

## Parenting Styles for the Deaf Children in Disseminating Entrepreneurship

Nyuherno Aris Wibowo (Correspondence)

Graduate Program of Business and Management Education, Universitas Negeri Malang  
Indonesia

Email: nyuherno@gmail.com

Fulgentinus Danardana Murwani

Department of Management, Faculty of Economics, Universitas Negeri Malang  
Indonesia

Email: f.danardana.fe@um.ac.id

Ludi Wishnu Wardana

Department of Management, Faculty of Economics, Universitas Negeri Malang  
Indonesia

Email: ludi.wishnu.fe@um.ac.id

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### **Abstract**

This study aims at examining parenting styles for the deaf children in disseminating entrepreneurship. This research employed case study approach using the semi-structured interview technique from parents of deaf children. The result indicated that parenting styles was dominantly by authoritarian, in term of nurturing the children as well as educating responsibility. In addition, the deaf children were also employed by democratic style in encouraging the interest of them. This study also found that parenting styles in disseminating entrepreneurship were influenced by several factors, such as a limited time allocation to learn business and a talent of the children.

**Keywords:** Parenting Styles, Deaf Children, Entrepreneurship

### **1. Introduction**

Parenting styles are essential in constructing the personality of children (Njagi et al., 2014). Baumrind (1967) illustrates that parenting styles are categorized by parents' control and responsiveness rate. The category of parenting styles are authoritative (democratic), authoritarian parenting styles which characterized by high control and without a response, and permissive which characterized by the high response and low control (Baumrind, 1967).

Each parenting style employed by the parents beyond doubt affect the psychology of the children (Baumrind, 1967). Children, for certain, require a control and supervision from the parents in order to prevent them from any action surpassing the normal limit (Baumrind, 1967). However, children remain to need parents response which in this case parents should put a respect for their children.

Hearing loss or also known as hearing impairment indeed becomes a crucial and significant impediment to child communication process verbally. "A child born profoundly deaf is likely to show many deviations from the normal developmental course of language and communication" (Peterson & Siegal, 1999). While within pedagogic context, it is defined as an inability to hear which is resulted in language acquisition and development. Thus, in the future deaf individual requires an extraordinary and particular attention and assistance.

Further, Kosasih (2012: 173) categorizes deaf as a hearing disorder in accordance with the aforementioned explanation, deaf is a condition where the hearing organ of the individual is not normally functioned due to particular disorders and hinders the language and communication development. It is inevitable that the existence of the deaf individual in particular family could increase the concern of all family members and therefore, extraordinary assistance needs to be taken into account seriously. Hence, as an objective of this study, dissemination of entrepreneurial within children or individual is imperative to prepare a better quality of life prospect in the future. Through the dissemination of entrepreneurial passion, it is expected for the children to have a proper job and even in the future they could open up for a job vacancy which is beneficial for their circumstance. More importantly, they would not depend on the others and also ensure the recognition of disable people and eventually changing negative paradigm regarding disable individual.

"While the primary aim of behavioral family interventions is to reduce level of child behavioral and emotional problems, such interventions also target and have been shown to reduce parenting stress" (Tellegen & Sanders, 2013, as cited Singer, Ethridge, & Aldana, 2007). According to the visit result conducted by the researcher, dominantly, the children as the subject of this study is having a partial hearing impairment and encountering a difficulty in speaking and communicating. One of them is suffering from serious heart injuries which need an extra medical attention. However, the entire children of the subjects do not suffer from a mental disorder which inhibits the development of thinking process.

"Parents' active involvement in their children's lives determines children's cognitive abilities and ultimately their academic success" (Njagi et al., 2014, as cited Bandlow, 2009). "Parents who are involved with their children are generally concerned with their children's well being on a day today basis" (Njagi et al., 2014, as cited Gonzalez et al., 2002). The four subject parents who become a micro-entrepreneur present an exceptional approach in introducing business to their children. They attempt to disseminate entrepreneurial values within the children since the early age through parenting styles they employed. Parenting style is defined as an interaction between children and parents in nurturing, guiding, disciplining, and even at the concern of protecting to accomplish maturity which is in line with the applied values and norm within the surrounding circumstance and society (Edwards, 2006:52). Parenting styles are divided into four styles which are authoritarian, authoritative, permissive, and uninvolved (Baumrind, 1991: 62). Parenting styles consist of several characteristics depends on the children (Buri, 1991; Robinson et. al., 1995). Therefore, the focus of this research is the

parenting styles and influencing factors within the way the parents disseminate entrepreneurial passion to the deaf children.

1. How do parents employ parenting styles in disseminating entrepreneurial passion to the deaf children ?
2. What factors influence parents in disseminating entrepreneurial passion to the deaf children ?

## **2. Literatur Review**

### *2.1 Parenting styles*

The role of parents within the family is to give and ensure the education for the children in order to be a qualified individual. Since family is the first environment and primary source of children education, the parents must be able to give an appropriate example and guidance for the children, thus the children can grow up as a responsible and good individual. Particularly, in dealing with deaf children whose psychology condition is different from normal children, the parents must be able to employ appropriate parenting style to activate the independence and confidence of the children. This is in line with the findings discover by Sunarty and Dirawan (2015) expose that "There is a positive and significant relationship between parenting patterns and the child's independence". The parenting styles employed by the parent's influence and contribute to the recovery process and mental development of deaf children. Each family, indeed, has a parenting styles characteristic which is different from one another. Parents should be able to transfer information, knowledge, prevailed values within social circumstance, tolerance of others, and all forms of solidarity between people. The transfer of knowledge from the parents takes a role as important factors that will construct the attitude and identity of the children.

According to Great Dictionary of The Indonesian Language (2005), style is defined as a particular way, pattern, model, and approach of doing while parenting is defined as an action to upbringing and nurture the children. In accordance with Euis (2004:18), parenting styles is a set of intensive interaction, in this case, parents will direct the children to possesses a live competence. Edwards (2006:52) exposes that parenting styles are an interaction between children and parents in educating, guiding, disciplining, and protecting the children to achieving a maturity according to the applied norms within society.

Parenting styles also influence the way the parents giving their love to their children. According to the research conducted by Laukkanen et al., (2014), "parental love at the heart of parenting cannot necessarily be categorized under just one category of parenting tasks but merely we want to think it as the fundamental basis of parenthood". In accordance with several explanations from expertise above, it can be concluded that parenting styles are a constant way, strategy, and method employed by parents in educating and nurturing their children upon norms and value. Several previous arguments expose that how important education transferred directly by the parents since it is perpetually attached to the children and influence the whole characteristic of the children including the personality, behavior, or in the process of decision-making.

## **2.2 Type of Parenting Styles**

### *a. Permissive Parenting Style*

Permissive parenting styles is a parenting style of parents characterized by having a low response towards the children. "The communicating, transacting or interact with the parents with the child, words and actions are always visible in speech and behavior were giving freedom to children, less demanding responsibilities, do omission, very weak in implementing discipline, and less decisive in implementing regulations" (Sunarty & Dirawan, 2015). Baumrind (1967) explains that permissive parenting styles retain a high response from the parents yet, it maintains a low control to the children. In other words, although parents give a response to the children, parents remain inadequately supervise the children. In this case, any activity is done by the children the parents do not know or even do not want to know, even in the doing negative things such as the children do not want to go to school, misbehaved, impolitely speaking, and any other negative things. The main reason of permissive parenting style is the limited time of parents with the children. Parents in this case mostly spend their time in working and conducting a business.

The less control and supervision from parents to the children will cause the low confidence and the absence of motivation within the children in accomplishing some objective. This is due to the absence of support and feedback from the parents the moment the parents employed permissive parenting styles. This is supported by the research conducted in California by Hoang (2007) exposes that permissive parenting style within the process of nurturing and motivation dissemination significantly correlated with the unsatisfied orientation and result. "Children from permissive parents are less self-reliant on matters that require personal effort and are likely to have low academic performance" (Njagi et al., 2014, as cited Jung and Silberiesen, 2002).

As a result, the parenting styles that lead to less tender loving care and support the children. At the end of the day, it is possible that the children's development will be ruined. The children will have low confidence, low self-esteem, bad self-management, low social interaction ability, limitless teenage life, irrespective behavior as well as conduct a misbehave that backlash with the society norms and values. On the other hand, several researchers expose that permissive parenting style positively contributes to the academic development of the children. A research conducted by Diaz in Njagi exposes that "Permissive parenting appears unsuccessful in enabling children to develop a range of self-directing abilities that underlie academic success" (Njagi et al., 2014, as cited Diaz, 2005).

### *b. Authoritarian Parenting Style*

"The authoritarian parent expects conformity, obedience, and respect for the authority" (Njagi et al., 2014, as cited Hoang, 2007). According to Baumrind in Parke and Locke (1999), authoritarian parenting style is a parenting style which is emphasized on the supervision and control of the children in order to obtain an obedience and devotion from the children to the parents. "Authoritarian parenting was in fourth place that is able to increase the child's independence. The parents communicating, transacting or interact with the child, words and actions: absolute tend to set standards should be followed, demanding obedience, dictate, less warm, stiff and hard, not giving trust, punish, rarely giving praise and reward" (Sunarty & Dirawan, 2015). Waime (2007) also exposes that the parents who employ authoritarian parenting style possessing a low tender care toward the children and tend to give more

pressure by limiting natural freedom of the children. In this case, the parents are generally rigid, too dictating, and too demanding in order to make their children follow the rule imposed by the parents.

“Authoritarian PS, which is generally linked to less positive child social outcomes, tend to be more prevalent among ethnic minorities in the USA, where it is linked to positive social outcomes” (Njagi et al., 2014, as cited Bernstein and Bernstein, 2007). According to research conducted by J.G. Querido, T.D. Warner & S.M. Eyberg (2002) entitled Parenting Style and Child Behavior in Africa America Families of Preschool Children suggest that authoritarian parenting style tend to be unpredictable and the children tend to have a problem regarding their behavior. Commonly, this type of parenting style often makes the children feel unhappy, anxious, depressed, and miserable. In addition, the children will have low confidence in taking any decision. On the other hand, this parenting style could be positively contributing to the development of the children if the parents are aware and understand regarding the limitation within the authoritarian parenting style. If the parent understands to what extent of disciplining the children, it may have a good result in the long-run. The children then will have sufficient independence, discipline, feeling to respect a time and responsibility.

c. Authoritative Parenting Style (Democratic)

“Authoritative PS is described as a warm, responsive and demanding style where the parent has respect for the child’s views” (Njagi et al., 2014, as cited Somaye and Rozumah, 2009). “Where parents are authoritative, children tend to have a balanced attitude towards life” (Njagi et al., 2014, as cited Markowitz, 2008). Democratic parenting style or as known as authoritative parenting style is a parenting style characterized by having a complementary right and responsibility of the parents. This means that the parents educate their children to be able to think before they are making a decision. subsequently, it activates the responsibility and discipline of the children. This parenting style emphasizes on the freedom of the children to be capable of innovating, be creative, brave in delivering their own opinion, even they are capable of making any decision as well as exploring their curiosity and developing their capability and talent yet, it does not detach from parents control and supervision. A research conducted by (Sunarty & Dirawan, 2015) show that “the words and actions of parents who look the same with her child who has rights and obligations, responsibility, respect and honor, objective and firmly, pull the trigger at all costs, can increase the child’s independence”. Further, it is supported by Nowroozi (2008) explains that authoritative parenting style employed by the parents positively contributes to the mental health and behavior of the children as a student in the context of a social relationship in school.

According to the research by R.M.E., Huver et al., (2010) entitled Personality and Parenting Style in Parents of Adolescents, a stable emotion of the parents is acquired from the low control toward the children. As well as the result discovers by Smetana (1995) explains that parents who employed authoritarian parenting style will have a different outcome from the parents employed democratic parenting style. “Parenting patterns can increase the child’s independence is positive parenting and parenting democratic” (Sunarty & Dirawan, 2015). Supplementary, this parenting style is appropriate to be employed in educating and nurturing the children. Further, democratic parenting style will make the children become happy, joyous, having a high curiosity, creative, innovative, brilliant, and having an open relationship

with their parents. In addition, the children are able to learn how to respect other people and their parents and know the limitation in behaving in the middle of social circumstance.

### **2.3 Disseminating Entrepreneurial Passion**

#### **a. Entrepreneurial Passion**

Principally, the soul is a non-physical human element that exists within every single individual. Practically, it will influence every single human behavior and attitude. According to Yunus (2012), the soul is defined as follows:

Soul is an initial capability of the human body since human body itself is a prerequisite upon soul definition. Soul could be considered as mere actual soul the moment the soul within the human body is actualized through a set of behavior using any media within, for instance, part of human body which functions as psychological function.

Meanwhile, according to Suyana (2006:2) entrepreneurship is defined as a creative and innovative capability within the individual which considers as a basis, means, and resources to discover an opportunity to accomplish a success. Druchen in Suryana (2006:2) explains that the core of entrepreneurship is a capacity of the individual to generate a brand-new and distinctive thing through a creative thinking and innovative attitude for making an opportunity. In accordance with the aforementioned statements, it can be concluded that entrepreneurial passion is a basis of creative and innovative capability of an individual to have an effort and thought in generating an opportunity by taking into account any risks in the future to accomplish a success in the long run through the individual behavior and attitude.

In common, consciously or unconsciously individual possesses an entrepreneurial passion within themselves and it is indicated by their own unique characteristics which distinct the individual to one another. There is an individual who consciously understands and vice versa regarding their entrepreneurial passion or even the individual tend to neglect the passion of becoming an entrepreneur. Subsequently, any effort to maximize the entrepreneur capacity of the individual do not contribute positively. Suryana (2006:3) exposes that the individual possessing entrepreneurial passion should be defined regarding the following characteristics:

1. Having an absolute confidence. The individual must be defined as a strong doubtfulness, optimist, committed, disciplined, and responsible.
2. Possessing an initiative. The individual must be defined as vigorous, dexterous, and active.
3. An achievement-based. The individual must be defined as a result-oriented and future-oriented person.
4. Good leadership. This individual must be defined as a distinctive, reliable, and practical person.
5. Risk-taking. The individual must define as a considerate person who calculates every single possibility and risk.

As well as what Meredith (2002:5-6) opines regarding the characteristics and feature of individual possessing entrepreneurial passion. The characteristics are presented in the following Table 1:

Table 1.1

*Individual Characteristics and Features of Entrepreneur*

<b>Characteristics</b>	<b>Feature</b>
Confidence	beliefs, dependence, Individuality, Optimist.
Task-based and result-based oriented	Achievement, goal, profit oriented, persistence dan endurance, hard work, desired, energetic, dan initiative.
Leadership	leadership behavior, sociable.
Originality	Innovative and creative, flexible, rich of sources, capable, knowledgeable.
Future-oriented	Future insight, perceptive

Source: Meredith (2002:5-6)

#### b. Disseminating Entrepreneurial Passion to Children

“Many families create teams of family members, which found and develop several businesses over time” (Cruz et al., 2012 as cited Iacobucci & Rosa, 2010). Family plays as an early and primary circumstance of children in attaining an education. Daily life within family experienced by the children undeniably habituate the children to understand and figure out values and norms applied in the middle of the family. In this instance, family role takes as a profound measure to educate their children in terms of imposing and disseminating positive values and norms. Subsequently, this would establish a good character of the individual since at the very beginning and early life of the children.

The majority of parents owning business often disseminate business passion to their children in order to make the children could continue the parents business in the future. In addition, the majority of the family make the business as a primary source within the family or in other words the business aims at family’s business. It is reported that in general, family business represents the whole business across the world (Astrachan & Shanker, 2003); it is indicated that approximately 60% of the presence business in the world is a family business (Howorth, Rose, & Hamilton, 2006).

“Family members can have strong ties and interact frequently providing opportunities to share entrepreneurial ideas, so they may be more likely to exploit an opportunity together” (Cruz et al., 2012 as cited Ruef, Aldrich, & Carter, 2003). By involving the children in the family business, indirectly the children will contribute to the family business in terms of giving an opinion for the sake of the business, giving a solution for the problems encountered, and contribute a creative idea which are beneficial for the continuity of the business. Supplementary, the strong bond between parents and children will likely to lessen the conflict and any possible issues in the business even the relation will improve the progress of the business. For instance, the business owner will ease to find the successor of their business since automatically the owner of the business will directly appoint their children and give a complete trust to continue the business “In practice, team formation and idea generation may emerge in a dynamic, reciprocal fashion” (Cruz et al., 2012 as cited Beckman, 2006). “Social capital is an umbrella concept that is especially relevant to families in business and can be applied to identify structural, cognitive, and relational dimensions of “familiness”” (Cruz et al., 2012 as cited Pearson et al., 2008).

### **3. Method**

This study was conducted by case study approach. A case study approach was preferred for this study since this study aims at looking for the answer regarding how and why in particular condition and aims at investigating a contemporary phenomenon which the research possesses a small chance to control the event observed in the real-life context (Yin, 2009:18). "To analyze the deep and complex psychology of informant, focus group interviews and depth interviews were conducted because qualitative research methods are suitable for determining why and how an issue is salient" (Kang & Park, 2016, as cited Silverman, 1998). "Furthermore, these research methods provide a deeper and more detailed understanding regarding certain questions with fewer informants required" (Kang & Park, 2016, as cited Litosseliti, 2003).

According to the observation conducted, some parents of deaf children, who are studying in Special Junior High School or even who are studying in Senior High School, work as a driver, housewife, civil servant, and a private company employee. This study particularly takes parents of deaf children who possess a business to support the objective of this study since it aims at investigating how parents disseminate entrepreneurship to deaf children. The subject in Mrs. H and Mr. L family. Previously, the owned a shoe production manufacture which their children often took a part within the management of manufacture. Currently, the shoe production manufacture is closed and altered to rice milling service, ice cream "Aice" distributor, and educational institution. The interview was done with Mrs. H and her daughter who is studying in SMKN 1 Sooko Mojokerto taking Fashion Design study program.

The subject is Mr. N. He is currently an active employee in PT. Tjiwi Kimia Mojokerto. In addition, Mr. N owns a barbershop. He always gives his deaf children an understanding regarding business, let his children learn the business. In addition, he always reminds his children to be a passionate and spirited entrepreneur. The interview was done with Mr. N and his son is studying in SMK Raden Patah Mojokerto taking Multimedia study program. The third informant or subject is Mr. S. He has currently owned a brick stone production manufacture in Mojokerto which its selling scope is in Surabaya and Lamongan. He always imposes a responsibility value to his deaf children as well as imposes a value of hard work to obtain a maximum result. The interview was done with Mr. S and his son is studying in SMAN 1 Puri Mojokerto. The fourth informant or the last informant is Mr. T. He is currently registered as a nurse in Sumber Glagah Hospital Mojokerto. In addition, Mr. T is also owned business as a distributor of snack to the surrounding store, school canteen, and hospital canteen. Mr. T always take his son to be involved in his business. The interview was done by Mr. T and his daughter is studying in SMKN 1 Sooko Mojokerto taking beauty makeup study program.

The data collection of this study used semi-structure interview and documentation. A semi-structured interview was conducted to obtain information from both primary and secondary subjects. Then, the data were analyzed using Miles-Huberman-Saldana model (Miles et.al., 2014). "The method includes data reduction, data display, and data verification. The data further were analyzed in terms of validity using Triangulation approach. Triangulation is an approach to validate the data from diverse source and time" (Creswell, 2013).

#### 4. Results and Discussion

##### 4.1 Parenting styles employed in disseminating entrepreneurship within the deaf children

Education, indeed, plays an important role within children since their character and perspective is significantly influenced by the education transferred by their parents through particular parenting styles. In addition, it is undeniable that education takes as a profound element in preparing students future. (Kean, 2005, as cited Klebanov et al, 1994) found that “both mothers’ education and family income were important predictors of the physical environment and learning experiences in the home but that mothers’ education alone was predictive of parental warmth”. (Kean, 2005, as cited Likewise, Smith et al., 1997) found that “the association of family income and parents’ education with children’s academic achievement was mediated by the home environment”.

Knowledge and education attained by the children from their parents could be diverse and comprised of various aspects, particularly value and norm dissemination, parenting styles, behavior, and any character reflected from the parents in the daily life. (Kean, 2005, as cited Corwyn & Bradley, 2002) also found that “maternal education had the most consistent direct influence on children’s cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment”. Children will eventually receive an excessive degree of knowledge and education from the parents since they have a considerably long time with their children to interact each other. The interaction between parents and children significantly influence the behavior and attitude (Tu’u, 2004:16).

According to the interview result, the four subject parents employ the similar parenting styles in nurturing their deaf children. They employ authoritative parenting style in disciplining their deaf children. While, in terms of encouraging their talent and interest, they tend to employ permissive and democratic parenting style. Authoritative parenting style aims at taking children within parents supervision (Baumrind, 1991; Buri, 1991; Robinson et.al., 1995). This is employed by the parents in terms of children therapy. Supplementary, it is employed for awakening discipline, independence, and responsibility within the children.

“..... Everyday learns and studies with me since in the kindergarten to the third grade of junior high school. Their confidence needs to be activated. I and my husband always take her whenever we go because the deaf psychologically needs other people to assist them even it only for interaction. My daughter is barely out of sight when she plays at home since in our home the siblings such as my nephews, cousins, her grandmother as well as grandfather also take a part in supervising her the moment she is playing. This is really helpful in keeping a good circumstance for my daughter.” (Parent 1).

“I need to be heartless to my daughter but this does not mean I am cruel to her. What I mean by heartless is I need to impose a discipline to take care of her in terms of her therapy, at least I could make it three times a day. As a result, I often have a conflict with my family regarding my treatment to my daughter, however, I think that what I am doing is for the betterment of my daughter in the future. To avoid a distress within my daughter, I often use a joyful approach in therapy such as painting, drawing, assembling toys to make my daughter feel enthusiastic.” (Parent 1).

“My daughter need to know when to learn and when to play. I and my wife always supervise every single activity she does in daily life. She needs to take an extra course after arriving from school and I habituate her to take a role in cleaning a house. She usually studies after maghrib time.” (Parent 2)

“I always enforce him to clean his room by himself after waking up. I impose them to take a role in cleaning a house and he does better. He always mopping and sweeping our house. I always encourage him to conduct good deeds to other people and warn him not to take others property” (Parent 3).

“I warn my son not to go hanging out until night since he has a full schedule in school. I tell him that it is okay to only study in a few moment, but I encourage him to take it as a routine habit and continuously. I give permission to my son to go hanging out in the night, but it is only for positive activities such as doing group work with his peer or going to internet café for browsing his assignment, exercising, or playing futsal. However, it is only limited until 10 p.m. At the same time, my son is not really interested in hanging out at the night. He usually attends a scouting and plays futsal after school ends. He is aware of a right time to play and study.” (Parent 4)

The four subject parents began to employ permissive and democratic parenting style the moment their children is growing up to adolescent. They rarely limit their children to be involved in any activities outside their home as long as the activities are beneficial and positive to the children. This is to activate their awareness upon their talent and interest which in the long-run they could develop it to the maximum degree of effort. Baumrind (1991) explains that democratic parenting style emphasizes on the freedom of the children yet it remains under the parents' supervision.

“...indeed, we, as parents, totally support and also facilitate what is become the interest of our child as long as it is positive and having a good influence upon her development. For instance, if she is interested in IT, we give her a time to take an AutoCAD or Microsoft Office course. At first, she was interested in sewing, but she was not really motivated. We encouraged her by exposing any figures who can motivate her, for example, we invited her to a dermatologist who knows a deaf tailor and her product is being exhibited in National event.... ” (Parent 1)

“as long as it is positive, we will support it completely, for example when she loves dancing and fashion we support it. We tell her to be responsible for what she do and her duty and task. We also supported her in competing for fashion competition and finally, she took the winner” (Parent 2).

“We give a total support and freedom to our son regarding positive activities he chooses such as pangkur sport, computer courses with his friends, remembering his major is IT thus, we allow him to take the courses as long as it is positive to him and it is not interrupting his school activities” (Parent 3).

“as long as it is positive to our son, we support it. For instances, he follows a Ninja Motorcycle Club. We support it because we think that by following a club like that, our son could have a better interaction. He will learn a lot how to interact within the club and us sure that it is good for his development particularly for his confidence. In addition, within the club, he usually conducts very good activities, for example during Ramadhan, he and his club voluntarily cleaning a mosque or even conduct a charity activity for several events such as sunatan massal, distributing free takjil, and etc. We see that it is good and we let him do it” (Parent 4).

Within the dissemination of business and entrepreneurial passion, Parent 1,2, and 3 have similar pattern and approach. The three parents above possess micro business and entrepreneurship operated in their own house. From the businesses they operate, they could impose a learning regarding business to their deaf children. Parent 1 and 2 directly put their children involve in the business. Parent 3 is not involving their son to take a role in the business. However, the deaf son of parent 3 possesses a business passion. It is indicated by looking at him who usually bring his mother snack and beverages to be sold in the school canteen. Supplementary, the three parent totally support the talent and interest of their deaf children. It is indicated by how the three parent takes their deaf children in Vocational School and let their deaf children taking a study program based on their interest. The three parents expect that by putting them in Vocational School, the talent of their deaf children could be enhanced and developed which will arouse and encourage them to have an entrepreneurial passion.

“... My daughter is currently taking a fashion design major in SMKN Sooko Mojokerto.... Her father explains that now she could sew. He added that in the future she could earn money by using her skill in sewing. My daughter also starts to calculate the cost and profit from her sewing product. Since in her early age, I habituated my daughter to be involved in my business back then when I was managing my shoe production business. She was involved in quality control management. She was able to follow the management and seemed that she possesses a business passion” (Parent 1)

“She is currently taking makeup study program. If she wants to continue to higher education, we will support it. But, if she does not want to, we will take her to the beauty salon and hairdressers in order to motivate her. I usually ask my daughter to be involved in my snack business. I own a snack business for supplying hospital canteen and the nearest store around our house such as bread, milk, and other snacks. I often ask my daughter to help me in terms of managing the product and also micro calculation of my business.” (Parent 2)

“...I learn to be a hairdresser in a quite long time. from that, my daughter began to respect me, he adored what I have done and I think it is a good thing if he knows the value of parents’ effort by involving our children within the parents’ business. My son in the future would like to have his own internet café or publishing business. I keep inspiring him in order to make him really motivated and take a positive point from what I have done. ” (Parent 3)

“...since elementary school, my son did not feel embarrassed to learn business starting from selling his mother cake or snack, selling a kite to his friends. He has a business passion since a kid. Furthermore, I opened up my own business as a barber since he was junior high school which I hope he could be really motivated” (Parent 4)

On the other hand, the parent 4 could not put his son being involved in his business of brick stone production. The reason was because his son was taking a secondary education in Islamic Boarding School or so-called pesantren. His son left pesantren and returned to home when he was taking the senior high school. His son decided to study in SMAN 1 Puri taking Social Science Concentration. However, his son was given a business education in the spare time.

“I finally have a chance to give my son a business lesson in his spare time of his school. Recently, he is becoming more understand regarding business and his spirit begin to be sparked. I had no chance to give my son a business lesson when he was junior high school because he visited home once a month” (Parent 4)

“If my son has nothing to do, I take him to my brick production workshop. I let him see and observe how my business works directly, and sometimes I ask him to help me such as taking a garbage for brick firing” (Parent 4)

Basically, the four parents as a subject are not under any condition force their children to learn about business. As deaf children, psychology pressure is the stupendous barrier. As a result, to the greater extent, deaf children will deplete their confidence. As parents, providentially, they could encourage their deaf children not to be discouraged and keep motivating them to be a good and competent individual. In addition, the parents also ensure that as deaf children they possess an equal chance with other children. One approach that they use is by giving the business lesson and by granting a complete freedom for the children in choosing the talent. It is further supported by involving the deaf children in the parents' business or taking them to school they preferred.

Besides assisting the parents business, the daughter of parent 1 also become a freelance tailor who takes an order from her school. Sometimes, she makes a new innovation in designing batik. The son of parent 4 always helps in supervising his father on brick production, putting garbage for brick firing, and following brick distribution to Surabaya even Lamongan. While the daughter of parent 2 always takes a role in her father snack distribution business. Unfortunately, the son of parent 3 did not involve in the parents business. However, the parent 4 always give him a business lesson and encourage his independence. It was showed by the willingness of the son of the parent 4 who sold a home-made ice, snack, and kite to his friend when he was in elementary school. The aforementioned finding is in line with the argument of Rae (2000) regarding development parenting styles which emphasizes on entrepreneurship. Rae (2000) explains that entrepreneurial education articulates on design and process of the children. In this case, the four parents are disseminating entrepreneurship step by step from the very small scope of business by asking their children an opinion or discussing the business.

“I motivate my daughter by supporting what she do currently. She loves sewing, thus I bought her a sewing machine to make her be able to practice sewing in the home. In the long-run, I plan to develop a business unit for her. Currently, I become a distributor agent of Ice Cream from Singapore and she is involved in my business” (Parent 1)

“back then, I was cherishing my son when he earned extra money from his small business in selling home-made ice and kite to his friends. After I opened up my own business as a barber, I keep motivating him to learn business” (Parent 3)

“In addition to introduce her in trading business, I and my wife take her to beauty salon and hairdresser to motivate and ignite her passion regarding modeling and fashion design. She always helps her father in our home. It is showed that she possesses a passion for being an entrepreneur. ” (Parent 2)

“I give my son an understanding first regarding business and take him to my production workshop to understand the real condition. In addition, I invite him to take a role in the business discussion. I tell him to work harder if my son wants to earn more money and success in business. My son loves to take a garbage for brick firing. Supplementary, by taking him to my production workshop, he will interact with many people and develop his social ability. Further, I emphasize on her that a successful business needs a good social cooperation.” (Parent 4)

#### **4.2 Several Factors Which Influence Parenting Styles in Disseminating Entrepreneurship within the Deaf Children**

It is undeniable and inevitable that the four parents retain several influences within their parenting styles. The influence is both internal and external influence. This part explains several factors that influence the parenting styles employed by the four parent subjects.

##### **1. Parents' Education**

The experience of parents who have disabled children and at the same time own a business is significantly influenced the development of the children. In this case, they educate a responsibility, discipline, and independence for the future of the children. Kean (2005) explaining “Reading and parental warmth continued to have predictive relations with achievement even after family background and expectations were controlled. This pattern of results is consistent with my hypothesis that parents' years of schooling and family in- come positively influence the types of literacy-related ma- terial and behavior in the home as well as the affective relationship between parents and children”. “By middle childhood, it is possible that parent– child play is more closely related to the rela- tionship between the parent and child than are achievement- related activities” (Kean, 2005).

The parents 1, in addition, to develop their daughter talent and focus on the recovery, they also disseminate a religion teaching to their daughter along with her two siblings. It is conducted since the parents' parents back then emphasizes on religious value inside the parenting style and education transferred. Supplementary, the parents 1 own a unit business

which could be a channel for them to teach their daughter entrepreneurship and talent, particularly in fashion design. This also occurs in parents 2 and 3 which also concerned on the development of their deaf children regarding business and entrepreneurship. It is further supported by the business they owned. To the greater extent, the three parents above also take their deaf children to a vocational school which is according to their children interest and talent. While parent 4 is more concerned on the basis of religious teaching, social relationship development, and entrepreneurship within the son through the business they managed.

“...by exposing several important figures in fashion design it could motivate my daughter to be very passionate in developing her talent. In addition, involving her in discussion regarding fashion such as sewing, making crochet, or batik is beneficial for her. She is currently able to calculate the profit she earned from her product.. ” (Parent 1)

“...the first lesson that I disseminated to my son is a bravery. I keep telling my son to not be afraid of doing anything as long as it is right and positive. At the very first place, my son was a lack of a personal confidence, even at the very simple thing he was afraid, for example paying a food he bought. As time went on, I keep motivating him and finally, his bravery is growing. I admit that disseminating a motivation to a disable children requires a high degree of patience... ” (Parent 3)

“...I keep telling my daughter to keep developing, avoid an in confidence regarding a limited ability that she has. I keep telling to my daughter that she is just the same like any other girls outside. I expose any figure having a disability to her which are successful in reaching their dream from newspaper or magazine. I keep supporting her passion and development in fashion, even greater after she managed to be a champion in fashion competition...” (Parent 2)

“...I transferred an understanding regarding learning business along with its obstacles. I keep telling my son that becoming a businessman requires a very hard effort. I try to disseminate a responsibility from a very small thing in our house, telling him if he was found guilty, and giving him a reward if he accomplishes something positive. This aims at motivating him in doing a good deed..” (Parent 4)

## **2. Environment**

In nurturing their children, the four parents are influenced significantly by the condition of the surrounding environment. The surrounding environment influences the way they socialize and taking a role in religious worshipping. However, the four parents employ their own way and approach in disseminating responsibility, discipline, and religious value to their deaf children. “The results suggest that the amount of schooling that parents receive influences how they structure their home environment as well as how they interact with their children in promoting academic achievement” (Kean, 2005).

“...our environment takes a significant role within the way we educate our daughter. In addition, I owned a shoe production business and now change to ice production business and possesses milling unit business in which each business circumstance has a different situation.” (Parent 1)

“besides giving a freedom to our son, I and my wife keep reminding him to be responsible for his duties. I allow him to play with his friends yet I warn him to not abandon his duties as a student. He begins to understand what is responsibility. He is the member of Ninja Motorcycle Club and Futsal Club, however, he is not negligence upon his duty as a student. I am glad that he is never leaving his duty in worshipping such as salah and reading Qur’an. ” (Parent 4)

### 3. Culture

“The values and ideals of a culture are transmitted to the next generation through child-rearing practices. Therefore, cultural context is believed to be of particular salience to parenting research” (Keshavarz & Baharudin, 2009, as cited Sprott, 1994). (Keshavarz & Baharudin, 2009, as cited Colpan et al., 2002) found that “children of authoritarian parents tend to have low self-esteem and lack spontaneity. However, they cautioned readers to take into consideration the importance of culture when evaluating parenting behaviour”.

“Its direct influence on parenting behavior could be explained by passing on values of a culture to their children to become productive and integrated members of their culture (Keshavarz & Baharudin, 2009, as cited Holden, 1997)”. In nurturing their deaf children, the four parents possess the same cultural background including school and the surrounding environment. The parent 1 and parent 2 beside concerning the development of education and religion, they also concern on the applied culture and value to be disseminated to their deaf children. The most important value that they disseminate is regarding the value in taking a role in housework such as sweeping the floor, mopping, and etc.

“at the first, I force my daughter to wake up early and preparing morning beverages for all family members, particularly preparing a coffee for me since in the fifth grader of elementary school. She also started to take several house chores. When she was in junior high school, without being asked, she directly did what she needed to do.” (Parent 2)

“...since my daughter was in junior high school, the family and her school gradually taught her a responsibility and independence by asking them to clean the classroom, doing house chores, and much another house assignment. I think that it was very helpful. Sometimes her school asked the parents to report what my daughter did in the house.” (Parent 1)

“In collectivist countries, parents promote values such as helpfulness, conformity, adherence to social conventions and interdependence with their in-groups such as family and nation in child socialization” (Keshavarz & Baharudin, 2009, as cited Greenfield & Suzuki, 1998). As well as the parent 3 and parent 4, beside concerning on the responsibility of studying and worshipping, they allow their son to have a social activity outside their house. The son of

parent 4 joins Ninja Motorcycle Club and the son of parent 3 joins pankur sports club. The parents allow them to be active in the club in order to activate and develop the social ability.

“..during Ramadhan, my son involves in cleaning musholla, social gathering in the village. Sometimes, his club also conduct social charity events, hence we support him in following the club” (Parent 4)

“...since my son following pankur sports club, he is able to understand his circumstance. Now, his social ability is developed and he has many friends.” (Parent 3)

Within the parenting styles employed by the four parents, the internal factors, in which the family itself, take a part in influencing them. Since their deaf children are still studying in senior high school, the time for the parents in giving a business education or entrepreneurship is limited. Their deaf children have a very rigid schedule in school. They need to concern on daily assignment in school, vocational training, and extracurricular on school. The second and the most profound restraint is their children condition as deaf children. As the deaf children, they are rather difficult in receiving a lesson in school. However, they have a special ability in their field.

“...seeing that my daughter’s condition is deaf, she needs to be given a repeated explanation in order to make her understand for both her vocational learning and business lesson.” (Parent 2)

“... we have limited time. My daughter goes to school at 07.00 and back to home at 15.30. It makes my daughter is not being overprotected and have no time for her friend, siblings. When my daughter gets down and inferior, we keep supporting her...”(Parent 1)

The four parents as a subject within this study claim that that business education and a lesson or the involvement of their deaf children in their business do not disrupt and confuse their children time in school. They remain to opine that the primary concern of their deaf children is studying in school. Business activity plays as an additional concern within the deaf children. It generally designs to develop their talent and potency. In addition, it is also beneficial to activate their creativity and innovation outside the school which is would be so much valuable for their long-run future.

## 5. Conclusion

Deaf children indeed possess a different condition of psychology from the normal children in general. In this case, every single activity of deaf children is expected to be supervised and controlled by the parents to overcome any negative outcome which may harm them in the future. Supplementary, parents control and supervision also serve to assist the children process in recovery. It aims at ensuring the maximum result of recovery within deaf children. However, in this case, the children also deserve to obtain an appropriate response from their parents. Still, the parents are required to be responsive and sensitive regarding the interest of the deaf children as well as supporting positive activity they are interested in developing their talent and personal potential development of deaf children.

Parenting styles employed by the four subjects (Mrs. H, Mr. S, Mr. N, Mr. T) within this study is categorized as a combination of authoritarian and authoritative or democratic. The four informants employed authoritarian parenting style in regard to the process of children recovery. The parents believe that the children need to be controlled and supervise while they are in the recovery process. In addition, the parents need to be rather heartless when it comes to the recovery process of the children as well as the character building of them. As a result, it makes the children become more disciplined, responsible, having more hard work passion, and more confident. Gradually, the parents turn the parenting style into democratic. The parents begin in imposing and disseminating entrepreneurial passion to their children. It is proven the moment the parents take the children to be involved in the business they own and manage. In addition, the parents also keep motivating and inspiring the children to have a passion in the business world. As well, the parents also impose a responsibility within the business circumstance. Satisfyingly, the children's response regarding this is in a positive manner. Supplementary, the parents also give a complete support regarding any activity done by the children. The parents approve any hobby, interest, and activity which develop the personal potency of the children. The parents, in addition, also let their children to be involved in social life interaction within their circumstance. But still, parents keep controlling their responsibility as a student.

It is inevitable that parents take a significant role regarding the academic achievement in the school, thus the parents give a support in terms of taking the children in the extra course or taking them to the non-formal professional course as well as purchasing any related facility for the school. The children are also supported to be involved in any activity outside the school or in the middle of society. The children are free to interact in a positive manner. It also showed that the parents adopting applied cultural and religious value within parenting styles they employed. The parents impose their children to be a good individual by telling them to be diligent, helping parents business, reading a Quran (for a Moslem) and taking a part in cleaning the surrounding environment or Islamic Prayer Room. Within this study, it is also encountered that another influencing factor is the way the parents educate their children. It is imperative that the parents need to be very patient in educating them since their children are different and need an extraordinary attention from the parents. The second factor influencing is the limited time attained by the parents in imposing and disseminating business education to the children. It is due to the full schedule of the children in their school.

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#### **Corresponding Author**

Name : Nyuherno Aris Wibowo

Affiliation : Universitas Negeri Malang

Country : Indonesia

Address : Jl. Candi Jolotundo Dsn. Krapyak RT 004 RW 004 Ds. Kutogirang Kec. Ngoro Kab. Mojokerto (Kode Pos 61385)

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