

**ORIGINAL RESEARCH**

# Concept analysis of parenting behaviors of fathers with early childhood

Eun Ju Choi<sup>1</sup>, Sun Jung Park<sup>2,\*</sup>

<sup>1</sup>Department of Nursing, Choengam College, 57997 Suncheon-si, Republic of Korea

<sup>2</sup>Department of Nursing, Sahmyook Health University, 02500 Seoul, Republic of Korea

\*Correspondence  
bun8973@naver.com  
(Sun Jung Park)

## Abstract

This study aims to clarify the concept and promote understanding by conducting a concept analysis of the parenting behaviors of fathers during early childhood, a critical period where parenting behaviors and direction have a significant impact. This study is a concept analysis of the parenting behaviors of fathers with conducted using Walker and Avant's method. The analysis utilized data collected from 1960 to February 2023. The attributes of paternal caregiving behavior in early childhood identified in this study include general and universal attitudes or behaviors, father-child interactions, caregiving and discipline based on love, and instinctive and explicit caregiving behaviors. The antecedents of paternal caregiving behavior in early childhood were the perception of caregiving and the actual caregiving behaviors. The findings of this study underscore the need for a comprehensive measurement tool to assess the parenting behaviors of fathers with early childhood. Such a tool should integrate all key attributes identified in this study to accurately evaluate and support effective parenting practices during this formative period.

## Keywords

Concept analysis; Parenting behaviors; Fathers; Early childhood

## 1. Introduction

### 1.1 Significance of the study

In the past, Korean parents, especially fathers, believed that their personal success equated to the success of their family and lineage. This belief led them to invest heavily in private education from early childhood, resulting in significant financial burdens due to the high costs of their children's education. Despite national policies providing childcare support and financial assistance, the persistent high costs of education continue to place young couples under pressure, making it challenging for them to balance work and family life, often leading them to avoid or forgo having children [1]. In particular, this issue contributes to the country's low birth rate, which is also linked to the younger generation's hesitance to embrace the responsibilities of parenthood [2].

Child-rearing was once viewed mainly through a financial lens, but there has been a significant shift towards recognizing the importance of evolving values about parenting in Korea. Traditionally, men and those over fifty tend to view parenthood as a natural and joyful consequence of having a child. However, there is a growing recognition that fathers need to be more actively involved as primary caregivers, adapting to changing societal norms. Conversely, many younger Koreans, particularly those in their 20s and 30s, believe that becoming a parent requires thorough psychological and emotional readiness, and they advocate for shared parenting responsibilities. The

trends towards later marriages, increased rates of singlehood, divorces and decisions to remain childless reflect a broader transformation in traditional views about marriage, family and the role of children in one's life [3].

Child-rearing is the process of supporting the holistic development of children and nurturing future generations. The perspectives and approaches that parents take towards raising their children not only influence the children's growth and development but also affect the interactions between parents and children [2]. Typically, individuals focus on personal growth before marriage, shifting their attention to their relationship with their spouse once married. The arrival of a child further shifts this focus towards a parent-child-centric approach. This transition often brings about changes in parental roles and a deepened sense of responsibility within the family structure [4]. A study comparing men and women before and six months after childbirth shows that both men and women experience a surge of fear and a sense of burden about their increased responsibilities after childbirth, which can strain the marital relationship and sometimes weaken the partnership that is crucial for cooperative parenting [5].

In the formative years of infancy and early childhood, it's essential for parents to be actively involved in child-rearing, providing emotional support through activities like free play and interactive engagement. Traditionally, child-rearing was seen primarily as a woman's duty, often described as a labor-intensive role requiring considerable patience. This perspec-

tive has shifted, emphasizing the need for gender equality in parenting roles and the balance between work and family life [3]. Parents, as primary caregivers, often take on the role of educational managers, sourcing information on parenting and structuring their children's learning experiences at home. Given these dynamics, it is critical to analyze the parenting behaviors of fathers with early childhood. Such an analysis can guide effective parenting strategies in contemporary society, fostering the healthy psychological and social development of children and establishing a robust system of social support.

In Korea, research on parenting behaviors includes studies on types and content analysis of parenting behaviors of parents with early childhood, development of parenting behavior measurement tools [6–8], analysis of parenting behavior types among married immigrant women with early childhood [9, 10], and verification of the accuracy of parenting behaviors in first-time mothers through newborn care education programs [11]. Despite this extensive research, there remains a significant gap in studies dedicated to analyzing and interpreting the overarching concept of parenting behaviors. This oversight becomes increasingly critical as traditional Confucian values evolve and as demographic and family structures undergo significant transformations. Therefore, it is essential to conduct a thorough analysis of how parenting behaviors are perceived by fathers of early childhood, especially in the context of these rapid societal changes.

This study aims to assess and clarify the concept of parenting behaviors among fathers with early childhood, a critical period when the actions and direction of the primary caregiver have a significant impact. Specifically, this study intends to analyze the concept of parenting behaviors of fathers with early childhood using Walker and Avant's [12] concept analysis framework, which allows for the precise definition of terms once their basic concepts have been sufficiently identified. Therefore, this study aims to understand the concept of parenting behaviors among fathers with early childhood, provide foundational data for the analysis and development of tools for measuring these behaviors, and, based on this, re-evaluate perspectives on child-rearing. The goal is to provide foundational data for establishing an effective parenting support system and developing educational programs for parents with early childhood from a child education perspective.

## 1.2 Research objectives

This study aims to define the concept and identify the attributes of parenting behaviors of fathers with early childhood using Walker and Avant's [12] concept analysis method.

## 2. Materials and methods

### 2.1 Research design

This study is a concept analysis of the parenting behaviors of fathers with early childhood, conducted using Walker and Avant's [12] method.

Walker and Avant's method is a structured approach to concept analysis in nursing and other fields. The main goal of Walker and Avant's concept analysis method is to clarify the meaning of a concept. This involves breaking down the

concept into its essential components and understanding how it is used in theory and practice. By doing so, researchers can develop a clearer understanding of the concept and its implications. The method provides a clear, step-by-step process for analyzing and defining concepts, ensuring a thorough and systematic approach. By breaking down the concept into its attributes, antecedents and consequences, the method helps to clarify the meaning and understanding of the concept. It aids in the development of theoretical frameworks by providing a structured way to explore and refine concepts within a specific context.

Walker and Avant's method typically involves the following steps:

**Selecting the Concept:** Choose a concept of interest that requires clarification.

**Determining the Purpose:** Define the purpose of the concept analysis (*e.g.*, to clarify a concept for theoretical development or to inform practice).

**Identifying Uses of the Concept:** Review literature to identify how the concept has been used and defined.

**Defining Attributes:** Determine the key characteristics or attributes of the concept.

**Identifying Antecedents and Consequences:** Explore what comes before (antecedents) and what follows (consequences) the occurrence of the concept.

**Defining Empirical Referents:** Identify empirical referents or examples of the concept in practice.

**Final Definition:** Develop a final definition of the concept based on the analysis.

Walker and Avant's concept analysis method is a valuable tool for clarifying and refining concepts, promoting theoretical development, and enhancing understanding within various academic and professional fields.

## 2.2 Researcher preparation

The researchers completed coursework on concept analysis during their doctoral studies, thoroughly familiarized themselves with Walker and Avant's concept analysis method through extensive literature review, and have been continuously conducting research on concept analysis.

## 2.3 Research subject

For this study, domestic literature was sourced from the Korea Education and Research Information Service ([www.riss4u.net](http://www.riss4u.net)) using keywords such as "Parenting Behaviors", "Parenting Behaviors during Early Childhood", "Primary Caregiver Parenting Behaviors" and "Parenting". International literature was sourced from MEDLINE (PubMed) and CINAHL (EBSCO) using the terms "Parenting Behaviors of Parents during Early Childhood", "Parenting Behavior during Early Childhood", "Parenting Behavior of Primary Caregiver during Early Childhood" and "Parenting Behavior". The criteria for selecting literature for this study included publications from various academic fields between January 1960 and March 2023, available in full text, either in Korean or English. Newspaper articles were excluded.

A total of 328 pieces of literature published between February 1960 and February 2023 were identified: 100 from the

Korea Education and Research Information Service, 150 from PubMed and 78 from CINAHL. Of these, 100 pieces were excluded due to lack of full-text access, resulting in a primary classification of 228 pieces. Subsequently, 70 pieces of literature written in languages other than Korean or English were excluded, resulting in 188 pieces, and 92 pieces that either did not address parenting behaviors or were duplicates were also excluded. Out of the finally classified 96 pieces, 15 pieces were utilized for conceptual analysis by excluding 81 cases where the relevance to the research topic was deemed too low during the reading of the entire text, or where it was impossible to derive the concept of paternal caregiving behavior of fathers with infants from attributes, antecedents and consequences. The keywords utilized for literature search through internet databases are detailed in Table 1.

## 2.4 Data collection and analysis method

This study involved searching domestic and international literature to identify how paternal caregiving behavior of fathers with infants was portrayed within the selected literature, aiming to understand the overall concept and characteristics of paternal caregiving behavior among fathers with infants. To ensure the reliability and validity of the study, two researchers independently drafted, discussed and reached consensus on the utilization of concepts, their attributes, as well as their antecedents and consequences. This process was repeated twice until complete agreement was reached between the two researchers. The results of the compiled data were not final judgments but were written initially to conduct a comprehensive review during the primary literature examination process, based on which the data were re-evaluated. If necessary, each step of the conceptual analysis was iterated and cycled, and based on these results, the final selection, analysis and derivation of meaning and attributes of the concepts were conducted. The Walker and Avant method of conceptual analysis involves analyzing relevant literature to examine how the definition, purpose, relationships, rationale, process and criteria of a specific concept are presented in existing literature, without directly observing the field [12].

In this study, the scope of usage of the concept of paternal caregiving behavior among fathers with infants was initially explored through a literature review. Subsequently, the antecedents and attributes of the concept as presented in each literature were identified, followed by conducting conceptual

analysis based on these findings. The conceptual analysis procedure applied in this study, following Walker and Avant [12], consists of the following steps: (1) Concept selection, (2) Setting the purpose of conceptual analysis, (3) Confirming all uses of the concept, (4) Identifying the defining attributes of the concept, (5) Presenting model cases of the concept, (6) Presenting additional cases (borderline cases, contrary cases, related cases) of the concept, (7) Confirming antecedents and consequences of the concept, (8) Confirming empirical referents of the concept.

## 3. Results

### 3.1 Usage of the concept of parenting behavior

#### 3.1.1 Definition

In a narrow sense, “parenting behavior” is defined as “the method by which parents raise their children”, while in a broader sense, it refers to “the interaction between parents and children” [13]. Parenting behavior encompasses the overall attitudes and behavioral patterns parents employ while raising their children. It includes the actions and attitudes displayed during child-rearing, caregiving, teaching and nurturing. These behaviors and attitudes are commonly observed among parents or their representatives in the process of nurturing a child [14]. Parenting behavior towards children varies depending on parents’ socioeconomic status, the gender of parents and children, marital satisfaction, parents’ personality and age, number of children and regional differences. It’s important to note that parental caregiving behavior has a significant impact on shaping children’s personalities [15]. Combining the attributes outlined in the above definitions, it can be defined as the universal attitudes or behaviors of parents towards their children, involving interactions between parents (or primary caregivers) and children, influenced by parents, the environment and culture.

#### 3.1.2 Definition of parenting behavior presented in foreign literature

Upon reviewing the definition of parenting behavior presented in foreign literature, it is evident that parenting behavior is defined variably by scholars due to its significant influence on determining the quality of parent-child relationships and fostering the linguistic, cognitive and social development of

TABLE 1. Searching strategies applied to internet database.

Database	Search engine	Number of items	Entry terms
RISS	RISS	5	(Primary Caregiver) (Father) and (Parenting Behavior)
MEDLINE	PubMed	6	(“Parenting Behavior” (MeSH Terms) or Parenting (Title/Abstract)) AND (“Caregiver” (MeSH Terms) or Primary Caregiver or Father (Title/Abstract))
CINAHL	EBSCO	4	(Parenting Behavior or Parenting) and (Caregiver or Primary Caregiver or Father)
Total		15	

children [16]. Furthermore, some also focus on attitudes towards parenting, and they often use the terms parenting attitudes, behaviors, actions interchangeably when referring to general parenting practices.

Parenting behavior refers to the way parents establish relationships with their children by providing affection, guidance and instruction. Parenting attitudes, as a crucial factor in children's cognitive and emotional development, influence children's personality, behavior and cognitive-emotional development [17]. Parenting behavior is defined as a cultural practice where parents raise and teach their children for growth and development, characterized by tendencies and response patterns in behavior. It plays a crucial role in children's personality, behavior and emotional, cognitive and moral development [16]. Specifically, it refers to the willingness and internal activity of parents to respond to their children's behavior after establishing certain standards regarding the knowledge, ethics and behaviors that their children need to acquire as they grow [17].

Combining the attributes from the above foreign literature, parenting behavior emerges from the interaction between parents and is a form of cultural practice where parents raise and teach their children for their growth and development. It involves tendencies and response patterns in behavior, encompassing the process of providing affection, guidance and instruction. Common attributes include interactions between parents or caregivers and children, caregiving and nurturing behaviors based on love for the child's growth and development, and characteristics influenced by cultural practices.

### 3.1.3 Definition of parenting behavior presented in domestic literature

Reviewing the definition of parenting behavior in domestic literature reveals that it pertains to the attitudes and behaviors commonly and universally exhibited by parents or primary caregivers while nurturing their children [18]. In domestic literature, as in foreign literature, it is explicitly stated that parenting attitudes, behaviors and actions are used interchangeably with the same meaning, and parenting behavior is regarded as a broad concept [19].

Parenting behavior is defined as the concrete behavioral pattern in dealing with children, driven by the educational perspective on how parents aspire to nurture their children into certain individuals in real-life contexts [20]. It is considered a form of cultural practice where parents raise and educate their children for their growth and development, embodying tendencies and response patterns in behavior that significantly influence the formation of children's personalities [21]. Furthermore, it is characterized as the overall pattern of human relationships in the home environment, aiming for harmonious and desirable interactions without contradictions [22]. Moreover, parenting behavior is characterized as a universal pattern of conduct parents may exhibit towards their children, influenced by both internal and external attitudes within their cultural context [23]. It is underscored that such behavior shapes the quality of parent-child relationships and impacts the cognitive, emotional, and social development of children [24]. The character and behavior of a child are significantly influenced by parenting behavior, encompassing

fundamental beliefs, values and decision-making orientations [25]. Parenting behavior is defined as providing psychological and material support to help children properly accomplish developmental tasks they must achieve at appropriate times [26].

Taking into account the attributes outlined in the domestic literature above, parenting behavior encompasses the general and comprehensive actions and attitudes exhibited by parents or primary caregivers while raising their children [27]. It plays a significant role in the holistic development and intellectual, emotional, physiological and psychological growth of children within the home environment through various cultural practices, ensuring the achievement of multifaceted developmental tasks that should occur during childhood [28, 29].

The overarching attributes include the caregiver-child relationship, overall behaviors or attitudes, integrated multi-dimensional developmental tasks, various cultural practices for growth and development, and caregiving behaviors that significantly influence the holistic development and intellectual, emotional, physiological and psychological growth of children.

### 3.1.4 Reviews of types of parenting behavior

The analysis of the aforementioned parenting measurement tools reveals that there is no developed parenting measurement tool targeting early childhood that reflects the values of Korean fathers' caregiving. The infancy and toddler period is a critical time for the formation of autonomy, laying down a crucial foundation for healthy adult maturity. During this period, fathers play a pivotal role in shaping their children's emotional and cognitive development through their unique caregiving styles. Father's engagement, emotional support, and interactive play are vital for nurturing a secure attachment and fostering a child's self-esteem and social competence.

Fathers' involvement during early childhood has been shown to contribute to better language development, higher cognitive skills, and greater social adaptability in children. Moreover, fathers who actively participate in caregiving set positive role models for gender roles, helping children to develop balanced perspectives on masculinity and caregiving responsibilities.

In the modern ubiquitous era, characterized by rapid technological advancements and evolving family dynamics, the traditional roles of fathers are expanding. Fathers are now more engaged in day-to-day childcare activities, and their contributions are increasingly recognized as crucial for the holistic development of children. Therefore, it is essential to develop measurement tools designed to assess the parenting behaviors of fathers raising early childhood in this contemporary context, which differs markedly from previous generations.

This research endeavor is essential for promoting optimal child development and aligning with contemporary societal needs. By developing a tool that accurately reflects and assesses the caregiving practices of Korean fathers, we can better understand their impact on child development and provide targeted support and interventions. This will not only enhance the well-being of children but also empower fathers to embrace their evolving roles in the family structure (Table 2).



TABLE 2. Review of types of parenting behaviors.

No	Name of Tool	Developer (yr)	Target Group	Number of Items	Type of Parenting Behaviors	Interpretation of Measurement Tool
1	Children's Reports of Parental Behavior Inventory (CRPBI)	Schaefer (1965)	Newborn to Early Teen 2 dimensions, 26 concepts, 192 items	Newborn to Early Teen 2 dimensions, 26 concepts, 192 items	Love-Hostility, Autonomy-Control (Extreme Autonomy, Permissive Discipline, Appropriate Autonomy, Social Stimulation, Positive Evaluation, Sharing, Affection Expression, Encouragement of Independent Thinking, Emotional Support, Egalitarian Treatment, Intellectual Stimulation, Child-Centered Attitudes, Possessiveness, Protective Attitudes, Interference, Suppression of Aggression, Strictness, Punishment, Control Through Guilt Induction, Directive Attitudes, Nagging, Negative Evaluation, Excitability, Rejection, Indifference, and Disregard.)	Affectionate and autonomous attitudes are considered positive when scores are high, whereas hostile and controlling attitudes are considered negative when scores are high, so they should be calculated in reverse.
2	Iowa Parent Behavior Inventory: Mother Form (IPBI)	Cruse <i>et al.</i> [30]	Preschool	36 items	Active Participation, Regulation, Responsiveness, Rational Guidance, Intimacy	Sum the scores for each variable to determine the meaning of parenting behaviors in each area.
3	Parental Bonding Instrument (PBI)	Parker <i>et al.</i> [31]	Teenagers	25 items	Caregiving, Protection	Higher scores on each factor imply more frequent behaviors related to that factor.
4	Egna Minnen Beträffande Uppfostran, own memories of childrearing experiences (EMBU)	Perris <i>et al.</i> [26]	School-age	47 items	Affection, Rejection, Overprotection	Higher scores indicate higher occurrences of those parenting behaviors
5	Parental Acceptance-Rejection Questionnaire (PARQ)	Rohner (1986)	Infancy-Preschool	60 items	Warmth/Affection, Aggression/Hostility, Ignorance/Indifference, Ambiguous Rejection	Higher scores indicate more frequent behaviors related to that factor.
6	Maternal Behavior Research Instrument (MBRI)	Adapted by Lee Won-young (1983)	Preschool	28 items	4 items: Affectionate, Rejecting, Autonomous, Controlling Attitudes 7 items: Affectionate, Rejecting, Parental External Characteristics, Fostering Dependency, Controlling, Positive, Parental Dependency	Affectionate and autonomous attitudes are seen as positive with high scores, whereas rejecting and controlling attitudes are negative, thus scores should be calculated in reverse.

**TABLE 2. Continued.**

No	Name of Tool	Developer (yr)	Target Group	Number of Items	Type of Parenting Behaviors	Interpretation of Measurement Tool
7	Korean Parent as a Teacher Test (KPAAT)	Chung Gye-sook (1987)	Preschool	85 items	Response to Questions, Permission to Play, Control and Restriction, Evaluation and Support of the Child, Encouragement of Academic Achievement, Promotion of Creativity	Higher scores indicate more frequent parenting behaviors in the area.
8	Children's Perception of Parental Child-rearing	Oh Sung-sim and Lee Jong-seung (1982)	School-age	60 items	Affection-Oriented, Autonomy-Oriented, Achievement-Oriented, Rationality-Oriented	Higher scores indicate more frequent behaviors related to that factor.
9	Parenting Behavior Scale	Park Sung-yeon and Lee Sook (1990)	School-age	80 items	Affection, Hostility, Control, Overprotection, Rational Cognition, Active Involvement Achievement, Consistent Regulation	Higher scores indicate more frequent behaviors related to that factor.
10	Mother's Parenting Behavior Scale	Jung Hyun-hee (1990)	School-age	50 items	Democratic/Autonomous Behavior, Expectant/Interfering Behavior, Affectionate Behavior, Anxious/Submissive Behavior.	Higher scores indicate more frequent parenting behaviors in the area.
11	Korean Version Parents as Social Context Questionnaire (K-PSCQ)	Adapted by Park Young-ae (1995)	School-age	23 items	Warmth, Rejection, Structure, Chaos, Autonomy Support, Coercion	Higher scores indicate more frequent parenting behaviors in the area.
12	Parental Behavior Scale for Parents	Lee Sun-hee (2012)	School-age	45 items	Warmth, Logical Explanation, Intervention, Coercion, Neglect	Higher scores indicate the more characteristics of that area.
13	Korean Parenting Behavior Scale	Lim Jung-ha (2003)	Middle and High School Students	106 items	Acceptance, Modeling, Responsibility, Devotion, Sacrifice, Patience, Strictness, Respect, Instructional Guidance, Leniency, Trust, Love, Criticism, Psychological Control, Excessive Involvement, Excessive Permissiveness, and Supervision.	Higher scores indicate more frequent behaviors related to that factor.
14	Parenting Behavior Scale	Parenting Behavior Scale (2004)	Teenagers	43 items	8 factors of Supervision, Rational Explanation, Inconsistency, Overexpectation, Overinterference, Abuse, Neglect, Affection	Higher scores indicate either positive or negative parenting behaviors depending on the context.
15	Primary Caregiver's Parenting Behavior Scale	Park Sun-jung, Kang Kyung-ah (2015)	Early Childhood	26 items	Affection, Neglect, Education, Impulsive	Higher scores indicate more frequent parenting behaviors in the area.

## 3.2 Identification of the decisive attributes of the concept

Based on the literature review, the core attributes of caregiving behaviors by “primary caregiver (father) during early childhood” are as follows. These behaviors encompass a range of general and universal actions, both instinctive and explicit, that a parent or primary caregiver (father) employs in interactions with their child. Through these interactions, the primary caregiver significantly impacts the child’s comprehensive and multifaceted development within the cultural norms of the caregiver’s community.

The core attributes included in parenting behaviors are: (1) the caregiver’s general and universal attitudes or behaviors for parenting, (2) the interactions between the primary caregiver and the child, (3) parenting and disciplinary actions based on love, (4) instinctive and explicit parenting behaviors based on cultural values. The literature presenting these decisive attributes is shown in Table 3.

## 3.3 Development of conceptual examples

### 3.3.1 Model case

A model case includes all attributes of “parenting behaviors of fathers with early childhood”. Moreover, it does not include attributes of other concepts, thus serving as an example that demonstrates what the concept entails [7].

Mr. Kim, a 36-year-old, has an 11-month-old son and has quit his job to become a full-time parent, taking care of his child around the clock (general and universal attitudes or behaviors of the primary caregiver). He spends time interacting with his child throughout the day (interactions between the primary caregiver and the child), and with the joy of having his first child, he strives to provide the best parenting based on love, including disciplining when the child exhibits undesirable behaviors (parenting and disciplinary actions based on love). The mother parents based on the philosophy she has acquired from the environment and culture in which she was raised (instinctive and explicit parenting behaviors based on cultural values).

### 3.3.2 Contrary case

A contrary case is an example that does not include any of the attributes of “parenting behaviors of fathers with early childhood” [7].

Mr. Kim, a 38-year-old working father, has been caring for his three-month-old son. He struggles with depression, which makes parenting particularly challenging for him. His physical exhaustion from childcare leaves him feeling no joy, even when looking after his baby, to the extent that he doesn’t even think about the baby. After being discharged from the hospital, Mr. Kim delegated all caregiving responsibilities, including formula feeding, to his mother-in-law. Despite his physical ailments and spending a lot of time sleeping, he spends his spare moments enjoying home shopping rather than caring for his child. In this contrary case, Mr. Kim does not exhibit any of the core attributes expected of a primary caregiver (father).

### 3.3.3 Similar case

A similar case includes only some of the key attributes of “parenting behaviors of fathers with early childhood”. This means that while most attributes of “parenting behaviors of fathers with early childhood” are present, not all are included [7].

Mr. Lee, aged 28, is currently on parental leave to care for his second child, a 6-month-old girl. His first child is a 4-year-old boy. He spends his days looking after both children, providing them with meals, snacks, and the basic necessities of life (general and universal attitudes or behaviors of the primary caregiver). Throughout the day, he engages in conversations with the children, reads books to them, and provides toys (interactions between the primary caregiver and the child). When the older child bothers or upsets the younger one, he often just observes without intervening (does not provide loving and caring discipline). The mother watches a lot of American dramas and emulates the parenting behaviors she sees from mothers in the U.S., (which does not reflect culturally based instinctive and explicit parenting behaviors).

### 3.3.4 Related case

A related case involves actions associated with “parenting behaviors of fathers with early childhood”, but does not include the important attributes. That is, it is similar to “parenting behaviors of fathers with early childhood” and connected in some way, but does not encompass all the attributes [7].

Mr. Park, a 28-year-old father of 12-month-old fraternal twins, is no longer working, having left his job after marriage. His wife provides him with a monthly living allowance of 1 million won, which is the only income he has. Financial constraints lead to frequent disputes with his spouse, and he often neglects his parenting duties, instead spending most of his time on the television and smartphone. When his children cry from hunger, he feeds them whatever is available at home, while he relies on takeout for his own meals. Lacking funds to send the children to daycare, he spends the entire day with them but largely ignores their needs, even when they cry. This case reflects a departure from the expected parenting behaviors of fathers with early childhood and highlights a situation of parental neglect.

## 3.4 Identification of antecedents and consequences of the parenting behavior concept

Antecedents refer to events that occur before the emergence of a concept, and consequences refer to events that occur after the concept has emerged [12]. Parenting behaviors of fathers with early childhood involve interactions with the child. The caregiver’s perception of parenting includes cognitive abilities regarding parenting, economic support, readiness to be the primary caregiver, and a sense of responsibility as the primary caregiver. Positive outcomes of such parenting behaviors have been identified as promoting proper growth and development in children, enhancing mother-child interactions, developing the child’s social skills, increasing parental role satisfaction, and strengthening family bonds. Negative outcomes of the primary caregiver’s parenting behaviors may include feelings

of burden and conflict in the caregiver role, illnesses in early childhood, role conflicts and stress within the family, and family breakdown (Table 4).

### 3.5 Determination of empirical referents for the concept of parenting behaviors

The final step in concept analysis, empirical referents, demonstrates the existence of the concept's attributes in actual practice. When a concept is abstract, there must be indicators or references that can be observed and measured in real-world settings. Concrete examples from the field confirm the existence of the concept and point out its observable characteristics. This connection of language to facts helps to convey the meaning accurately [12].

This study identified empirical referents measured through

the translated tools of Schaefer's Children's Reports of Parental Behavior Inventory (CRPBI), Crase *et al.*'s [30] Iowa Parent Behavior Inventory: Mother Form (IPBI), Parker *et al.*'s [31] Parental Bonding Instrument (PBI), Perris *et al.*'s [26] Egna Minnen Beträffande Uppfostran, own memories of childrearing experiences (EMBU) and Rohner's [24] Parental Acceptance-Rejection Questionnaire (PARQ).

## 4. Discussion

This study aims to clarify the concept of parenting behaviors of fathers with early childhood by identifying its attributes and determining its antecedents and consequences.

Drawing from the dictionary definition and insights from both domestic and international literature, this study articulates parenting behaviors as "the instinctive and explicit be-

**TABLE 3. Meaning of defining primary caregiver's parenting actions during early childhood.**

Defining Attributes	Meaning
General and universal attitudes or behaviors of the father:	Provides necessities such as food, clothing, and shelter.
	Protects the body.
	Keeps the body clean.
	Ensures the child is vaccinated.
Interactions between the father and the early child:	Treats the child gently.
	Shows continuous interest and expresses it.
	Is sensitive to needs.
	Meets needs.
	Engages in physical contact.
Parenting and disciplinary actions based on love:	Guides social relationships.
	Guides desirable life habits.
	Provides consistent guidance.
	Implements logical and rational education appropriate to the situation.
Instinctive and explicit parenting behaviors based on cultural values:	Praises and encourages.
	Guides smooth social life.
	Provides an educational environment.
	Satisfies intellectual needs.
	Helps solve problems.

**TABLE 4. Concept of parenting behaviors of fathers with early childhood.**

<Antecedents>	<Attributes>	<Consequences>
- Parenting by primary caregivers during early childhood	- General and universal attitudes or behaviors of primary caregivers	- Promotion of proper growth and development in children
- Perception of parenting behaviors by primary caregivers	- Interactions between primary caregivers and children	- Role conflicts for primary caregivers
	- Parenting and disciplinary actions based on love:	
	- Instinctive and explicit parenting behaviors based on cultural values	



havior patterns generally and universally adopted by parents or primary caregivers in nurturing and educating their children". These behaviors, through interactions between parent and child, shape the child's comprehensive and multi-dimensional developmental tasks within the cultural context of the primary caregiver. Historical nursing research on parenting behaviors from the 1990s described them as the attitudes of parents or caregivers toward their children, perceived and expressed through the child's response patterns, or as a sequence of caregiving actions between parents and children or their substitutes [27]. This indicates that, despite shifts over time in factors like cultural norms and parental values, the core elements of parenting behaviors have remained constant.

The research findings identified four attributes of parenting behaviors: general and universal attitudes or behaviors of fathers with early childhood, interactions between the primary caregiver and the child, parenting and disciplinary actions based on love, and instinctive and explicit parenting behaviors based on cultural values. Based on previous research, these attributes are evaluated as critical factors supporting healthy development and promoting social, emotional and cognitive growth during early childhood. To gain a more concrete understanding of these attributes, presenting cases becomes a crucial tool. Cases link theoretical concepts to real-world situations, aiding readers in better understanding and applying research findings. Each case will demonstrate how fathers implement general attitudes, interact with primary caregivers, practice parenting and discipline based on love, and incorporate parenting behaviors grounded in cultural values. Through this process, a clearer understanding of parenting behaviors can be facilitated, enabling the assessment and support of fathers' parenting practices in real-world scenarios.

The first attribute, "general and universal attitudes or behaviors of primary caregivers", encompasses essential responsibilities such as providing food, clothing and shelter, ensuring physical safety and hygiene, and facilitating necessary medical actions like vaccinations. According to Rohner (1990), parenting behaviors represent the strategies and methods parents use to foster their children's growth and development, as well as the consistent tendencies and response patterns they exhibit in their actions. This perspective is supported by the notion that parenting behaviors comprise universal actions that parents undertake in their interactions with their children [21]. Moreover, these behaviors are seen as efforts to enrich the child's environment within the dynamics of the parent-child relationship [8] and are characterized by affectionate acceptance, where the caregiver actively guides the child [10].

The second attribute, "interactions between the primary caregiver and the child", encompasses behaviors such as treating the child with gentleness, consistently showing interest and expressing it, responding sensitively to the child's needs and meeting them, and engaging in physical contact. Research indicates that these sensitive and affectionate interactions from the primary caregiver help children develop secure attachments, which in turn enhance their social adaptation skills and intellectual growth [28]. These findings highlight that parenting behaviors focused on nurturing interactions significantly impact the comprehensive development of early childhood, spanning physical, linguistic, cognitive and socio-emotional

growth. Notably, "skin contact" plays a crucial role across all developmental stages, with frequent physical contact fostering positive social, emotional and intellectual outcomes in children [29]. It contributes to establishing a sense of trust, a key developmental goal in early childhood, underscoring its value in parenting practices [32]. Given these insights, it is crucial to develop and implement guidelines for parenting behaviors that emphasize and enhance interactions between the primary caregiver and the child.

The third attribute, "parenting and disciplinary actions based on love", involves guiding children in forming social relationships and desirable life habits consistently, and providing education that is logical and tailored to specific situations. Parents, as primary educators, wield considerable control and influence, accumulated over time. Consequently, the caregiving environment they create is pivotal to their children's normal growth and development [11]. Crucially, from early childhood, a mother's sensitive response to her child's needs coupled with appropriate discipline not only strengthens the parent-child relationship but also equips the child to build positive relationships in the future, including with their own children [30]. Therefore, parenting and disciplinary actions based on love from the primary caregiver are essential.

The fourth attribute, "instinctive and explicit parenting behaviors based on cultural values", involves raising children according to the values and philosophies derived from one's own upbringing and cultural context. This encompasses providing praise and encouragement, guiding children in smooth social interactions, creating an educational environment, meeting intellectual needs, and assisting with problem-solving [31]. Children develop psychosocial, emotional, and cognitive skills and form their self-concepts through early interactions and parenting behaviors, including parental attachment [6, 33]. This indicates that the cultural values ingrained during a parent's own development significantly shape their parenting practices [34]. Thus, it is essential to analyze and understand the cultural values that influence parenting behaviors to comprehend their patterns and impacts.

The antecedents of parenting behaviors include "parenting by the primary caregiver during early childhood" and "the primary caregiver's perception of parenting behaviors". The former involves direct interactions between the caregiver and the child, while the latter encompasses the caregiver's understanding of parenting, including their cognitive abilities related to parenting, economic support, readiness to assume the caregiving role, and a sense of responsibility [35]. The consequences included the promotion of proper growth and development of the child and role conflicts for the primary caregiver [36]. "Promotion of proper growth and development of the child" is a positive outcome of parenting behaviors, referring to enhanced mother-child interactions, the child's social development, parental role satisfaction, and strengthened family bonds [37]. "Role conflicts for the primary caregiver" is a negative outcome of parenting behaviors, including the caregiver's feelings of burden and conflict, illnesses in early childhood, role conflicts and stress within the family, and family breakdown. The findings of Park [7] align with those reported here, showing that Korean parents of early childhood focus on understanding their child's needs and fostering

proper growth through positive parenting behaviors, while also sometimes engaging in negative behaviors. This mix of positive and negative behaviors illustrates the complex and evolving nature of parenting [38]. As many modern parents start out inexperienced, negative behaviors might initially be more prevalent, but as they gain experience, a blend of both positive and negative behaviors tends to develop [39]. Factors such as stress, resource availability, developmental expectations, and the influence of ongoing learning significantly shape these behaviors [30]. Acknowledging the challenges faced by parents and providing support for those striving to engage in positive parenting behaviors is essential.

As a result of identifying the empirical referents, it was found that existing tools for measuring parenting behaviors are inadequate for measuring the attributes derived in this study. Existing types of parenting behaviors have been measured by categorizing dimensions such as love-hostility, autonomy-control [30], warmth and affection, aggression and hostility, neglect and indifference, ambiguous rejection [34], democratic/autonomous behavior, expectant/interfering behavior, warm behavior and anxious/submissive behavior [3]. However, many of the items in these tools do not align with the attributes identified in this study, making accurate measurement difficult [40]. Notably, there is a lack of measurement tools that fully reflect the attributes defined in the concept's model, contrary, similar and related cases [41]. Therefore, there is a pressing need to develop a new parenting behavior measurement tool based on the findings of this study. Additionally, understanding the tendencies in primary caregivers' parenting behaviors is crucial for maintaining and enhancing positive parenting practices and for identifying issues that require specific nursing interventions.

This study employed Walker and Avant's [12] concept analysis method to define the concept and attributes of parenting behaviors of fathers with early childhood, including identifying the antecedents and consequences. The value of this research is highlighted by its clear identification of several concepts that are closely related to the main focus.

## 5. Conclusions

In this study, we analyzed the parenting behaviors of fathers during early childhood according to Walker and Avant's concept analysis stages [12], including concept selection, goal setting, and literature review. We identified the attributes of parenting behaviors through models, opposites, similarities, related cases, and cultural values, and determined antecedents and consequences based on these factors. The study found that the attributes of parenting behaviors include general and universal attitudes or behaviors of fathers, interactions between fathers and young children, parenting and discipline based on love, and instinctive and explicit parenting behaviors based on cultural values. Antecedents were fathers' actual parenting behaviors and their perceptions of parenting, which resulted in promoting proper growth and development of children and causing role conflicts in parenting.

## AVAILABILITY OF DATA AND MATERIALS

Not applicable.

## AUTHOR CONTRIBUTIONS

SJP—study conception and design acquisition; discussion and conclusions, suggestions. EJC—drafting and critical revision of the manuscript. SJP and EJC—data collection; analysis and interpretation of the data; English review; abstract and references and final submission. All authors contributed to editorial changes in the manuscript. All authors read and approved the final manuscript.

## ETHICS APPROVAL AND CONSENT TO PARTICIPATE

For this research, approval for exemption from review was obtained from the Institutional Review Board (IRB) of Cheongam College, where the researchers are affiliated (IRB. CA17-230503-HR-012-01). Informed consent has been obtained from the participants involved.

## ACKNOWLEDGMENT

Not applicable.

## FUNDING

This research received no external funding.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

## REFERENCES

- [1] Kang JH, Oh KJ. Gender differences in the effects of preschoolers' age, temperament and parenting for internalizing and externalizing problems. *The Korean Journal of Woman Psychology*. 2011; 16: 1–21.
- [2] Han YS, Lee KH. The concept parenting philosophy and a suggestion of direction of direction of Korean parenting philosophy. *Global Creative Leader: Education & Learning*. 2019; 9: 25–46. (In Korean)
- [3] Moon MK, Cho SI, Kim JM. A study on Korean nationals' perception of parenthood and the concept of child rearings. (Report No.: RR2016-21). Seoul: Korea Institute of Child and Education; 2016 Dec. 2016.
- [4] Bouchard G. The quality of the parenting alliance during the transition to parenthood. *Canadian Journal of Behavioural Science*. 2014; 46: 20–28.
- [5] Volling BL, Oh W, Gonzalez R, Kuo PX, Yu T. Patterns of marital relationship change across the transition from one child to two. *Couple & Family Psychology*. 2015; 4: 177–197.
- [6] Park SJ, Kang KA, Kim SJ. Types of child rearing behavior of parents during early childhood: Q-methodological approach. *Journal of Korean Academy of Nursing*. 2013; 43: 486–496.
- [7] Park SJ. Content analysis of child rearings of mothers in infant and child preschool. *Child Health Nursing Research*. 2014; 20: 39–48.
- [8] Park SJ, Kang KA. Development of measurement instrument for parenting behavior of primary caregivers in early childhood. *Journal of Korean Academy of Nursing*. 2015; 45: 650–660.
- [9] Bae KE, Lee KH, Kim YH, Kim S, Kim HK, Kim JH. Child-rearing practices and parenting efficacy of marriage-immigrant women. *Journal of Korean Academy of Child Health Nursing*. 2010; 16: 175–183.

- [10] Moon SH, Kim MO, Na H. Motherhood ideology and parenting stress according to parenting behavior patterns of married immigrant women with young children. *Journal of Korean Academy of Nursing*. 2019; 49: 449–460.
- [11] Kim HK, Jeong IS. Effects of a newborn care education program on newborn care confidence and behavioral accuracy of primiparas in a postpartum care center. *Journal of Korean Academy of Nursing*. 2007; 37: 125–134.
- [12] Walker LO, Avant KC. *Strategies for theory construction in nursing*. 4th edn. Prentice Hall: Boston. 2004.
- [13] Park SH. Korean Educational Psychology Association. *Educational Psychology Terminology Dictionary*. 1st edn. Hakjisa: Seoul. 2000.
- [14] National Institute of Korean Language. *Guidelines for compiling the Standard Korean Language Dictionary I, II*. 1st edn. National Institute of Korean Language: Seoul. 2000.
- [15] Noh MH. Korean version of Wikipedia. 2008. Available at: <http://ko.wikipedia.org> (Accessed: 09 January 2024).
- [16] Lee YO. Relationship between mother's language control types and perceived parenting attitudes [master's thesis]. Seoul: Konkuk University. 2003.
- [17] Baumrind D. The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*. 1991; 11: 56–95. (In Korean)
- [18] Park SY, Park YH. Parenting environment and attachment: relationships with self-identity. *Human Studies*. 2005; 19: 41–62. (In Korean)
- [19] Lee H, Han JW. The effects of parents' self-esteem and parenting attitudes on child's social competence: dyadic data analysis. *Asia-pacific Journal of Multimedia Services Convergent with Art, Humanities, and Sociology*. 2017; 7: 807–817.
- [20] Yoo MY, Hong HY. Mediating effects of emotional intelligence and academic self-efficacy in the relationship between perceived parenting attitudes and academic achievement. *The Korean Journal of Educational Psychology*. 2010; 24: 915–937. (In Korean)
- [21] Kim SJ, Kim MH. A study on parenting attitudes of parents. *Korean Parent-Child Health Journal*. 2008; 10: 171–182. (In Korean)
- [22] Baldwin AL. Socialization and the parent-child relationship. *Child Development*. 1948; 19: 127–136.
- [23] Schaefer ES. A circumplex model for maternal behavior. *Journal of Abnormal and Social Psychology*. 1959; 59: 226–235.
- [24] Rohner RP. *Handbook for the study of parental acceptance and rejection*. 3rd edn. University of Connecticut: New Haven, CT. 1990.
- [25] Barnard KE. Nursing research related to infants and young children. *Annual Review of Nursing Research*. 1983; 1: 3–25.
- [26] Perris C, Jacobsson L, Lindström H, Von Knorring L, Perris H. Development of a new inventory for assessing memories of parental rearing behavior. *Acta Psychiatrica Scandinavica*. 1980; 61: 265–274.
- [27] Ku JM, Kim S, Park YM, An YH, Yoo JO, Lee YS, *et al*. A survey study on mothers' infant-rearing attitudes. *Ewha Nursing Journal*. 1990; 23: 1–20. (In Korean)
- [28] Kim HM, Do HS. Maternal parenting stress, efficacy, and behavior: relations to children's social competence. *Korean Journal of Child Studies*. 2004; 25: 278–298. (In Korean)
- [29] Ha MS, Lee SB. The influence of the children-perceived parents' rearing attitude and self-elasticity to adjust to school life. *Journal of Child Education*. 2009; 18: 247–258. (In Korean)
- [30] Crase SJ, Clark SG, Pease D. *Iowa parent behavior inventory manual*. 1st edn. Iowa State University Research Foundation, Inc.: Iowa. 1978.
- [31] Parker G, Tupling H, Brown LB. A parental bonding instrument. *British Journal of Medical Psychology*. 1979; 52: 1–10.
- [32] Schaefer ES. Children's report of parental behavior: an inventory. *Child Development*. 1965; 36: 413–424.
- [33] Lee WY. Relationship between mother's educational views and child-rearing attitudes and the development of young children. [doctoral dissertation]. Seoul: Ewha Womans University. 1983.
- [34] Chung KS. A study on development of Korean parent as a teacher test. *Korean Journal of Early Childhood Education*. 1987; 7: 41–61. (In Korean)
- [35] Oh SS, Lee JS. Children's perception of parental child-rearing methods and its relation to affective characteristics. *Behavioral Science Research Institute Research Note*. 1982; 11: 1–15. (In Korean)
- [36] Park SY, Lee S. A preliminary study for the standardization of the "Mother's Parenting Attitude Scale". *Journal of the Korean Home Economics Association*. 1990; 28: 141–156. (In Korean)
- [37] Jung HH. Relationship between children's perceived maternal parenting behaviors and children's prosocial behavior [doctoral dissertation]. Seoul: Korea University. 1990.
- [38] Park YA. Relationship between parental child-rearing behaviors, sibling relationships, and children's self-esteem [doctoral dissertation]. Seoul: Korea University. 1995.
- [39] Lee SH. Development study of a parenting behavior scale for parents of school-aged children [doctoral dissertation]. Seoul: Ewha Womans University. 2012.
- [40] Lim JH. Development and validation of a Korean parenting behavior scale [doctoral dissertation]. Seoul: Korea University. 2003.
- [41] Hur MY. Development and validation of a parenting behavior scale as perceived by adolescents. *The Korea Journal of Youth Counseling*. 2004; 12: 170–189. (In Korean)

**How to cite this article:** Eun Ju Choi, Sun Jung Park. Concept analysis of parenting behaviors of fathers with early childhood. *Journal of Men's Health*. 2024; 20(8): 136-146. doi: 10.22514/jomh.2024.140.