

## **A CRITICAL STUDY OF CROSS CULTURAL DIFFERENCE IN CHILD -REARING PATTERNS**

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In the discussion of child rearing practices and their impacts on the development of child we confront with a problem of socio-cultural relativism. Child rearing differs from culture to culture because one culture is dissimilar to another. Any lie culture preserves it separate identity. One culture differs from another in goals and objects. Levine (1977) exemplified and noted the variation of cultures affecting parental approach to the problem of rearing state by Levine (1977, p.20). The universal parental goals are as follows:-

- a. Physical survival and health of the child;
- b. The development of child's behavior capacity for economic self maintenance in maternity;
- c. The development of the child's behavior capacities for maximizing other cultural, values i.e. moralities prestige, wealth, religion piety, intellectual achievement, personal satisfaction, self-realization as formulated and elaborated in culturally distinct beliefs norms and ideologies. Levine has examined cultural difference of parental objectives; he has instances that in population with high morality rate emphasis is put on physical survival. Health care of the child in the point of centre. Reflections we find in child-rearing practices are apparent. In rural areas of Africa it has been noticed that children are not weaned till two years of age or even more than that in the areas. However, where the portentous diet is low, breast-feeding is resorted to. This practice provide protection from diseases.

Variations in cultures indicates global objective of personality development. It varies from west to east. Regional variations way also be noted. Kegan, Kersley and Lelago (1978) have pointed out three dimensional objectives of personality. The three are viz.

- (a) Autonomy versus Sociability
- (b) Sensual arousal versus serenity and
- (c) Potent action vs. passive thinking.

The west prefers autonomy, sensuality and action to the east liking interdependence, serenity and contemplation Candill (1973) has illustrated that in traditional Japan interdependence is considered as a prominent objective of socializing process. High value is attached to have the State of Amareu. It stands for dependence on others and indulgence in passive love (Schneewind, 1979, UNESCO Report). In Japanese society a child continues to be close to another. Intimacy and independency are valued. This state continues for a long period and state of Amaeru. In an American study Vernon (1969, p.176) quoted "Jo mo Kenyatta" and says to the European individually is the ideal of life, to the African, the ideal is

the relation with and behavior to the people. Traditional education system in African stresses upon obedience. It is most desired in the training of children. The contemplated outcome is achieved.

Authoritarian Society likes obedience to be highest virtue. Rebellious attitude is taken to be the greatest sin. Castle (1966) has focused on Gauda home. On the other hand in 'Africa's child' birth is welcomed in warm and affectionate culture. Full acceptance is accorded. "The African infants experiences "says Carothers (1955), seem to be the ideal. His needs are better cared for than usually obtain in Western Europe. It would seem that there is much to be said for adopting African practices in dealing with babies for the first few months of life.

Here Indonesian childhood should be reckoned. Childhood there in Indonesia is highly valued. During the initial years of 4 or 5 child be in the protection of the family. Mothers abundantly meet the need of the child. Wants expressed by child are met with mothers in Indonesia are desirous of becoming their children obedient and religious. With expectations that adulthood in future will after the need of the parents (Sadii, 1979; p49).

Thailandian concept emphasizes the promotion of civility. Children are expected to be honest, loyal and modest, But fostering of initiative, decision making ability and creativity is ignored. Nonetheless Boesch (1979) indicates that Thai people rate individually and uniqueness less than that of western. Obedience and respect for authority in Thailand is rated high. In child rearing this is a unique thing in Thai culture, (Suwanuathai, Chancha, 1979).

Child socialization in Morocco is also traditional Kabbaj (1979) Studies that Moroccan child remains in constant contact of mother right from birth till the period of weaning. It has been observed that whenever a mother hears cries of the child she rushes. She is unhesitant in giving her breast to the child. Child is kept in mother's vigil and others also extend vigilance. Vigilance continues for day and night. On the lapse of a period of three years behaviour shifts. Presence of the child in the house becomes undesirable (p.433). Let us mention, "All these strengthens the child in its belief that the will of the adults or their customs or the duties and behavior which Islam ordains, namely complete submission to adult society and custom of the community, without any explanation or discussion.

Gulf countries also present traditional views much in tune with India and other family tradition. Families in Gulf states are hierarchical and demand power and obedience (Kazem & Malikian, 1979).

There in Gulf states boys - have more permissiveness than that of girls (Turki, 1974). This gives more exposition to boys. Boys enjoy more freedom. Naturally they are exposed to more stimulation. They have variety of stimuli. In Gulf countries children are more loved, wanted and desired. They are considered to be the ornaments of life. Responsibilities rest on mothers to bring up children. Fathers have no active role in rearing. After the age of 5 they have some of burden.

Singh and Kapoor (1986) in a comparative speculation came to the conclusion that Indian parents appeared to be more sensitive to the need of the children. Indian parents

usually spend more time for their children than their Chinese counterparts. A Chinese infant is scarcely attendant in state of cry and picked up in the night. Chinese encourages child to be bold and aggressive. They are propelled more to express their feelings of aggression in compress their feelings of aggression in comparison to Indian children. This takes the shape of temper tantrum and disobedience to parents. A study extended to a period of six years was carried on in Mexico and the United States. It was illustrated that cultured factors played an important role in the making of child (Horzman, Diag Guerrero & Swartz, 1975). We have illustration from the findings viz. (a) Mexican family was less likely in providing intellectually stimulating reading material and had non-aiding attitude in home.

(b) Mexican child displayed a typical coping aptitude disobedience and passiveness to please all, to the country, American child exhibited more active coping tendency and urge for mastery and (c) Mexican longed to be family centered and co-operative in interpersonal and American were found individually centered and has competitive appetite.

Kagitecibasi (1982) has summarized that children have great value for parents. They are source of security in old age. This tendency has been shown by many countries. But the USA and Germany have exhibited different tone. They differ from the rest of the world. These countries are affluently developed. Old age security is not meaningful as to others. So for the sake of security intention of having child is not psychologically permissible. This is definitely the psychological and social context. Children are trained to be independent of their parents. Parents also do not expect any sort of support from their children. Feasibility of old age care is not less but the least.

Undeveloped countries exhibit a trend of old age security. It is significantly valved there motivation is less there for having a child after another.

Taking into account the cross cultural differences we see that the families share common purpose. Welfare of the children is thought of and not known how to achieve it. They aspire that their children be popular among the inmates and have success at school and other spheres of life.

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