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STUDY OF VARIOUS ASPECTS OF CHILD REARING ATTITUDE AMONG CHILDREN

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ABSTRACT

In this paper, we present the study of various aspects of child rearing attitude and sharing behaviour among children.

1. INTRODUCTION

Parenthood is life's most interesting and challenging opportunity. Parent is the child's first and most influential teacher. The delight, the parents experience in fostering the children's development the satisfaction which getting from the interaction with them, are some of the positive aspects of parenthood. Parenthood also involves loss of sleep, restricted social life, increased expenses, noise and new routines (Knox, 1979). Parenthood is a glowing picture, a central icon in cultures and religions from time immemorial. The basic assumption is that parenthood is an automatic leap ahead in status, joy, and fulfillment but now days it becomes more difficult than it used to be. Child rearing is the number one practical concern at this phase of the life cycle.

2. HISTORY OF CHILD REARING

The history of child rearing has no exact chronological markings. Stages and cultural traditions blend and overlap, yet changes and trends are perceptible. There are references to child-rearing and parental activities in written records from the earliest times (French, 1995). In the Laws, Plato theorized about the significance of parenting. Both Aristotle and Plato discussed about the appropriate rearing of children of various ages (Wal, 1999). Writings of clergy and philosophers replete with theories concerning what kinds of child training best ensure social order. Bornstein (2006) pointed out that the formal study of parenting had its beginning in attempts by philosopher, educator and scientist parents to do systematically by observing their children in their natural setting and it referred as Baby biographies. It provoked formal studies of how to guide child development. In twentieth century, parenting became the focus of scientific study. When considering the struggle for life in the past, the children received the same amount of attention relative to their 'times'. At early times, parents were unselfconscious about the importance of emotional investments in childrearing. Parents demanded strict obedience from children. From 18th century, they were considered as mini adults, though industrialization extended the use of children as cheap labour. Continuously male labour mobility increased by industrial revolutions and demanded that women were children's primary care givers. In western countries, the state starts to intervene to protect children in mid-19th century. However, in developing countries like India it started only in 20th century. The death and ill health of children in this time proves that the intervention of state is only partially effective. Early work on parenting focused on parents as agents of socialization and on aspects of parenting that were thought to influence social and personality development in children. In the 1930s and 1940s, the weaning and toilet training of infants was a primary concern. The Freudian influence seen in these variables also appears in variables having to do with handling aggression and sex play, which are subsumed under headings such as "impulse control" (Bronfenbrenner, 1958). Also of interest during this period and continuing

through the 1960s was "responsibility training" or the demands for independence that parents placed on children. However, interest in specific parenting behaviours such as weaning and toilet training declined, and the focus shifted to more global dimensions of parenting.

3. THEORETICAL BACKGROUND OF CHILD REARING

To understand child rearing one has to look into the various aspects of child rearing like the theories, major conceptual contributions, its origin, goals, influencing factors etc. parenthood is a stage which starts in adulthood and ends in the last stage of life. Child rearing is different according to the age of child and it is influenced by various factors like gender, culture, characteristics of parents, social class, marital relations and family environment. Child rearing is a specialty of animals. All type of species following their own ways of rearing according to the context. We can observe the different varieties of rearing in different species like elephants, cat, cow, etc. But prolonged rearing had happened only in human beings. Child rearing is not a unidirectional process; it is a great activity which reflects back. Child rearing is a reflection of our family relationships and social context. To perform this activity parents not only need training and skills but also the attitude and interest. The base of child rearing is family relationship, so it needs a strong family support. Family's financial status, educational standard and culture have important role in child's growth and development. The behaviour of child is the result of knowledge and value he acquired from the family. The family has to encourage the talents of children. The mental health of child is depending on the family's mental health. Love, co-operation and faith between members will foster the mental health of child. Family is the first training centre of children. Family gives opportunity to express the children's feelings and to evaluate its merits and demerits. Families have to provide the opportunity for children to mingle with others. That experience will give way to social and intellectual development. The proper care, love and safety are necessary for the children's growth.

4. CHILD REARING- THE CONCEPTUAL CONTRIBUTIONS

The concepts in child rearing are contributed by many. One of the treatises on child rearing in Western culture was that of John Locke in 17th century. His essay concerns about establishing early authority over the child. In late 18th century, Mary Wollstonecraft wrote about early care of children. Freud articulated very clearly the role of father and mother within the family and the importance of quality care in early childhood influencing later development. John Bowlby has given major contribution to parenting by his formulation of the concepts maternal deprivation and attachment (Bowlby, 1980). His focus on complexities of parent child interaction and maternal deprivation opened up a new area of research into parenting processes and outcomes. Robert Sears and his colleagues reworked the Freudian theory within the framework of learning theory and two qualities of parenting 'warmth and control' were made explicit. Winnicott (1958) introduced the humane and necessary concept of good enough parenting as a desirable goal of what parents do and according to Cassidy and Shaver (1999) secure attachment is a crucial outcome of good parenting which will create a protective shield for the child against adversity. Bronfenbrenner (1979,1998) showed that the child may be the focus of parents' concerns and activities, but the effectiveness of these activities is dramatically depend on parents' own relationships, economic circumstances, cultural context, and the wider social and political structures within which they operate. Baumrind (1968, 1989) has explored about the different managing styles of parents in social and developmental context. Authoritative parenting is the most effective style in terms of a child's self-control and parent child harmony. Chess and Thomas (1999) drew attention to the central importance of children's temperament. Children actively shape the quality and range of practices through their own behaviour. Patterson and his associates (1975, 1989) identified the processes of parent child interaction among difficult and antisocial children. According to Rutter the factors that are affected by and affect the outcome of parenting practices with children are vulnerability and resilience (Rutter *et al.*, 1998). Recently, Eleanor Maccoby has used Sear's initial formulation of warmth and control and Baumrind's emphasis on style of control to attempt a reformulation of parenting into two major divisions: demandingness and responsiveness. The current view of parenting is one of infinite complexity. There are numerous researches that are taking place in this field and along with their development; countries are placing it as an important factor in their policy development. All these researches lead to the conclusion that child rearing is the crucial process in shaping children's future.

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