods do Swedish parents report to use with their preschool children, do Swedish mothers and fathers differ in their reported disciplinary methods, how are the discipline methods intercorrelated, do parental and child characteristics predict disciplinary methods, do parents acknowledge using physical punishment? (Palméus, 1999)”. The study was conducted via both interviews and questionnaires with 200 (135 males, 185 females) Swedish families in the west of Sweden whose children were between the ages of 1 to 6. The sample was chosen from high, middle and low social status areas from a large town, a smaller town and a rural area. However, it includes an over-representation of highly educated individuals. She observed that mothers and fathers reported as they tend to use a variety of strategies. Most used nine strategies with the descriptions were: Firm Command (use of criticism without explanation ‘don’t do that again’), Physical Restraint (Physical actions to prevent the child from committing undesirable acts), Redefine (Interpretations not require discipline), Encouragement/Praise (expressing understanding for the child’s misbehavior ‘I know you didn’t mean that’), Ignore (Passively waiting for the child to change their behavior), Reasoning (Explanations of why the child’s behavior was inappropriate), Withdraw Privileges (Depriving the child of something desired no dessert after dinner), Threat (Threatening the children) and Distraction (taking the child’s mind off the situation), (87% of both the mothers’ and the fathers’ responses) (Palméus, 1999)”. In addition to that, seldom physical punishment was rated as 1%. Reports also showed that parent’s authority was present without being harsh and following by changing the situation, either by removing the child (Physical Restraint), or by Redefining the Situation. It shows that reported control has changed to verbal control from physical control since the *aga* law. Mothers with traditional attitudes (meaning that parents who think the most important thing is teaching absolute obedience to children from their parents) reported less use of redefine, distract and physical restraint than other mothers. Moreover, mothers who reported more reasoning and ignore, focused more to reduce conflicts in the future which found as more child-centered behavior. Interestingly, fathers who have younger and less active daughters prone to use Redefine Situation. Furthermore, 50 of mothers and 36 of fathers admitted using of very mild forms of physical punishment at least once (hitting the child’s

bottom 67% or shaking him/her 33%). However, after the use of physical punishment, they felt regretful by blaming themselves. The reason they used physical punishment (hitting) was reported as child's disobedience (63%, 69%), losing their temper (31%, 14%) or perceiving the child to be in danger (5%, 14%). Findings were also showed significant difference for using physical punishment based on children's age and family types. Mothers reported hitting older children more possibly than shy children. They preferred to Redefine the Situation with shy children. Also, if the child has single parent, hitting was reported less. To conclude; Physical Punishment perceived as a non-favored option including variety of other methods that might be regarded as harsh forms of the parent's authority. Therefore, it has been found that 'aga' law helped to prevent the harsh behaviors and physical punishment to children in Sweden (Palmérus, 1999).

When we consider attitudes of Swedish parents in mild and serious transgressions, there is another study conducted by Palmérus, & Jutengren in 2004 in south west of Sweden. Both interviews and questionnaires were conducted with 84 two-parent Swedish born and Swedish as native language families of 35 boys and 49 girls. Although the sample has not enough wide age range, age groups were as followed: 3-year-olds (38–47 months), 4-year-olds (48–59 months), 5-year-olds (60–71 months), and 6-year-olds (72–84months). Moreover, population was over-representation of well-educated people. Findings showed that both mothers and fathers have similar patterns such as for the mild transgressions, they followed 22% coercion, 21% behavior modification, and 57% verbal control. On the other hand, for the serious transgressions, they use 28% coercion, 18% behavior modification, and 54% verbal control. Therefore, it shows that Swedish parents' attitudes in disciplinary actions still progressive when compared to traditional parental attitudes. These categories are still showing an example of child centered, trusting children's developmental process and perceiving children as being than becoming. The study indicated that Swedish parents increase their demands for compliance when their children continue or repeat a serious transgression but if it's mild, then the demands stay stable also the demands for compliance don't reduce if transgression reoccur. This consistency between first- and second-time transgression episodes can be perceived as parenting skills in Sweden. Most Swedish parents might be perceived as permissive because they do not promote strict obedience, they believe it is not appropriate to label Swedish parents as permissive. Moreover, demand for compliance had nothing to do with the age of a child. (Palmérus, & Jutengren, 2004)

## 6 Discussion

The focus of this study was on parental attitudes and behaviors in Swedish families and what conceptions of children and childhood are evident among Swedish families based on observations made in the scientific literature in research on parental attitudes. The result also focused on parental attitudes on disciplinary action of the children and the methods they use to deal with negative actions of their children. Therefore, the study had two different foci: general perception of a child in terms of parenting approaches and the ways parents use to deal with disciplinary action of their children. This was the limitation of the study because of the limited amount of research and unexpected findings as the focus also shifted to disciplinary actions.

As mentioned earlier, according to Dahlberg, Moss and Pence (1999) one conception of children is that they are competent and powerful individuals who are able to express their feelings, emotions and make their own decisions. The results of the present study suggest that this conception of children has prevalence among Swedish parents, by the view of perceiving every child as unique with their own natural developmental processes (Halldén, 1991).

Swedish curriculum considers children as both being and becoming. However, according to Halldén (1991) most of the parent perceive children as being who have a right to decide, contribute to the society and have an ability to create their own world. It has also been found that there are also some families accept their children as becoming like it is stated in the curriculum. Also, as noted before, term called 'good childhood' is a shared view by Nordic people (Wagner, & Einarsdottir, 2006). This concept explains as essence of childhood, including the values of equality and egalitarianism, freedom of play and developing self, being autonomous, democracy, solidarity, cooperation with peers and adults, independence from over-control by adults (Kristjansson, 2006). The child centered ideology as also exists in early childhood settings as it is in families in Sweden, including democracy, freedom, equalitarianism, emancipation, solidarity and cooperation. However, interestingly, families who perceive their children as 'becoming' still combine it with 'children as being'. Those parents still accept the rights of their individual children but also feel a need to be role model for their children to help them create their own path by the help of themselves.

It has been found that both mothers and fathers have progressive attitudes towards child rearing than authoritarian attitudes (Sorbring & Gurdal, 2011). In other words, Swedish parents are more likely understanding, open to new experiences and changes in their attitudes to their children. However, this does not mean that Swedish parents are permissive parents

(Palméus, & Jutengren, 2004). The similar attitudes of mothers and fathers in a family were observed. Therefore, the attitudes of mothers and fathers are affected by each other in the family (Sorbring & Gurdal, 2011). The other factor which was affecting child rearing in a family was marital quality and parental agreement (Lamb, Hwang, & Broberg, 1989).

Since Sweden was the first country in which legal prohibition of corporal punishment came into force, studies were also focusing on *aga* law. Thanks to the law, throughout the history, physical punishment is started to be perceived as a non-favored option for harsh forms of parent's authority (Palméus, 1999). Moreover, parents do not promote strict obedience in Sweden (Palméus, & Jutengren, 2004). However, according to Palméus (1999), physical punishment still exists but further recent research is needed in this topic.

Moreover, parents perceive that being always available and there for children create an opportunity for children to help themselves in life, however, most often this responsibility is placed on the mothers based on the study conducted in 1991. Therefore, that responsibility of being always available for children may create a stress on parents in long run. Another cross-sectional comparative recent study survey was conducted to see the differences between Swedish and Swiss parents, exploring the relationship between parental stress (high and low stress parents) and perceived symptoms of anxiety and depression in their children. The results showed that there was a significant correlation observed between high parental stress and children's level of anxiety and depression in both countries. Therefore, it is also crucial to consider the parental stress in the family in the consideration of parenting approaches. However, thanks to the Swedish public childcare system, Swedish parents were able to go to work for longer hours to maintain their regular working routines compared to the parents in Switzerland (Breitkreuz Chauvet, 2020).

On the contrary, throughout the time, there were significant changes in Sweden in terms of social services, societal attitudes related to gender, and child welfare/education services. Sweden has a collectivist orientation placing child wellbeing at their center of social policy as a support for children's rights and direct voice of children in policy and services in the country including recommendations for children to be recognized as actors with political voice. During the 1980s, Sweden was one of the first country to approve the view of children as actors with rights in UN Convention on the Rights of the Child (CRC). A case study also provides evidence of recognition of a child rights perspective post 2000. During post 2000, the view of children was also as rights-holders, competent actors who can affect their lives

and participants in decisions (D'Ambruoso, Abbott, & Ivarsson, 2019). For the conclusion in this view, more recent researches are needed, since the role of mother and responsibilities in family based on gender differences have changed during the past years.

## **7 Conclusion**

Results showed that parenting approaches in Sweden are more likely to be perceived as child centered both in families and early childhood provision and organizations. Parents accept their responsibility to be present and responsible to be ready to support and be role model for their children. Moreover, they trust the natural development of their children, their abilities to create their own path in life, respecting their rights and freedom by supporting their voices as individuals of a society.

The agreement among mothers and fathers in a family is an important aspect for developing child rearing attitudes. Furthermore, both mothers and fathers are affecting each other's parenting attitudes towards their children. Rather than authoritarian parenting style, progressive attitudes are observed in Swedish families. This can be seen close to authoritative parenting style among four of the parenting styles (Authoritarian, Authoritative, Permissive, Uninvolved), which is also considered to be the best parenting style for child development. Therefore, children's ideas and voices are seriously considered in family decisions.

Although Swedish children look free by their decisions, choices and behaviors, there are still some rules to be followed by children depending on the family. If these rules are not followed, parents sometimes apply for different kinds of *punishment*. Although physical punishment is not allowed by the law and it is also not preferred option by families, however, mild versions of physical punishment were existing by 1999 such as Firm Command, Physical Restraint, Redefine and Encouragement: Praise, Ignore, Reasoning, Withdraw Privileges, Threat and Distraction (Palméus, 1999).

To conclude, the results suggest that parenting attitudes conceptualized as child centered, both in families and early childhood provision and organizations. Parents tend to believe and trust the natural development of children. They accept and support children's abilities to create their own path in life and respect their rights and freedom by encouraging their sharing as individuals of a society. It has been also noted that many parents in Sweden have progressive attitudes rather than authoritarian parenting attitudes which indicates that Swedish parents are authoritative in their parenting attitudes. In terms of forms of punishment and physical punishment, discipline is not a core concept for Swedish parents and that is accepted as unfavorable action as it is also supported by *aga* law.

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## 8 Appendix

### 8.1 Appendix A: Data Extraction Protocol

Title	Year	Author/s	Participants	Kind of Study	Results
Attributions and attitudes of mothers and fathers in Sweden	2011	Sorbring, E., & Gurdal, S.	77 Families	Mixed	Parents have progressive attitudes than authoritarian
Swedish parents' self-reported use of discipline in response to continued misconduct by their pre-school children	2004	Palméus, K., & Jutengren, G.	84 Families	Quantitative	Swedish parents don't see themselves as permissive parents
Self-reported discipline among Swedish parents of preschool children. Infant and Child Development	1999	Palméus, K.	200 Families (120 of both parents)	Quantitative	Physical Punishment perceived as a non-favored option
Associations between parental agreement regarding child-rearing and the characteristics of families and children in Sweden	1989	Lamb, M. E., Hwang, C. P., & Broberg, A.	128 Families	Quantitative	Positive correlation is observed between marital quality and parental agreement in terms of child rearing
The child as project and the child as being: parents' ideas as frames of reference.	1991	Halldén, G.	20 Families (All Mothers, 14 Fathers)	Qualitative	Children are characterized as 'children as being' and the development is seen as natural process by inner drives

## 8.2 Appendix B : Quality Assessment Tool For Quantitative Studies

### A) SELECTION BIAS

**(Q1) Are the individuals selected to participate in the study likely to be representative of the target population?**

1. Very likely
2. Somewhat likely
3. Not likely
4. Can't tell

**(Q2) What percentage of selected individuals agreed to participate?**

1. 80 - 100% agreement
2. 60 - 79% agreement
3. less than 60% agreement
4. Not applicable
5. Can't tell

RATE THIS SECTION	STRONG-1	MODERATE-2	WEAK-3
Palmérus, K., & Jutengren, G. (2004)	1		
Palmérus, K. (1999)	1		
Lamb, M. E., Hwang, C. P., & Broberg, A. (1989)	1		

### B) STUDY DESIGN

**Indicate the study design**

1. Randomized controlled trial
2. Controlled clinical trial
3. Cohort analytic (two group pre + post)
4. Case-control
5. Cohort (one group pre + post (before and after))
6. Interrupted time series
7. Other specify \_\_\_\_\_
8. Can't tell

**Was the study described as randomized? If NO, go to Component C.**

No Yes

**If Yes, was the method of randomization described? (See dictionary)**

No Yes

**If Yes, was the method appropriate? (See dictionary)**

No Yes

RATE THIS SECTION	STRONG-1	MODERATE-2	WEAK-3
Palmérus, K., & Jutengren, G. (2004)		2	
Palmérus, K. (1999)		2	
Lamb, M. E., Hwang, C. P., & Broberg, A. (1989)		2	

### C) CONFOUNDERS

**(Q1) Were there important differences between groups prior to the intervention?**

- 1 Yes
- 2 No
- 3 Can't tell

**The following are examples of confounders:**

1. Race
2. Sex
3. Marital status/family
4. Age
5. SES (income or class)
6. Education
7. Health status
8. Pre-intervention score on outcome measure

**(Q2) If yes, indicate the percentage of relevant confounders that were controlled (either in the design (e.g. stratification, matching) or analysis)?**

1. 80 - 100% (most)
2. 60 - 79% (some)
3. Less than 60% (few or none)
4. Can't Tell

RATE THIS SECTION	STRONG-1	MODERATE-2	WEAK-3
Palmérus, K., & Jutengren, G. (2004)		2	

Palmérus, K. (1999)		2	
Lamb, M. E., Hwang, C. P., & Broberg, A. (1989)		2	

#### D) BLINDING

**(Q1) Was (were) the outcome assessor(s) aware of the intervention or exposure status of participants?**

- 1 Yes
- 2 No
- 3 Can't tell

**(Q2) Were the study participants aware of the research question?**

- 1 Yes
- 2 No
- 3 Can't tell

RATE THIS SECTION	STRONG-1	MODERATE-2	WEAK-3
Palmérus, K., & Jutengren, G. (2004)	1		
Palmérus, K. (1999)	1		
Lamb, M. E., Hwang, C. P., & Broberg, A. (1989)	1		

#### E) DATA COLLECTION METHODS

**(Q1) Were data collection tools shown to be valid?**

- 1 Yes
- 2 No
- 3 Can't tell

**(Q2) Were data collection tools shown to be reliable?**

- 1 Yes
- 2 No
- 3 Can't tell

RATE THIS SECTION	STRONG-1	MODERATE-2	WEAK-3
Palmérus, K., & Jutengren, G. (2004)	1		
Palmérus, K. (1999)	1		

Lamb, M. E., Hwang, C. P., & Broberg, A. (1989)	1		
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## F) WITHDRAWALS AND DROP-OUTS

**(Q1) Were withdrawals and drop-outs reported in terms of numbers and/or reasons per group?**

1. Yes
2. No
3. Can't tell
4. Not Applicable (i.e. one time surveys or interviews)

**(Q2) Indicate the percentage of participants completing the study. (If the percentage differs by groups, record the lowest).**

1. 80 -100%
2. 60-79%
3. less than 60%
4. Can't tell
5. Not Applicable (i.e. Retrospective case-control)

RATE THIS SECTION	STRONG-1	MODERATE-2	WEAK-3
Palmérus, K., & Jutengren, G. (2004)		2	
Palmérus, K. (1999)		2	
Lamb, M. E., Hwang, C. P., & Broberg, A. (1989)		2	

## G) INTERVENTION INTEGRITY

**(Q1) What percentage of participants received the allocated intervention or exposure of interest?**

1. 80 -100%
2. 60-79%
3. less than 60%
4. Can't tell

**(Q2) Was the consistency of the intervention measured?**

1. Yes
2. No
3. Can't tell

**(Q3) Is it likely influence that subjects received an unintended intervention (contamination or co-intervention) that may the results?**

1. Yes
2. No
3. Can't tell

**H) ANALYSES**

**(Q1) Indicate the unit of allocation (circle one)**

Community organization/institution practice/Office  individual

**(Q2) Indicate the unit of analysis (circle one)**

Community organization/institution practice/Office  individual

**(Q3) Are the statistical methods appropriate for the study design?**

1. Yes
2. No
3. Can't tell

**(Q4) Is the analysis performed by intervention allocation status (i.e. intention to treat) rather than the actual intervention received?**

1. Yes
2. No
3. Can't tell

**GLOBAL RATING**

**COMPONENT RATINGS**

Please transcribe the information from the gray boxes on pages 1-4 onto this page. See dictionary on how to rate this section.

	Palmérus, K., & Jutengren, G. (2004)	Palmérus, K. (1999)	Lamb, M. E., Hwang, C. P., & Broberg, A. (1989)
<b>A SELECTION BIAS</b>	1	1	1
<b>B STUDY DESIGN</b>	1	1	1
<b>C CONFOUNDERS</b>	2	2	2
<b>D BLINDING</b>	1	1	1
<b>E DATA COLLECTION METHOD</b>	1	1	1
<b>F WITHDRAWALS AND DROPOUTS</b>	2	2	2

**GLOBAL RATING FOR THIS PAPER (circle one):**

1. STRONG (no WEAK ratings)
2. MODERATE (one WEAK rating)
3. WEAK (two or more WEAK ratings)

With both reviewers discussing the ratings:

Is there a discrepancy between the two reviewers with respect to the component (A-F) ratings?

No  Yes

If yes, indicate the reason for the discrepancy

1. Oversight
2. Differences in interpretation of criteria
3. Differences in interpretation of study

**Final decision of both reviewers (circle one):**

1. **STRONG**
2. **MODERATE**
3. **WEAK**

### **8.3 Appendix C: Quality Assessment Tool Critical Appraisal Skills Program for Qualitative Research**

**CASP (Checklist questions)**

Halldén, G. (1991)

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Was there a clear statement of the aims of the research? 2

Is a qualitative methodology appropriate? 2

Was the research design appropriate to address the aims of the research? 2

Was the recruitment strategy appropriate to the aims of the research? 2

Was the data collected in a way that addressed the research issue? 2

Has the relationship between researcher and participants been adequately considered? 1

Have ethical issues been taken into consideration? 1

Was the data analysis sufficiently rigorous? 1

Is there a clear statement of findings? 2

How valuable is the research? 2

Total score: 17

Quality: High

*Note. Adapted from the Critical Appraisal Skills Program for qualitative studies (CASP, 2018). Scores were divided in yes (2), unclear (1) and no (0). Quality of the article will be low (0-10/20), moderate (11-15/20) or high (16-20/20).*

## 8.4. Appendix D: Mixed Methods Appraisal Tool (MMAT), version 2018

### Part I: Mixed Methods Appraisal Tool (MMAT), version 2018

Category of study designs	Methodological quality criteria	Responses			
		Yes	No	Can't tell	Comments
Screening questions (for all types)	S1. Are there clear research questions?	+			
	S2. Do the collected data allow to address the research questions?	+			
<i>Further appraisal may not be feasible or appropriate when the answer is 'No' or 'Can't tell' to one or both screening questions.</i>					
1. Qualitative	1.1. Is the qualitative approach appropriate to answer the research question?	+			
	1.2. Are the qualitative data collection methods adequate to address the research question?	+			
	1.3. Are the findings adequately derived from the data?	+			
	1.4. Is the interpretation of results sufficiently substantiated by data?	+			
	1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation?	+	+		
2. Quantitative randomized controlled trials	2.1. Is randomization appropriately performed?		+		
	2.2. Are the groups comparable at baseline?	+			
	2.3. Are there complete outcome data?			+	
	2.4. Are outcome assessors blinded to the intervention provided?	+			
	2.5. Did the participants adhere to the assigned intervention?	+			
3. Quantitative non-randomized	3.1. Are the participants representative of the target population?	+			
	3.2. Are measurements appropriate regarding both the outcome and intervention (or exposure)?	+			
	3.3. Are there complete outcome data?		+		
	3.4. Are the confounders accounted for in the design and analysis?	+			
	3.5. During the study period, is the intervention administered (or exposure occurred) as intended?	+			
4. Quantitative descriptive	4.1. Is the sampling strategy relevant to address the research question?	+			
	4.2. Is the sample representative of the target population?	+			
	4.3. Are the measurements appropriate?	+			
	4.4. Is the risk of nonresponse bias low?	+			
	4.5. Is the statistical analysis appropriate to answer the research question?	+			
5. Mixed methods	5.1. Is there an adequate rationale for using a mixed methods design to address the research question?		+		
	5.2. Are the different components of the study effectively integrated to answer the research question?	+			
	5.3. Are the outputs of the integration of qualitative and quantitative components adequately interpreted?		+		
	5.4. Are divergences and inconsistencies between quantitative and qualitative results adequately addressed?			+	
	5.5. Do the different components of the study adhere to the quality criteria of each tradition of the methods involved?			+	