

A STUDY OF CHILD REARING PRACTICES

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Introduction

Personality is indicative of inner and outer build and rebuild. Traits reflected from infancy speak of disposition and individuality. Make up and nature appears in growing ages. Taste and temperament take gradual shape. It may be reflexive of psyche and character of a child grows into a man together with individuality. There is dictum that shaping of individual in character and character in individual . is the real evaluation of personality. This give and take theory actually conceptualizes the complete blossoming. The ecstatic height of Wordsworth propelled him to poetise that the child is the father of man. It is not only philosophizing the poetic mood but also a prelude to psychoanalysis of man's organic growth. The systematic analysis made by the psychologists reflect points and counterpoints of multidimensional factors' which shape the initial years of human life. The process of learning as viewed by the experts depicts and atomizes the factors responsible for giving an organic whole to adolescence. Although, the first of a child on its resounding echoes a new arrival and begins the multifaceted learning hereafter. The observation of a mother and has emotional rearing thereby run parallel to the growing process of a child. Here in lies the nucleus of the dictum, which caused to remark that a child' learns the best lesson of citizenship between the kisses of mother and caress of father.

1. The model Indian personality.

In the preceding years socio-cultural scenario of Indian has seen many a change. Sofia! behaviour of man specifically in India has..uridergone one an alteration. A sort of metamorphosis has appeared. Definite patterns of social behaviour have occurred. Psychologists have explored these changes' and alteration in behaviour with experimentations. It would be :better to refer to Sinha (1970), Chattopadhyay (1975) and Pareek (1968) who have observed that Indians have developed a sense of excessive depen4bility. This has altered the individual andsocial relation. Mr. Dayal (1976) continues along with Sinha and Sinha (1974) to observe that Indian believes in personalized relationship disregarding those conditions that demand relations based on contract. Contracted relationships sometimes are set aside.. This is truly a. culmination of dependency. Despite task-oriented perspective Indians have adopted to that of relation oriented. They need spreading comfort shipped of hard work. Prefer rest and relaxation unperceived by hard work. This is all due to the culture they continue to adopt or have already adopted. Likewise Sinha (1979) and Kothari (1970) find and establish that Indians have developed a tendency of having interpersonal relationships. And this is brought in *shape with a hierarchical order which is the determining factor of interactions. Subsequently it provides a contour to social and political behavior. Man in general has an attitude of expressing in social and political order.

It is a considered fact that culture is a subtle thing. We cannot determine culture by outer grandeur. Inher brilliance is certainly one of the determinants of live culture which contain literature, art, music and all sorts of creativity. It has specific characteristic of a set of people. People maintain constant relation with the ethos of culture. Socio-cultural relation is a reality not to be ignored. Culture generates expectations. Creates norms and values. Certain constraints also appear. These factors determine the behavior of people living in a particular culture I order. This order is the milieu. Milieu affects race and race is affected by milieu. We have a consensus that the two are related to each other through the practices pertaining to the rearing of child. This system is adopted by the society to complete the process of socialization. Through this appropriation a child learns how to be in social order or relation. In this way each member of the society feels involved in sociability and tries to obey the social norms.

Therefore, it is congenial and natural that nursing of child drew the attention of the psychologists. Through investigations they have advanced some theories in this regard. Investigators like Carstairs (1971), Kak (1978), Nandy and Kakai (1976), Murphy (1953), Sprait (1966), Taylc (1948), etal. have depiated model ingredients of Indian character. Rudiment of character have been analysed. They have attempted to account for th roots inherent in these characteristics in rearing of child and its practices.

Investigations carried on by Indian psychologists differ from that o west thinkers. Comparative study shows that the difference is apparerit. A se of investigators maintain that in the west sustained interest has been shown in research in the field of child rearing practices. Western Countries have taken up the work with investigative zeal. A difference in approach may be recorded here. Broadly, these may be categorized in viz. the psychoanalytic, the cognitive and the social learning approach.

Hypothesis:

The Children Hypothesis: The children would be. highly dependent if parents exercise excessive control and restrictions over the Childrens behaviour.

Intemperate domination over a:child is not tolerably good. Children in early stage of development should be commanded to the extent of proper development; Exercise of over command or control cannot, in a way, be helpful. Intention should not be harsh rather less severe. In the matter of control soft attitude soother behavior, otherwise hardness may appear in child's behavior. It may to an extent antagonize the child. Appearance of antagonistic attitude hinders the proper behavior and causes impropriety. Result will be high dependence and reduction of competence.

A child needs free environment.* Environment, so to speak, is surroundings. Conditions of life and. growth are generally determined by state of circumstances. In congenial atmosphere the behaviour of a child gradually becomes pleasing. And those in reverse situation the result is different. Habit picked up by a child most certainly continues upto adulthood. So in his critical stage of childhood parents should be careful in the exercise of control and allotment of free access.

Moderate exposition in comparison to confinement to family gives rise to second sense of bearing responsibility independently. Along with the rise of excessive control a sense of insecurity develops. So a child should be permitted to look at the often world. An exposure will take place and the child may outline its needs and adjustment therewith.

Review of Literature:

Prima-facie it appears that the expansion of the ability of social behaviour in psychology has been a matter of interest for the social psychologist for decades. Right from periodical literature to textbooks have appeared in the field.

As known to all that in esteemed journals scores of research papers and articles appear on the development of child per annum. Factual information about the growth and learning of child immensely, figures. And this practice is still in currency, Circulation of such literature has sufficiently contributed to the subject. Observation have been made carefully. Experiments in laboratories have been done. Knowledge regarding the children has increased. We have some scientific reports to this end, but immediacy of value cannot be rated high. Others have direct bearing on the training of children. in the home or in the school. The psychology of child development rests on the aims and values, if emphasized. We have scientific child psychology also Particular iv this psychology is descriptive impersonal and based on facts. Child guidance and rearing practice involve purpose and attach value. Scientific discoveries are based on facts. Efficacy is determined by such discoveries. Procedures are laid down. It is generally ascertained 1); the facts that are important...in the achievements of goals. (J. Arthu: Thomson, Introduction. to sciences, New York, Holt, 1911. Referred to it "Child Psychology" little-Sk Inner & Hariman, The Macmillan Company Sixteenth Printing, 1960).

From Plato to modern researchers have considerably. contributed to the aims and objects of child guidance. Ages and political system's hay (presented different points of view. A survey of modern and recent literature has shown that philosophers, educators, psychologists and psychiatrists all have endorsed the significance of health and happiness. in childhood. And success has been taken to be best stimulus.

Recent thinkers have pointed out that the desired and successful adjustments enable the child to be in accurate direction. Failures pave to produce despondency and rebellious attitude.

Appropriate interactions of certain factors determine the contemplated growth. These factors include environment, endocrine secretions, health maturation and education. So problem that pertain to child development include sociology, pediatrics, anthropology, psychiatry and psychology a different branches. Subjects connected with child psychology have expanded their field to cross sectional analysis. Highly specialized approaches have been outlined.

METHOD:

A) The Sample

Here an attempt has been made to determine the pattern of mother child interactions affecting the child's competence and dependency. It has been observed in the context of families of different socio-economic classes and their structures.

The sample selected consisted of 100 (Hundred) mother-child, dyads enlisted 50 from the upper class families and 50 from that of lower. Amongst 50 upper class families 25 were nuclear and 25 were joint. The lower class families comprised 30 nuclear and 20 joint families.

Selection of unequal number of families had some reasons. Firstly it was found that in the lower class families independent houses were difficult to find. So a separate observation was not possibly feasible. They dwelled in groups and during observation they used to gather in groups and started providing und demanded information.

Most of the time they spent in the open along with other families. A unique feature of a single family was not easy to observe almost in a large quantum of cases. Mother-child interaction in those families was of less frequency.

Joint family structure in lower class families appears to diminish. Everybody in the family is a breadwinner. None displays enthusiasm to bear additional responsibility and liability. Therefore, difficulty was apparent in finding joint families in comparison to nuclear families.

The children selected were from the age of 2 years & 6 months to 5 years. All were pre-school children. Notion behind this selection was based on the findings of White B. L. (1979) and others (Piaget, 1970). Development of competence Primarily occurred in the period of second and third year children were from both the sexes.

Mothers averagely ranged upto 30 years. In all the cases under consideration, both the husbands and wives were alive and residing together. The families were heterogeneous: On the basis of caste and were from Hindu Community.

Contacts made to the family were largely through the Principals of Nursery Schools and neighbours. It was all voluntary.-

Lower class families were enlisted from slums in the capital. They have engagements in various occupations. Some were sweepers, rickshaw-puller maidservants, vendors and watermen, etc.

b) Procedure of Observation

Naturalistic observations carried on in homes and time-sampling technique was applied. It is thought of being one of the best techniques having the conception of the processes of socialization and mother-child interaction (Barker & Wright, 1955 William, 1973; Richard & Bernal 1972).

Observations were made consecutively for 10 days in each home. After a short period of acquaintance- mother and other family members were permitted to continue their daily routine. During this time child and mother' reciprocal behaviors and interaction patterns were examined. General observations were made in daybreak. Because during this period of time the ratio of mother-child interactions was absolutely maximum. This also reflected in the afternoon on the return of the child from the school Observation continued for one hour and half each day. Subsequently each session examined for child and Mother's behavior. Child's exploration was codified on counts as shown here viz. a) child's behaviours were noted indicating the quantum of dependence. It was also noted how, many times he/she asked his/her mother to assist in daily chores pertaining to eating, dressing and going to toilet. How much it spent in having touches of mother and being near to her It was also examined as to whether the child was willing to do its works on its own initiation or sought reassurance. b) Behaviours of the child were noted indicating his competency in daily life. It also included how independent all child was in performing its chores i.e. self-efficacy from the adults, development of appropriate skills in resonance of its age, assertiveness, sense of bearing responsibility and imitating capacity.

Coded. maternal behaviour referred, to a) quality and quantum of engagements of mother to the mother, b) the way of taking and meeting the child's needs and c) momentum of cooperation extended to the child's curiosity, etc. Those behaviours of mother were studied inculcating dependency of competence in a child.- In this regard nurturance and over protection figured.

B) Nature of Behaviour Observed in Children

Child's behavioural had been set in two broad categories viz, 1) dependency and 2) competency.. the mean score and SDs of the two variables have been illustrated in Table 1.

Behavioural indicators of dependency and competence had been taken together. This constituted overall dependence or competence score. No separate treatment was provided to the behaviours.

As evident from table 2 that the degree of the overall competence was higher (mean=6.93, SD=4.81). Compared to overall dependency (Mean=3.72, SD=4.16) in entire sample, irrespective of social class and family structure. Mothers appear to encourage much more independence self-sufficiency and responsibility in their children in comparison to making them a character of physical and emotional dependence

Table – 1 Mean Scores and SDs of six maternal variables

Maternal Variables	Mean	SD
Nurturance	10.083	4.354
Giving Freedom	10.067	4.398
Responsiveness	8.773	4.005
Encouraging	5.467	4.881
Controlling	3.133	4.325
Over Protective	1.827	3.727

Table – 2 Mean Scores and SDs of child variables

Variables	Joint	Families	Nuclear	Families
	Mean	SD	Mean	SD
Nurturance	11.600	2.835	11.950	4.610
Giving Freedom	7.900	3.833	7.550	3.471
Responsiveness	4600	2.764	6.400	3.072
Encouraging	3.600	5.083	3.150	3.439
Controlling	3.500	2.693	3.300	3.000
Over Protective	0.900	1.375	0.550	1.564

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