A STUDY OF CHILD-REARING PRACTICES IN RELATION TO OMISSION OF DUTY

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Introduction

Spcoalzation is the process through which a child is indoctrinated into the culture of his family and by learning particular behaviour patterns he becomes an accepted members of his group (family). Psychologists, Sociologists, Educational Scientists and some other behavioural scientists have given much importance to socialization in the development of personality and some other psychological characteristics.

The family, is the first and foremost important institution in which is 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 molding 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 experimences. 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 socialisation is the preparation of new members or potential new members to behave in the manner of that group, to do the things in that way which is desirable for group membership.

The Goals of Child Rearing:

The common needs of babies (during infancy stage) and the common demands of societies force all parents to adopt these immediate 5 goals:

1. Feeding: To teach the child to bite, to chew and to use his fingers, utensils in a skillful and acceptable way in obtaining his food.

2. Toilet Training: To teach the child to control his elimination reflexes voluntarily.

3. Dependency: To teach the child to fond of his parents, rather than passionately attached to them.

4. Sex: To teach the child to inhibit sex impulses towards family members, to avoid erotic play with other children, to avoid self-stimulation and to master the accepted standards of modesty.

5. Aggression:- To teach the child acceptable styles and intensities of aggressive behaviour as well as the appropriate situations for which and objects against which it can be employed.

Societies differ in the manner they use to reach these goals. Whiting and child (1948) found that some societies put little pressure upon their children and some put great pressure upon them. They studied 47 primitive societies about whom a good deal was known regarding their child-rearing practices. Whiting and Child (1935) distinguished between love oriented and non-love oriented disciplinary techniques.

Parents utilized a variety of rewards and punishment in carrying out socialization of the young. Some of these involve tangible rewards such as bribery and material gifts, or punishments such as physical pain or deprivation of privileges. These constitute what some psychologists have called object-oriented or non-social technique of disciplines, other reinforcing events that are intimately associated with social interaction are also used, praise approval and displays of warmth and affection as rewards for 'good' behaviour and disapproval and withdrawal of affection as punishment for 'bad' behaviour.

Sources of Parental Attitudes:

The question arises that from where these parental attitudes are found? The most common sources of these as follows:

1. An image formed before a child's birth and this image is a reflection based on what parents would like their child to be. If the child is according to his parental expectations, parents behave in accepting manner. If the child cannot fulfill the parental expectation, parents feel disappointment and they behave in a rejectant manner.
2. Early experiences with children colour parental attitudes towards their own children.
3. Cultural values influence parental attitudes whether it may be authoritarian, democratic, or permissive.
4. Parents' feelings for the adequate parental role also influence parental attitudes.
5. Parent's satisfaction with the sex number and characteristics of their children plays a significant role in determining parental attitudes of acceptance-rejection.
6. Adjustment of marital life of the parents also generates parental attitudes of acceptance-rejection.
7. The ability and willingness to adjust to a family centered pattern of living after years of enjoying an egocentered pattern will determine how favourable parental attitudes are towards the children who have made this shift in roless essential.

8. How, children react to parents, influences the parental attitudes towards them. If children show affection and dependence on their parents react to them differently rather than their children are independent and more attached to outsidersthan to them. Hurlock (1978) has discussed nine typical parental attitudes in her famous book, 'Child Development'.

Conceptual Framework

The main concepts pertaining to the present investigation are (1) Child rearing practices (2) delinquency and (3) Parental acceptance rejection. It has already been pointed out in the earlier chapter that parental acceptance rejection is related to the broader areas of socialization, parent child relationship, child rearing practices and attitudes. Therefore, it would be relevant to discuss their allied concepts before the main concept of the present study i.e. parental acceptance-rejection.

Child Rearing Practices:

The term child-rearing means bringing up of the children. It includes generally all the interactions made between parents and their children. These interaction's include the parent's expressions of attitudes, values and interests, and beliefs, as well as their care-taking and training behaviour (Sears, Maccoby & Levin, 1957).

In the present research work, child-rearing practices covered the area of feeding including weaning, toilet training, modesty training, training of table manners, sociability training etc.

Parental Attitudes to Wards Child Rearing:

Attitudes which parents exhibit towards their children have a great effect upon the shaping of the child's development from infancy and subsequent personality characterizes and behaviour.

Child-rearing means bringing up of the children. It includes parent's attitudes, values interests and beliefs as well as their caretaking and training of his child. Some parents are more conscious about his child's needs, feeding, cleaning and protecting which others are not much conscius about his child. Child Rearing includes all types of interactions. Which affect his behaviour whethere by intentionally or lack of attention, change his potentialities and behaviour for further action.

Thus, parental attitudes about bringing up of a child affects child or adolescent rearing practices.

Summary and Suggestions

As a result of insight gained during the course of present study, the present investigator is now in a position to offer certain suggestions for improving parent-child relations, parenting styles etc. In order to improve the personality adjustment of the children and to make them non-deviants,

the present researcher offers the following few suggestions which in term are likely to ameliorate the home environment.

1. The findings of the present study and those of similar other studies conducted in India and the west may be brought to the noticed of the prospective parents and the present parents engaged in child rearing activities. By knowing the results of these studies, they may be motivated to change their parenting styles and their child-rearing attitudes. Conductive to the healthy personality development of their children.

2. The parents may also be benefited by making them understand that parental acceptance is more meaningful in shaping the personality of their children as compared to parental rejection.

3. Parents should also be made aware that inconsistant parental practices are harmful to the healthy growth of the personality of their children.

4. Parents should also be made aware of the benefits of dertin child-rearing practices like, 'encouraging verbalisation', breaking the will', martyrdom', marital conflict, 'strictness', 'irritablity', 'suppression of aggression', 'rejection of home making role', 'equalitarianism', approval of activity', 'avoidance of sexuality', and 'intrusiveness', which are found to be conducive for the healthy personality development.

5. Community psychologists and also other psychologists engaged in improving mental health programmes may also be benefited by the findings of the present and similar other studies.

6. In order to improve the mental health of the community parent guidance clinics should be established in all important centres, in order to disseminate the research results relevant to the parents for improving their parenting stales. It is relevant to point out here that in many centres including a few medical colleges of U.P. there are child-guidance clinics where parents contact the psychologists when they find their children suffering from psychological or emotional problem. This is clinic model but in preventive or growth better way than the present child guidance clinic. Prevention is better than cure.

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