



Study of social behavior as a functions of child rearing practice

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Abstract

Child-rearing customs and beliefs are not the same for all Indians. India is composed of a diverse population with assorted religious, political and cultural views on child-rearing practices. With so many differences among Indians, it is impossible to ascribe a unified set of customs and beliefs about child-rearing to the entire country. Influential factors on child-rearing practices such as socioeconomic status, education and individual experience vary from family to family. An investigation of child-rearing practices among a stratified sample of households in an Indian town indicates that there are some significant differences in parent-child behavior between lower socioeconomic status households and higher status ones. Certain economic factors are identified as affecting how adults handle children, and these are in turn related to differences in children's behavior. Some intra-cultural diversity along one dimension, socioeconomic status, is demonstrated. According to Infochange, India has 375 million children. Around the turn of the millennium, approximately 75 million children did not have adequate nutrition. This is one example of how social differences can relate to discrepancies in lifestyle, including health, access to education and attitudes toward child-rearing practices.

Key Words: Child Rearing, Political, Social, Parenting.

Introduction

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological care or be placed in an orphanage. The goals of human parenting are debated. Usually, parenting figures provide for a child's physical needs, protect them from harm, and impart in them skills and cultural values.

Child rearing is a stressful experience, especially in modern society with its fragmented values, dual parent employment, divorce and loss of extended family support. Parents of toddlers may experience the greatest stress. They are faced with the difficult task of guiding toddlers. Continued stress and frustration can wear parents down, diminishing their sense of self worth and creating tension between spouses of self from that of their children. Keeping the sense of self-separate from the children is not rejection, abandonment, or neglect and grant children the freedom to define themselves to dream their own dreams and fight their own battles.

Toddlers are very curious about the world around them and eager to explore it. They seek greater independence and responsibility and may become frustrated when things do not go the way they want or expect. Tantrums begin at this stage, which is sometimes referred to as the 'Terrible Twos'. Tantrums are often caused by the child's frustration over the particular situation, sometimes simply not being able to communicate properly. Parents of toddlers are expected to help guide and teach the child, establish basic routines (such as washing hands before meals or brushing teeth before bed), and increase the child's responsibilities.

Factors Affecting Child Rearing Practices

Child rearing practices differ from one parent to another. Different child rearing practices lead to different child upbringing. It is one of the causes for individual differences. To understand that each parents is special and all of them are good on their own way. The following are the some of the factors affecting child rearing practices.

Social class has a great effect on child rearing practices. Parents that were raised in the middle class or upper class of the society tend to teach the kids of social etiquette. They teach their kids to appreciate music, literature and more. They provide their kids with skills that they believe can help them on their future. They supervise that they kids get into the proper school, eat the right food and can have medical service in anytime. On the other hand, parents who were raised from the working class, raise their kids on the way they see the world. They cannot even provide their kids with toys and other leisure moments. They have less time to spend with their children supervision because their jobs prevent them from doing so. A child who grows from the upper class of the society has more confidence than the one raise in the working class.

Income also affects child rearing practices. Parents who receive low income let their kids work at an early age. On the other side, wealthy parents have the connection in the world to make sure their children get the best jobs.

Religion has a role to play in raising kids. Christian parents can raise moral and spiritual children. Pastors and spiritual leaders share a part in molding their kids also. Parents let their spiritual beliefs, no matter what religion may it be, be reflected on how they raise their children.

The parent's of the parents. Mothers tend to follow their mother's child rearing practices. The great factor is that how their mothers treated them. Likely, it is how they will also treat their children. They seemed to follow their mother's action, whether it is good or bad. A mother that was raise by a disciplinarian mom will surely get strict with their kids. Studies showed that father's do not follow their mother's parenting practices.

Culture may play a part in one's upbringing. A Japanese daughter is different from an American daughter. When one goes to another country, he can be easily notice because of his personality that resulted from his upbringing. Children across the world are definitely poles apart because culture has a role in defining one's personality.

As parents, they must understand that their practices are different from their neighbors. They must try not to question their ways or elevate self as better than them. These factors won't categorize one parent as the best among the rest but simply imply that each parent is trying their best to raise best children on their own way.

OBJECTIVES

- a) To study the Child Rearing practices in terms of traditions, values, religious orientation and schooling used in the state of Punjab and Kerala, as experienced by children of the states studying in their own state school and studying in Delhi in school run by that state.
- b) To compare the typical personality traits as obtained in the children of two different and farthest regions in India (Punjab and Kerala).
- c) To relate typical factors in child rearing practices as contributing to personality traits.

HYPOTHESIS

The cultural practices, value systems, traditions, Religious beliefs rituals, superstitious behaviors, ecological and environmental factors – all these differ a great deal from one part of India to another, and hence it is possible that the two different states such as the Punjab (North Punjab) and Kerala (South Kerala) which are geographically poles apart would differ in many factors including the child rearing practices (CRP) adopted by them. As this study has as its main objective that the child rearing practices will differ between the two regions, it was assumed that Kerala being in the extreme southern part of India and Punjab at the extreme Northern part of the country and having complete different culture, values and belief system, literacy rate etc., one could experience the perception of CRP to vary amongst students studying in the two different states schools (i.e. Punjab and Kerala) Thus the hypothesis 1 is formulated.

1. There will be a significant difference in the CRP experienced as reported by students studying in different schools belonging to the two different regions (Punjab and Kerala).
1. (a) There will be a significant difference in the CRP experienced and reported by students studying in the state run school in Delhi and state run school in Punjab / Kerala.

1. (b) There will be significant differences between the CRP experienced and reported by children studying in the two different school in the same state (Punjab / Kerala).

1. (c) There will a significant difference in the CRP experienced and reported by male and female students of the same school and across the schools in Delhi and Punjab/ Kerala.

Sample

The sample chosen consisted of students of classes 9 and 11. The reason for selecting school students of class 9 and 11 was that they are in the adolescent age group and by this time their Personality Traits would have been fairly well formed. Also this is the age at which they would respond appropriately to the questions and various issues related to CRP as experienced by them. Thus the setting covers schools in two different regions as the personality of children for two different cultures were being studied.

1. Settings- Schools in two different states (Punjab and Kerala)

2. Settings- Schools of the two states located in Delhi

As CRP was being studied in two different regions, geographically placed in extreme opposite direction, the schools situated in Punjab (Ludhiana) namely Bahadur Chand Munjal (BCM) and Guru Ram Dass (GRD) and Kerala (Trivandarum) BhartiyaVidyaBhavan (BVB) and Leo Christian were taken up. Also the 3rd set up was Delhi, where both the states were running their schools in Delhi for instance, Kerala Education Society School (KESS) at VikasPuri and MayurVihar and Guru Harkrishan Public School (GHPS) Hemkunt Colony and India Gate. Reason for taking Kerala and Punjab schools along with their counterpart schools in Delhi was that the students studying in Delhi usually get influenced by the Delhi culture and atmosphere. Therefore it was assumed that students from Kerala and Punjab who are studying in Delhi, may show possibly different personality traits as compared to their counterparts studying in the schools of Kerala and Punjab. With this view to reiterate, not only typical Kerala and Punjab schools were taken from the concerned states, the schools run by these two sates in Delhi were also part of the sample.

3. Student Sample

A total of 800 Students from the 8 different schools were taken as given below

State / Location	School Selected	No. of Students
1. North (Punjab)	1. BCM School, Ludhiana	86
	2. GRD School, Ludhiana	94
2. South (Kerala)	3. Leo Christian school, Kerala	143
	4. BVB school, Kerala	59
3. Delhi	5. GHPS, Hemkunt, Delhi	99
	6. GHPS, India Gate, Delhi	100
	7. KESS, MayurVihar, Delhi	143
	8. KESS, Vikaspuri, Delhi	59
		----- 783

From each of the above schools, students from classes 9 and 11 were taken for the study.

The details of selection are presented below:

Criteria for selection of students:

1. Subjects- Students presently in Class IX- XI from all the above mentioned schools were taken, as at this age level (15+) they are almost mature young adults and thus their personality trait will be more or less fairly well set and would also be able to answer the question related to CRP and other Personality Questionnaire.

While 800 students were selected, the responses from 17 students had to be rejected as they did not fill in and completed and hence all question were not answered. 769 tests were found valid, therefore, there is slight variation in the number of students from each region.

2. The students should not have failed in any class prior to the present class.
3. The students should not have failed in any class prior to the present class.
4. They should not be suffering from any mental disorder.
5. They should not be having any neurological disorders eg. Epilepsy etc.
6. At the time of the study they should be able to express and communicate.
7. Students should be of minimum 15-17 years of age at the time of conducting the study.

Instruction to Students

The following instructions were given to the students while administering the CRP test. “On the following pages, there are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your age, so that you can describe yourself in an honest manner, your responses will be kept in absolute confidence. Please read each statement carefully, and then fill in the bubble that corresponds to the number on the scale.”

The CRP has been divided into 5 categories; viz, Loose, Somewhat Loose, Average, Somewhat Rigid and Rigid. The 8 school have been category into 5 school viz, BCM and GRD (Ludhiana)- 1, GHPS (Delhi) – 2, KESS (Delhi)- 3, Leo Christian (Kerala)- 4, BVB (Kerala)-5.

The trend of the result show that there is a significant difference in the CRP of Punjab as compared to Child rearing practice used in Kerala and there will be a significant difference between the CRP experienced and reported by children studying in the two different school in the same state (Punjab / Kerala) thus validating hypothesis 1a and 1 b respectively.

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