

A Study of Child Rearing Practices

Dr. Anamika Singh

M.A. (Psychology), Ph. D.

Muzaffarpur, Bihar

Introduction:-

The family, is the 'first and foremost' important institution in which a child is born, brought up and interacts with his family members. Thus, the family circle, which is very closely associated with the child, controls and influences a large segment of his personality, attitudes, perceptions and motivational development. For moulding these essential characteristics, socialization process emphasizes the special features of the child condition and social relationship between the child and various socialization agents. Agents of socialization have a pervasive control over the development of the child's personality. They present certain explanations for happening events, which influence the child's conception of reality and his interpretation of his experiences. Two main functions of socialization processes are :

1. The individual learns how to behave in a human manner.
2. The perspective of the large group, the society, the function of socialization is the preparation of new members of potential new members to behave in the manner of the group, to do the things in that way which is desirable for group membership.

Of course, parents are the main socialization agent in earlier years because parents have an a most complete control over the stimuli that enforce the child for occurrence of desired responses and non-occurrence of undesired ones. Parents have a pervasive control over the development of the child's cognitive structure. Generally, they make extensive efforts to teach their child to behave in the way, they think he should, and to place him in situations that will facilitate this learning. Parents socialize their children to fit into a particular type of social system.

Socialization process refers to the sequence of social learning through which a child adopted and internalized values, beliefs and ways of perceiving the world as how to interpret or label objects, the others with whom he interacts, himself and the situation, and how to reliable or reinterpret any of these elements as any of the others change. Whenever, an individual adjusted himself according to the standards of society, he is recognized as a socialized person.

The question arises that why and how parents socialize their children? The parents inhibit the child's impulsive behaviour or those responses, which are undesirable; otherwise the child develops antisocial personality characteristics and deviates with norms and standards of the society. For developing his child, once acquired these values, they are sustained whether that situation is present or not. Through number of rewarding and punishing reinforcements, parents shape their child's behaviour. In doing so, they use certain techniques for moulding his behaviour in a socially desirable manner.

The child obtains certain gratifications of his impulses with his parents and parents train their child to develop some capacity to delay acting for immediate rewards, in order to avoid subsequent punishment or to obtain subsequent reward of greater

value than the ones forgone. Parents gratify their child's needs after some delay of time. Thus, the child learns to control his momentary urge and impulsive behaviour and gratifies them after some delay, according to socially approved manner.

While shaping the child's behaviour and gratifying his desires, parental control consists of some important factors which affect the child-rearing attitudes, child-rearing practices of the parents and parents-child relationships and parenting techniques etc.

Hypothesis :-

Mothers of delinquent children differ significantly on child rearing practice of "encouraging verbalization", from the mothers of non-delinquent children. In other words, mothers of non-delinquent children encourage greater verbalization than the mothers of delinquent children.

Sample :-

The total sample of the present study consisted of 100 delinquents and 100 non-delinquents. Both the groups were matched on variables age, gender, education and SES. The age range was 15 to 19 years. All were males and differed on SES. The delinquent group was sampled with the help of district Probation offices of Patna and Muzaffarpur districts. Thus 100 already identified delinquents were purposively sampled for the present study. A controlled group of 100 non-delinquents was also purposively sampled. This control group was matched on variables, age, gender and SES.

Mothers of the above mentioned 200 (100 delinquents and 100 non-delinquents) were also selected for the present study.

Data Collection :-

Schaefer and Bells (1958): Parental attitude Research Instrument (PARI) adopted in Hindi by Uma Saxena (1976) was administered upon the mothers of delinquents and non-delinquents in order to study their child-rearing practices. PARI purports to measure child-rearing attitudes but most of the items pertain to co native aspect of attitudes. Hence they can operationally be construed as child-rearing practices also. Hence for the purpose of the present study the tool PARI has been used for studying.

Result :-

Major objective of the present research was to study comparatively child rearing practices of the mothers of delinquent and non-delinquent adolescents. Parental Attitude Research Instrument (PARI) as developed by Schaefer and Bell (1958) was developed to study child-rearing attitudes. The items of PARI not only study the attitudes but also the practices of socializing the children, It has already been seen that PARI scores of both categories of mothers for all the 4 PARI scales are given in the following table (Table 01 to 4).

Table – 1

Showing PARI scores on scale "Encouraging Verbalisation" of mothers of delinquents and non-delinquents.

Group	N	M	SD	T	S or NS
Delinquent	100	12.18	4.10	8.7	S
Non-delinquent	100	17.40	4.35		

The perusal of the above table shows that on PARI scale “Encouraging Verbalisation” the two categories of mothers under study were found to be significantly different (means = 12.18 and 17.40; SDs = 4.10 and 4.35; $t = 8.7$; significant at .01 level). The table further reveals that mothers of non-delinquent adolescents encouraged greater verbalization than the mothers of delinquent adolescents. In other words child rearing practice of encouraging verbalization is directly related to delinquent behaviour in the sense that non-encouragement may lead to delinquency.

Table – 2

Showing PARI scores on scale “Fostering Dependency” of mothers of delinquents and non-delinquents.

Group	N	M	SD	T	S or NS
Delinquent	100	9.46	2.54	0.097	S
Non-delinquent	100	9.17	1.87		

On PARI scale “Fostering Dependency” of mothers of delinquent and non-delinquent adolescents were not found to be significantly different (means = 9.46 and 9.17; SDs = 2.54 and 1.87; $t = 0.097$; not significant). This shows that child rearing practice of fostering dependency is not related to delinquent behaviour.

Table -3

Showing PARI scores on scale “Seclusion of the mother” of mothers of delinquents and non-delinquents.

Group	N	M	SD	T	S or NS
Delinquent	100	9.46	2.54	0.097	S
Non-delinquent	100	9.17	1.87		

On PARI scale “Seclusion of the mother” of mothers of delinquent and non-delinquent adolescents were not found to be significantly different (means = 9.43 and 9.07; SDs = 2.27 and 1.87; $t = 1.28$; not significant). This shows that child rearing practices of seclusion of the mother is not related to delinquent behaviour.

Table – 4

Showing PARI scores on scale “Breaking the will” of mothers of delinquents and non-delinquents.

Group	N	M	SD	T	S or NS
Delinquent	100	17.03	3.89	11.05	S
Non-delinquent	100	12.39	1.87		

The perusal of the above table shows that on PARI scale “ Breaking the will” the two categories of mothers under study were found to be significantly different (means = 17.03 and 12.39; SDs = 3.89 and 1.87; $t = 11.05$; significant at .01 level). The table further reveals that mothers of delinquent adolescents on PARI scale “ breaking the will” are significantly higher than the mothers of non-delinquents. In other words the mothers of

delinquents did not care much about their sons “will” as compared to the mothers of non-delinquents. This shows that two groups under study are significantly different. Thus child-rearing practice of “Breaking the will” is directly related to delinquency.

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