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## **UNIT 21 SOCIALIZATION IN THE FAMILY**

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### **21.1 INTRODUCTION**

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You would have noticed that generally young children acquire beliefs, standards, values and attitudes that are considered appropriate by their family and cultural group. They learn how to interact with those younger and those older to them, how to behave in formal situations and in informal ones, how boys and girls, men and women behave in a social context. In fact, they learn how to conduct themselves in day-to-day life. Of course there are individual differences in the personalities – children grow up to be generous or selfish, achievement-oriented or lacking initiative, assertive or submissive, outspoken or shy or helpful. Yet, most people, most of the time behave in ways that are considered acceptable by their social group. If this was not the case, then the society would not be able to function. If a child or an adult shows behaviours which are widely different from the norm, then she does not fit into society. Those close to her would try to guide her and motivate her to change her behaviour.

How do we acquire socially acceptable behaviour? You would say that the parents and others around the child teach her. But how does this teaching take place? Is it directly taught to the child? What other processes are involved in learning to behave in appropriate ways?

In this Unit, you would read about these aspects. You would get an insight into how parents and others shape their children's behaviour away from undesirable social behaviour and towards desirable social behaviour. You would also get an insight into how different types of families impact the development of the child.

## Objectives

After studying this Unit, you will be able to:

- describe the ways by which children learn the socially desirable behaviours and social norms;
- compare the different ways of disciplining with reference to their effect on the child's personality;
- differentiate the various parenting styles and identify those best suited to raising children;
- appreciate the variations in family structure and their influences on the child; and
- apply your understanding of this Unit to everyday situations and interact with children more effectively.

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## 21.2 SOCIALIZATION: LEARNING THE NORMS

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You have been reading that children acquire those behaviours, beliefs, standards and attitudes that are valued and considered appropriate by their cultural group. They learn how boys and girls, men and women are supposed to behave. Theoretically, a child can grow up to be either generous or selfish, achievement-oriented or lacking initiative, assertive or submissive, outspoken or shy, helpful or selfish. Yet, by and large, children adopt only those personality characteristics and behaviours that are considered acceptable by their family and their social group. As you know, **this process by which the child acquires socially acceptable traits and values is called socialization.**

What we have spoken about in the text so far are all aspects of socialization. As the parents and other adults in the crèche or preschool, control the toddler's activity, as they curb her aggressive responses and as they encourage her helpful behaviour and praise her efforts, they are teaching the child desirable social behaviour.

Parents are the primary agents of socialization. As the child grows, she comes in contact with more people who also influence her beliefs and values. Relatives, siblings, neighbours and friends are responsible for the development of the child's personality. What do parents and the others actually do in socializing children? How does the family train a child to adopt culturally approved behaviours? Let us read about this in the following subsection.

### 21.2.1 Rewards and Punishments

**One of the ways parents and others socialize the child is by rewarding (reinforcing) desirable behaviour and punishing the actions which they consider inappropriate.** Behaviours which are rewarded become stronger and are shown more frequently by the child. She generalizes these behaviours to many situations. Through words of praise and approval, a look of encouragement, a pat, a hug or a smile the adults reward a child's behaviour. Buying the child a toy she desires or cooking her favourite dish are also

rewards. In short, a reward is something that encourages the child. Just as rewarded (reinforced) responses become stronger, punished actions become weaker, are exhibited less frequently and, depending upon how forceful the parents are in their disapproval, may disappear altogether.

Let us understand this point further through the following description.

You know that toddlers spontaneously try out their skills, explore their surroundings and insist on doing things on their own. If these efforts are encouraged (rewarded) by parents and other adults, the child will explore consistently. Such a child will show initiative and will develop confidence about handling situations on her own. Her positive feelings about herself will help her develop a positive self-concept. The child develops such an attitude because the family setting supports (rewards) these values.

As you know, if the adults restrict the toddler's exploration, she will explore less. If restrictions to act independently continue during childhood years, the child will grow up to be one who is inhibited in doing things on her own. Parents who do not encourage independence in the child may actually be rewarding the child's responses of crying, clinging, staying close to them and asking for help constantly. These behaviours of the child will be strengthened, reducing her chances of trying out new things.

We have spoken of punishment in the text above. Most of us tend to believe that punishment has to be physical, such as hitting or slapping the child. But this is not true. Scolding the child, ignoring undesirable behaviour, saying that you do not approve of what she has done and withholding her favourite things from her until she stops the behaviour you disapprove of, are also punishment for the child. Withholding affection from the child for some time is also a form of punishment. However, this last form of punishment must not be used much as it can make the child feel insecure.

Parents differ in the ways they adopt to discipline the child and researchers have tried to examine the effects of different types of disciplining techniques on the child. Based on research of parents' disciplinary styles, experts have identified four types of disciplinary techniques. We will discuss these aspects in further detail in the coming section when we discuss parent-child relationship.

### 21.2.2 Observation

**Over and above the direct teaching by adults through rewards and punishment, socialization goes on through each word the adults say and through their actions and behaviours.** The child learns as she observes them dealing with situations every day. The four-year old who tries to speak like his father has not been taught to do so. He has observed this and is imitating it. **Imitation of activities of adults is a major way through which children learn.**

**Caregivers – whether parents, crèche workers or preschool educators – thus serve as models.** If, apart from being rewarded for her helpful behaviour, the child also sees the parents helping others, she is likely to

behave more altruistically, i.e., when the parents model helpful behaviour, her altruistic responses will be strengthened. The people around the child display both positive and negative behaviours. **The child identifies with the person who gives her affection and care and imitates that person's behaviour.** A young child most often identifies with the mother or the father. She wants to be like them. Once the child forms an emotional bond with the parent, she is happy when the parents approve of her and unhappy if they disapprove. The child learns the parents' rules and standards because she wants their love and acceptance. The love and attachment between the adult and the child thus becomes a strong force for the child to behave in socially approved ways. This bond of attachment is not limited to the parents. The child can be attached to the crèche worker or other adults whom she meets regularly in the neighbourhood.



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**Children observe adults and then want to imitate their behaviours and actions**

**Check Your Progress Exercise 1**

Answer the following questions briefly in the space provided below.

- 1) What do you understand by the term ‘socialization’?

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 .....  
 .....  
 .....

- 2) Match the words in column I to the sentences in column II

**COLUMN I**

**COLUMN II**

- |                 |   |
|-----------------|---|
| a) Reward       | 1) a person whom the child identifies with and tries to imitate |
| b) Punishment   | 2) reinforcing desirable behaviour                              |
| c) Role Model   | 3) one’s description of oneself                                 |
| d) Self Concept | 4) Scolding, hitting, threatening, or isolating the child       |

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**21.3 CHILD-REARING PRACTICES**

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*Sunil was playing with some marbles in the room. His nine month old brother was sitting on the bed playing with a doll. During his play, the doll fell down on the floor. The infant crawled to the edge of the bed and peered over to look at the doll. He started to cry. Sunil, engrossed in his play, did not hear his brother. After some time, the infant started crying louder. Startled now, Sunil looked up from his play. On seeing the doll he picked it up, handed it to the infant, patted him and played with him for a while. Sunil’s mother, who had come in on hearing the child cry, had been observing this interaction from the door. When the infant had stopped crying, she came up to them, hugged Sunil, went to the infant and said playfully, “What happened! The doll fell down! See, Bhaiya is so good. He gave you your doll!”, and looked up to smile in appreciation at Sunil.*

*Ramu was standing outside his house, watching a group of boys going to the village school. His attention was drawn towards a row of ants moving on the ground. He looked at them and then started stamping on them. His elder brother, 15 years old, was returning from the market. Shocked to see Ramu doing this, he caught his arm and moved him away from the ants. He spoke angrily to him. “What are you doing? It is bad to kill anything. Don’t do it ever again!”*

In both these instances, the children are being brought up to show desirable social behaviour. In the first instance, the mother praises the child for helpful behaviour and, in the second, the brother scolds the child for being cruel to living creatures. The children are being socialized.

**Socialization**, as you know, is the process by which children acquire behaviours, skills, values, beliefs and standards that are characteristics,

appropriate and desirable in their culture. The child's environment includes various people who influence the socialization process. The family is the single most important factor that shapes the child. This is particularly true during the childhood years because the child spends a large part of her time with the family members. The values, beliefs and norms of the culture are imbibed through the family. However, the staff of the crèche or the preschool teacher also have an important role in socializing the child because the child spends a considerable amount of time with them, develops attachment with them and so is influenced by what they say and do. So although further in the text we have mostly referred to 'parents', yet the description of disciplining techniques and child rearing practices that we have described is relevant for anyone who has a role in socializing the child.

Most parents have an idea about what they want their children to be like. These are the **goals of socialization** and they vary from one culture to another and even from one family to another within a culture. The child acquires appropriate behaviour through the direct teaching of parents and siblings (influence of the family), peers and teachers (influence of the school) as well as indirectly as she observes people and imitates their behaviour. Sex-appropriate behaviour, traits like altruism and respect for other people's rights are acquired in this manner. Apart from the influence of people, technology revolution has penetrated our homes. Television with its multiple channels and the internet through mobile phones and computer is easily accessible to most children. This easy access to media has a huge impact on children. It has influenced all areas of a child's life, from learning to leisure to play. Children acquire many attitudes and ways of behaviour that media presents to them. All the persons and aspects of the environment that influence the development of the child's personality are called the **agents of socialization**.

The socialization process begins from infancy, as you would have gathered from the earlier Units. As the child enters the preschool years, the parents now become more concerned about socializing her since she is now more aware of herself, is able to use speech, can understand events and is able to understand what is demanded of her.

In this Section, we will concentrate on the methods used by parents to socialize the child towards appropriate behaviour and keep away from inappropriate behaviour. These methods are known as **child-rearing practices**. Parents differ widely in the type of child-rearing practices that they use, **and these are largely shaped by cultural beliefs and values**. It is particularly important to discuss these, since they influence the child's personality and attitudes. **One of the major reasons for differences among children is the type of child rearing practices that they have experienced**. Certain types of family environments and experiences may enhance the child's potential, while some others may be detrimental to the child.



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**Family environment and the parents' child rearing practices  
have a lasting influence on the child**

One aspect of child-rearing practices is the type of disciplinary techniques employed by adults. Another aspect is the parenting style. Let us first read about disciplinary techniques and their consequences in sub-sections 21.3.1 to 21.3.5. In the sub-section 21.3.6 we will read about the parenting styles.

### **21.3.1 Ways of Disciplining**

When a child does something which is unacceptable to the parents, they will try to correct or stop that action. In other words, they discipline the child. Broadly speaking, they respond in one of the following four ways.

#### **1) Use of Power Assertion**

Some parents and caregivers mainly use **forceful commands** to stop the child from a particular behaviour. For example, if the child snatched a toy from another child such parents are likely to say, "Don't do that! Stop it!", "I am telling you, stop that at once!" They may also **threaten**

**the child and scold her** by saying, “If you do not stop that, I will give you a slap!” They may also use **physical punishment and physically stop the child from doing that behaviour**. They may **withhold privileges** in order to get the child to modify the behaviour. For example, they may say – “You snatched Rashmi’s toy. Now I will not let you go out to play on the slide..” They **do not give any reason or explanation** to the child as to why they want her to stop that behaviour and why the child’s behaviour is wrong (for example, why the child should not snatch the toy). They do not explain to the child how the child can change her behaviour so that it is acceptable (for example, what is an acceptable way of asking Rashmi for the toy). In all these cases, the **parents use their authority and power to discipline without reasoning** with the child. **Such a technique of disciplining is called power assertion.**

## 2) Use of Withdrawal of Love or Attention or Approval

Some parents use the technique of **withdrawing affection** when a child misbehaves. For example, they say, “You are a bad boy. I don’t like you” or “How could you snatch the toy! Now I will not speak with you.” **This technique is called love withdrawal**. The parents **do not give any explanation** to the child as to why the child’s action was bad or wrong. Neither are they telling the child an acceptable way of behaviour (i.e., asking for the toy). In such a situation, the child may feel that the parents do not love her or care for her anymore. It is important to convey to the child that it is the particular behaviour or action that the parent does not approve of, but the child is still loved.

## 3) Use of Induction

Some parents **explain to the child the effect her action has on others**, they help the child to **notice the feelings of others** and how her wrong action has hurt others’ feelings, and they **give her the reason why she should stop that behaviour in a way that matches with the child’s capacity to understand**. They **appeal to her sense of responsibility** and concern for others in order to prevent her from doing the same thing again. Along with this **they also suggest how the child can undo or lessen the harm she has caused**. They **are firm and insist that the child should comply and follow the rule, but they do not shout or hit or withdraw love**. For example, if the child snatched a toy from another child such parents are likely to say, “*See, Rashmi is crying because she is unhappy you took her toy. You should not have snatched the toy. You can give her toy back and then ask her if she will let you play with her*”, or “*If you don’t help me to pick up your toys, then I will have to do this all by myself and I will get late for work.*” As children grow older, the explanations provided by adults can emphasize more subtle feelings, such as, “*You refused to include Shyam in your play group. Now he is feeling so lonely. Maybe you can invite him to play with you for some time and see if you like playing with him.*” They convey to the child that a certain action/behaviour is wrong **without condemning the child**. They say, “What you did was bad” instead of saying, “You are a bad girl.” **Such a method of disciplining is called inductive discipline.**



#### 4) Ignoring Inappropriate Behaviour

Some parents do not say anything to the child at all when the child does an action which is inappropriate. They just **ignore the incident**, assuming that the child will learn the lesson herself. This learning may or may not happen however. This technique is called **permissive non-intervention**.

### 21.3.2 Impact of Disciplining Techniques on Child's Personality

Which of the four techniques do you feel is the most effective in disciplining the child? Let us read how each of these techniques of disciplining affects the child's personality.

**Impact of power assertion:** When parents use power assertion, the child grows into one who lacks concern for others. Such a child is also defiant (obstinate; un-cooperative), angry and non-compliant (refusing to agree with rules). The child breaks rules often and does not feel much guilt on breaking rules.

**Impact of love withdrawal:** Use of love withdrawal creates a lot of anxiety in the child. Since the child is often told that "*You are not nice*" or "*I do not like you*", the child develops low self-esteem and begins to feel "No one loves me" or that "I am no good." She is full of self-blame. When the children experience such feelings about themselves repeatedly, it makes the child so anxious and frightened that they cannot think clearly what to do. Such disciplining does not develop empathy or concern for others and does not help the child to internalize rules.

**Impact of induction:** Inductive disciplining techniques helps the child to reflect on her own behaviour, how her behaviour affects others, and this helps to develop empathy and compassion for others. It enhances the child's sense of appropriate values and behaviour, and promotes an attitude of being responsible for one's actions (i.e., a sense of personal responsibility). Since parents continue to give love and approval and the child wants this, the child agrees to abide by the rule in order to retain parent's love and approval. The child accepts the rules laid down by the adult as her own and these become a part of her own nature. Therefore, the child willingly complies with rules (i.e., follows the rules). This is called internalization. Children who experience this disciplining style learn to stop themselves from doing inappropriate actions; and if they do something wrong, then they willingly admit that they did wrong, and then they do the right thing that is to be done to repair the damage they caused. The child feels guilt when she does something undesirable and to avoid this guilt, she stops herself from doing the wrong action in the first place. **Inductive disciplining is most effective in socializing the child towards right action.**

**Would you like to write your thoughts on impact of ignoring inappropriate behaviour?**

.....  
.....

### **What makes Induction an Effective Technique?**

What makes inductive technique work and produce desirable outcomes in children? Having read the above discussion, can you write some of the reasons? Compare your responses with ours below:

- Since the parent's discipline is based on reason, the child understands that the rule given by the parent makes sense or the disciplining that the parent is carrying out is fair. This makes the child accept the discipline and adopt the rule.
- Since the parent suggests an alternate way of behaviour to the child, the child knows how to repair the damage done in the present situation and how to act in future. This prevents wrong action in future.
- Since parents continue to give love and approval and the child wants this, the child agrees to abide by the rule in order to retain parent's love and approval. Gradually, the rules become the child's own rules.
- Inductive discipline does not harm the child's self-esteem. The parent is firm in insisting that the child has to obey the rule but the parent remains gentle and affectionate with the child. Since the parent does not shout at or punish the child in any way nor withdraws love and attention, the child's sense of her own worth is not harmed. The child does not feel that she is bad; instead she understands that what she did was bad and she can change that action.
- It helps the child to focus on the feelings of others and this evokes concern for others. It makes the child behave with empathy and promotes prosocial behaviour.
- Ideally, the method of disciplining should be such that it leads the child to internalize the behaviour. This is the ultimate test of good socialization. When a child behaves well only when others are watching, she is doing so simply to please them or to avoid punishment. Of course, in the early years the factor that operates in the child's mind is, "*What will my mother/teacher say when I do this?*" But as the child grows older, this reliance upon external factors to control one's behaviour must shift to internal control, so that the child herself feels a desire to behave in acceptable ways. This is called internalization and this is the aim of disciplining. Inductive disciplining helps to foster internalization of rules. The child begins to follow rules and adopt good values because she feels this is the right thing to do and not because someone told her to do it.

**That this affection-based inductive way of disciplining is more effective in socializing the child, can be seen through the following study.**

*In this study, nine and ten year old children were first allowed to play with some attractive toys for about ten minutes. Then they were told that these would be put aside and they would have to work with an uninteresting pulley mechanism. The children were then divided into three groups. One group of children were simply told, "Don't look at those toys again until I tell you." Here power-assertion technique was used to control behaviour. With the*

*second group of children a self-oriented technique was used, that is, one that focused on children's own feelings, "If you don't work hard on the pulley mechanism, you will have to do some of this work later and you will have little time to play with the good toys." The third group received inductive disciplining, that is, the one which focused on the feelings of another person, "You will make me unhappy if you look at the toys now" and "If you don't work hard enough, I will have to do some of this work later and I will have little time to do what I want to do." It was seen that the third group of children worked the hardest with the uninteresting toy and spent much less time gazing at the forbidden toys, than the other two groups of children. Thus, focusing on the other person's feelings and explaining the consequences was the most effective in persuading the children to do as they were told.*

### 21.3.3 The Child's Role in Discipline

The child's own personality and behaviour influence the type of discipline parents use. Just as the child rearing practices of parents and other caregivers influence the child's personality, the child's temperament influences the type of child rearing practices used by adults. Right from the earliest years some children have the temperament to show more concern for other people's feelings. Such children easily respond to explanations and inductive discipline. Young children who have a fearful and anxious temperament also respond to explanations and requests, and parents do not need to use power assertion. On the other hand, children who have a tendency to defy (refuse to obey) and appear fearless of parental authority cause parents to use scolding and physical punishment (power assertion) more often. It has been seen that children who are aggressive are punished more strictly than those who are not aggressive. Further, aggressive and non-aggressive children react differently to punishment, which in turn influences the parents' behaviour. When punished, non-aggressive children stop the undesirable behaviour, while aggressive children usually increase their undesirable behaviour. Seeing the child defiant, the adult become more punitive and punishes more. Thus a cycle is set-up – the child misbehaves, the parent punishes her, the child defies the parent, the parent uses more punishment and the level of the child's aggression goes up. It becomes very difficult to break this chain of event. It seems as if the parent and the child are caught in a trap.

Two more examples will make it clear how parents and children influence each other's behaviour. A child who remains irritable for most of the time is likely to be frustrating to the parents. They may then react impatiently while disciplining, which in turn increases the child's irritability. Parents who feel that their children are difficult, interact less with them and respond less sensitively to their cries as compared to parents who do not feel that their children are difficult to manage.

**This discussion on the child's role in discipline does not mean that it is alright to use power assertion as the chief method of disciplining children who appear fearless of parental authority or are aggressive.** The parent needs to realize that to bring about a change in the situation, the parent has to change first. The parent needs to realize that power assertion is not

suitable as a dominant mode of discipline as it is a harsh method of disciplining and she should change her disciplining style.

Let us read more about why harsh punishment should not be used, why punishment should not become the main method of disciplining children, and if it has to be used, how it should be used.

### 21.3.4 Punishment

We have spoken about punishment in Block 3 as well as in the preceding paragraphs. You know by now that punishment can take different forms:

- 1) **Corporal punishment (Bodily punishment):** slapping, spanking, hitting, handling the child roughly, making the child do sit-ups; sealing the child's lips by tape; tying the child's hands or feet.
- 2) **Physical control:** taking away an object from the child's hands roughly, physically preventing the child from doing something.
- 3) **Verbal punishment:** criticising, shouting, scolding, use of abusive words, humiliating, threatening.
- 4) **Withholding material things** which the child likes such as eatables, toys or clothes.
- 5) **Withdrawal of love** through ignoring, isolating or accusing the child of hurting one's feelings or saying that one does not love the child.

If punishment becomes a regular method of dealing with the child's misbehaviour then it can have many negative consequences, particularly when parents and teachers use harsh physical punishment and do not explain the reason for the punishment.

- One of the negative effects of punishment, about which you have read in the preceding Section, is that the child fails to internalize the rules.
- Excessive punishment may give the child a feeling that she never does anything right, which is likely to lower her self-esteem.
- Over a period of time, the child usually becomes less obedient. The adults punish thinking that the child will become more obedient, but actually the opposite begins to happen. The child shows obedience only temporarily to avoid the punishment and when the parent is not there the child does the wrong action again.
- When punishment is used often, it leaves the child feeling resentful and angry with the caregiver. She may begin to avoid the parent.
- Severe punishment may generate so much anxiety and fear in the child that she does not learn the intended lesson.
- Frequent use of withdrawal of love as punishment can make the child insecure and anxious about parents' love.
- Parents and teachers who regularly use any form of punishment serve as models of aggression. Watching adults use aggression (punishment) to control situations, the child too begins to behave aggressively. Many research studies have supported this fact. *In one research study,*

*preschoolers were shown videotapes of parent-child conflicts and asked what they would do if they were the parent. In reply, the children mentioned those methods of disciplining which their own parents used with them.* It can be said that parents who use punishment are unknowingly training their children to use punishment-oriented techniques later on. It is possible that parents who use physical punishment were themselves disciplined in that way as children.

- Children who receive harsh punishment show mental health issues, depression, poor academic performance, and anti-social behaviour and aggression in childhood and adolescence; and alcoholism, criminality and abuse in adulthood.

**If you need to use punishment, then do so in accordance with the following principles.** This will help to ensure that the punishment helps to promote self-control with least harmful effect on the child's personality. Let us study these principles.

- 1) Punishments or prohibitions will have their greatest impact if the adult **gives the reason** for the punishment. This is the most important aspect of disciplining. The explanation, however, must be at the child's level of understanding. Naturally, for the young child the explanation should be brief and specific.
- 2) **The timing of the punishment is important.** Punishment is most effective when it immediately follows the misbehaviour. The best time to stop an act is when it is just about to occur or as it is beginning. When the child snatches the toy for the first time, that is when the parent must step in with explanation of why it should not be done and a gentle scolding, rather than waiting for the fifth time when the child does it and then giving the child severe punishment without explanation. If the former is done, then the need for severe punishment will not arise. If there is no other choice but to delay the punishment, then later while punishing the child, the parent/ caregiver must state clearly why the child is being punished.
- 3) An important aspect that determines how the child reacts to punishment by the adult is the **emotional relationship** they share. Punishment from a nurturant and affectionate parent or caregiver is more likely to be effective than punishment from a cold and withdrawn or hostile adult. This is because when an affectionate caregiver punishes the child, the child loses the caregiver's affection temporarily, which hurts her. So she stops the undesirable behaviour in order to regain the caregiver's affection. On the other hand, when the caregiver is hostile and cold, the punishment is not something very different from the adult's usual behaviour. So the child does not lose much emotionally when she gets punished and she makes little effort to correct her behaviour.
- 4) One must be **consistent** in disciplining. It should not be that one punishes the undesirable act one day, ignores it another day and praises it yet another day. Neither should the undesirable behaviour be punished by one parent and let off by the other. This inconsistency in actions confuses

the child and consequently, undesirable behaviour persists. The child does not get a clear message that her action is wrong and thinks that it is alright to continue doing the act since she was not punished for it some of the times.

- 5) The punishment given for a certain action must be fair and mild. Punishment must not be severe because while it makes the child obedient at that time, it also generates resentment and fear.

**Alternatives to Harsh Punishment:** One of the forms of disciplining used by many caregivers is making the child sit by herself, away from others, for a short period of time. During this time of isolation everybody ignores the child. After the punishment is over, everybody behaves normally with the child. Such a method is called **time-out and is less severe than harsh punishment.**

Similarly, **withdrawal of privileges**, not allowing a child to watch the favourite television programme or reducing the time for play, **can be used as a method of disciplining instead of harsh punishment.** The child must be given an explanation for the punishment. Both these methods are not physically harmful and generally not emotionally harmful to the child in the long run.

### 21.3.5 Disciplining in Day-to-Day Life

Before you read further you might like to reflect upon your own behaviour to see what type of technique you usually use with children. Do you use different techniques in different situations? Do you discipline a five year old child in the same way as you discipline a 10 year old? Would you like to change your style of disciplining? You may like to write your thoughts in the space provided below.

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Most of us have used each of the above mentioned four styles of disciplining sometime or the other.

Sometimes when the child is doing something which may hurt her or others, most of us would resort to power assertion disciplining method. For example, if a child who is about to hit someone, your immediate response may be to sharply yell at the child to stop or even use physical force and hold the child away from others, because there is no time to be lost in reasoning with the child. Sometimes when even after repeated explanations the child does not stop the undesirable behaviour, the adult threatens and scolds the child. Sometimes when two children are playing together and they get into an

argument we ignore them, thinking that it is a small matter and they can learn to resolve it between themselves.

Some of us may feel that reasoning can be used only with older children and that with 2 or 3 year old children we would need to use power-assertion because we feel that small children will not understand explanation. But this is not correct. Even children as young as two years old respond to disciplining with reasoning and explanation. The point is that our reasoning should be at the cognitive level of the child.

So what can one conclude about disciplining of children in everyday life? **To conclude**, the type of disciplining technique the parent, the crèche staff or the preschool teacher uses is determined by the situation, the temperament of the adult and the child's own personality. But despite these factors it is clear that parents and caregivers should **primarily use reasoning and love** as disciplinary techniques (i.e., induction). It is not as if the parents who use induction never use warnings, threats of punishment, scolding, love withdrawal or physical restraint to socialize the child. They do at times, but it is not their dominant mode of disciplining. **If the child's misbehaviour is of a serious nature**, such as lying, stealing or physically hurting others, **then power-assertion would need to be used but along with that the child should be explained as well** what was wrong with what she did. So power assertion must be accompanied with induction. Also, the **power assertion that is used should be mild**, such as warning, commands, disapproval, time-out or withdrawal of privileges.

In terms of law, harsh corporal punishment of children is prohibited by law in some settings, but not in all. Corporal punishment is not prohibited by law in the home setting or in day care settings. However, corporal punishment is prohibited by law under Juvenile Justice (Care and Protection of Children) Act, 2016 in children's home, open shelter, observation home, special home, place of safety, specialised Adoption Agency. Regarding use of corporal punishment in schools, the law reform is not complete. Corporal punishment is prohibited in some types of schools and not in others. So finally, **it is the responsibility of all adults involved in children's upbringing**, whether as parents, teachers or caregivers, **to exercise control on themselves and use appropriate disciplining methods, avoiding the use of harsh corporal and verbal punishment.**

### Check Your Progress Exercise 2

Answer the following questions briefly in the space provided below.

- 1) When parents use induction as the technique for disciplining, what is their behaviour towards the child?

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2) What are the characteristics of power-assertion disciplining style?

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3) If punishment is used to discipline the child, what are the aspects the caregiver should keep in mind?

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4) What are the negative effects of punishing the child frequently, particularly physically?

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### 21.3.6 Styles of Parenting / Child Rearing

Disciplinary techniques are just one aspect of parent-child relationships. There are many other dimensions of parents' behaviour that influence the child's personality.

For example, one dimension is **the degree to which parents are involved in the child's life and the extent to which they accept and love the child**. This creates an emotional relationship between the child and the parent. Parents who are accepting and involved often smile at, praise, and encourage their children. They express a great deal of warmth, even though they can become quite critical when a child misbehaves. Less accepting and relatively unresponsive (uninvolved) parents are often quick to criticize, belittle, punish, or ignore a child. They rarely communicate to children that they are valued or loved.

Another aspect of parent-child relationship is **the degree of autonomy the parents grant to the child** and support the child to be self-reliant or **the degree of control they exercise on the child**. Do you remember reading about child's need for autonomy in Unit 20? Parents who are high on control and low on autonomy place a lot of demands on the child, do not give children freedom to pursue their own interest and make decisions about their activities. They actively monitor their children's behaviour to ensure that



these rules are followed. Parents who are low on control and high on autonomy make fewer demands and allow children considerable freedom to pursue their interests and make decisions about their own activities.

Each parent has a distinct parenting style which is mostly stable over time. So we can say that child rearing styles are parenting behaviours which are used with the child in a variety of situations and which create a specific child rearing climate for that child.

It would be difficult to describe all the styles of parental behaviour. Based on the two dimensions of parenting we have talked above, we will group parenting styles into four broad categories as described by Diana Baumrind, a psychologist, and see how each style influences the child's personality.

**1) Authoritative Parenting (Affectionate, Firm but Flexible Parenting style):**

- a) ***With respect to acceptance and involvement:*** These parents are accepting of the child, warm, loving and supportive of the child's efforts and accomplishments. They often praise the child. They are involved with the child, show enthusiasm in the child's activities, respond sensitively to her feelings, and show empathy and compassion. They usually put the child's needs over their own. They understand their child's personality characteristics and points of view. In other words, they are high on the dimension of acceptance and involvement. They establish an enjoyable and emotionally fulfilling parent-child relationship.
- b) ***With respect to control and autonomy:*** Authoritative parents exercise firm reasonable control and also grant autonomy to the child. They lay down simple rules and make it clear to the child that these have to be obeyed and what may be the consequences of disobeying. At the same time, they explain the reasons for the rules. So they use induction as a method of disciplining. Within these rules, they also allow enough flexibility for the child to act independently. In other words, they limit the child's behaviour but within these limits, they encourage independence (autonomy). For example, they may form the rule that the child can watch television for an hour only. But they allow the child to decide what will be the exact time she wants to watch or what programme she wants to watch in that one hour. Further, as the child grows, they allow the child to make decisions in areas where the child is ready to make decisions. Before formulating rules and arriving at decisions, they often ask children about their views and desires and encourage discussion. They listen to children's objections. Listening means more than nodding one's head when the child is speaking. It means considering what the child is saying and responding to it. This will give the child the feeling that she is saying something that is worthwhile and that her opinions are important. So the child also becomes willing to listen to parents. Such an atmosphere reflects a high level of warmth and good communication between the parents

and the child. The child feels that it is easy for her to express her true feelings to her parents. Authoritative parents demand and expect mature behaviour from the child and set high standards of achievement for her. But along with this, their demands from the child are reasonable and in keeping with her abilities. When the parents' expectations of the child are reasonable, the child is able to meet the parents' standards and derives a sense of competence from this. This feeling of confidence carries over to other situations. So the important point is realistic expectations. Unrealistic demands will lower the child's self-esteem as she can never fulfill them.

- c) ***Impact on Children:*** Such a parenting style – loving, accepting, firm and yet flexible with reasonable expectations and autonomy granting – shows positive outcomes for children in social, emotional and intellectual domains. It encourages flexibility in thought and action, fosters independence and self-reliance in children. Children have high self-control, they show mature behaviour earlier, have higher self-esteem, show more generosity, are sensitive towards others, co-operative and are less aggressive (in other words, they show prosocial behaviours). They are friendly, get along well with peers and have high social skills. They are more willing to try out new things and explore – a trait that is associated with creativity. They remain happier and positive in outlook, persist at tasks instead of giving up, perform better in school compared to other children and show few behaviour problems.

2) **Authoritarian Parenting (Hostile, Rigid and Inflexible Parenting style):**

- a) ***With respect to control and autonomy:*** The foremost characteristic of these parents is that they view themselves as those who are in authority and they are highly controlling of the child's behaviour. They set the rules and demand that the children obey them unquestioningly. They are rigid about the rules they have set. They value obedience and discourage independent behaviour, questioning and exploration. They frequently criticise the child's ideas, decisions and choice of friends. The child is not encouraged to have a viewpoint of her own and is not allowed to think and act on her own – in other words, they are low in granting autonomy to the child. For example, they will set the rule about when the child can watch television, for how long and which programmes. Further, they do not communicate the reason for their rules and decisions to the child and they use power-assertion and love withdrawal techniques to inculcate desirable social behaviour by yelling, criticising, commanding and also use force and physical punishment.
- b) ***With respect to acceptance and involvement:*** These parents are less warm and affectionate, and low in acceptance and involvement. They seldom praise the child. They have very high expectations from the child that do not fit the child's developing capacities. Some Authoritarian Parents may even be openly hostile and rejecting. In short, it is a very restrictive style of parenting.

- c) **Impact on Children:** It has been seen that children of such parents are generally discontented, unhappy and anxious. Due to high level of control by parents, some of these children may become subdued, timid, dependent, lacking interest in exploration, unable to take on challenging tasks and show signs of loneliness, while others may react to the parents' behaviour by showing a high level of aggression. When faced with frustrating situations they respond with hostility and use force when they do not get their own way, because that is what they have seen their parents do. They may also have difficulty in forming relations with peers and do not get along well with them. Since the children are seldom encouraged to tryout things, they tend to have a lower self-esteem and self-reliance as compared to other children. Their self-expression and independence is suppressed. The children may do less well in school since they had no early opportunity to act spontaneously. High degree of control and rejection by parents in many cases leads to problem behaviours such as bullying, anxiety, eating disorders and depression. As teenagers these children may engage in anti-social acts.

3) **Permissive Parenting (Affectionate but Lenient Parenting Style):**

- a) **With respect to acceptance and involvement:** These parents are high on expressing warmth and love, but they are largely uninvolved.
- b) **With respect to control and autonomy:** They very rarely exert any form of control on children's behaviour. They are lax (lenient) in disciplining. They give children all the freedom (autonomy) to do as they want. There are almost no rules for children and the parents do not demand much from them. In fact, children make their own rules and take decisions even though they are not yet capable of doing so. So for example, children will decide what they want to watch on television, when and for how long. Parents rarely demand that the child behave in a mature manner. Children in these families have the freedom to do as they want and have few responsibilities.
- c) **Impact on Children:** Children of such parents have been found to be the least mature, independent or self-reliant. They tend to be disobedient, rebellious, and impulsive. They are not likely to take on responsibility and may be immature in their behaviour with peers. They are overly demanding and dependent on adults. They show high levels of aggression, since the parents do not make efforts to control the child's aggression; and as teenagers and adults they are more likely to engage in anti-social acts. These children show poorer academic achievement and find it difficult to persist and complete challenging tasks.

4) **Uninvolved Parenting (Neglect in Parenting):**

- a) **With respect to acceptance and involvement:** These are parents who neglect their children. They are not interested in their children and do not bother about them. They do not show much warmth and love. In other words, they are low on acceptance and low on involvement.

- b) ***With respect to control and autonomy:*** They do not control the child’s behaviour or expect mature behaviour. There are no rules for social behaviour. They do not provide guidance about choices that children should make and do not monitor what the child is doing and her activities. Such parents are themselves emotionally detached and depressed or so overwhelmed by their own life stress that they have little time or energy for children. At its extreme form, such parents may totally neglect their children.
- c) ***Impact on Children:*** This sort of parenting style is associated with the most negative influence on children’s personality. Children of such parents show disturbances in all areas of development. Even as small children they are high on aggression and show extreme behaviours like temper tantrums. They find it difficult to form relationships with peers, both in childhood and adulthood. They lack social skills of relating to others and do not display leadership skills. These children tend to be low on self-esteem. In fact, they may show anti-social behaviour in adolescence and adulthood. They are also not highly motivated to achieve and do not try hard for success.

**If we compare all four parenting styles, we can say that authoritative parenting style appears to be the best for children’s development.**

While we have stated that a particular parenting style leads to certain specific personality characteristics in children, it must be remembered that we have only mentioned generalities. The outcomes we have described with each parenting style are the most likely outcomes, but they are not the only ones. The behaviour of the parents is just one of the many factors that affects the child’s behaviour. The child is also influenced by the people she meets outside the family. If the parents are hostile but others are supportive and warm, the child’s personality may develop positively. It is also possible that each parent uses a different parenting style. If one of the parents is restrictive, highly controlling of the child’s behaviour and not affectionate while the other parent is flexible and affectionate, it will have a different impact on the child than when both the parents are restrictive and not affectionate.

**Check Your Progress Exercise 3**

- 1) You have read that each parenting style fosters certain specific personality characteristics in children. List these in the space provided below:

Parenting Style	Personality Characteristics of Children
a) Authoritarian Parenting	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

b) Authoritative Parenting	
c) Permissive Parenting	
d) Uninvolved Parenting	

2) Which of the four parenting styles do you believe is the best for children's development? Give reason to support your answer.

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3) In Column 1 are listed the four styles of parental behaviour. In Column 2 are the various characteristics of such parents. Match them.

COLUMN 1	COLUMN 2
1) Authoritative parenting	a) warm, loving and praise the child's efforts
2) Authoritarian parenting	b) rigidity in rules; expect children to obey unquestioningly
3) Permissive parenting	c) use little reasoning to discipline
4) Uninvolved parenting	d) are not interested in the children
	e) flexibility within rules; explain reasons for rules
	f) do not show much love and warmth
	g) lax in disciplining; almost no rules
	h) children are not expected to show mature behaviour; they do as they want
	i) discourage independent thinking and behaviour
	j) less warm and nurturant; seldom praise the child; some may be openly hostile and rejecting
	k) make realistic demands on the child
	l) listen to children and encourage discussion

### 21.3.7 Cultural Context of Parenting

The four parenting styles we have discussed above are based on research of families from the Western countries. However, as we have said in previous Units and in the above paragraphs of this section, the values and the behaviours that the parents teach their children and the ways they use to teach these, are directly influenced by the culture to which they belong. Different cultures value different behaviours and parents teach these to the child in different ways. In other words, socialization practices used by parents are influenced by their culture.

**When we compare Western and Asian cultures, we find a clear difference in the importance given to the characteristics of ‘independence’ and ‘interdependence’.** The western cultures place greater importance on independence while the Asian cultures place more value on interdependence. The western cultures give greater importance to the individual, whereas the Asian cultures give greater importance to the group, especially the family. In order to be independent, individual expression and being self-sufficient are the important goals in Western cultures. On the other hand, the Asian cultures focus on conforming to the family values and obeying the elders, which helps to promote social cohesion and interdependence. **This broad difference between the goals of the two cultures influences the parenting styles of parents.** Research has shown that parental values determine their style of child rearing. It is important to note here that in certain cultures (e.g., China) the authoritarian style is better accepted. It is related to the Chinese cultural belief in strict discipline and respect for elders. Hence, this style is interpreted as parental involvement, care, and concern for the child. As a result, the impact of such a style may not be as negative for child development in this cultural context. Similarly in India too those Indian parents who value respect for elders are more likely to use authoritarian style of parenting, which emphasizes obedience, whereas those prioritizing the individuality of the child are more likely to follow the authoritative style that encourages flexibility in thought and action and so promotes discussion, independence and self-reliance in children.

Cultural values also influence how children interpret parenting styles. As already mentioned, in Asian (Indian) societies, the values of family cohesion and interdependence are emphasized. Hence, when parents closely monitor the activities of the child and their insistence on obedience may well be interpreted as parental care and concern by the child.

#### **Impact of Family Structure on Child Rearing**

The importance of family, and parents in particular, in the development of a child has been elaborated in the sections above. However, we also need to understand that families vary in their composition and that this influences the parenting styles as well as the type of socialization the child receives. Depending upon the members of the family and the nature of the relationship shared between them, we can identify three different types of families. Let us read about them and see how they can lead to different kinds of socialization.

- **Nuclear Family** — A household where the parents live with one or more of their children.
- **Extended Family** — A family in which parents and their children live along with grandparents, dependent elders, cousins and other relatives.
- **Single Parent family** — A family headed by one adult – either mother or father. Such a family structure may arise due to death of one parent, divorce or separation, or because of adoption of children by single persons.

Each of these family types would have a different impact on the how children are brought up. In the following discussion we have highlighted in general terms how a particular family type may lead to different kinds of socialization of children. However, remember that these are general statements – there are many variations within these general trends. It is not as if all the children living in nuclear families will grow up to be of a particular type. This is because there are many other factors which influence the type of person a child becomes, including the child's disposition and temperament.

**Nuclear family** being small in size allows for greater closeness and bonding between the parents and children. As there are fewer members, the needs are easily met. The stereotypical gender roles are blurred in nuclear families particularly if both the parents are working outside the home to earn a living. Both parents contribute towards managing the household tasks as well as earning an income. Thus the children do not see traditional gender based division of labour where the mother does the household work and the father works outside the house. They learn more flexible housework and child care roles. In times of stress such as ill health, the nuclear family may be at a disadvantage as there is no one to take care of the children, if the mother is working.

**In an extended family** the child is socialized amongst many people. Children learn to interact with people of different age groups and learn many inter-personal skills in an extended family as they learn to deal with all adults and other children in the family. Studies have shown that everyday contact between the elderly and the young not only helps in transfer of knowledge but also fosters love and respect for each other. When both the parents are out at work, children are supported by other family members. Such a family is also helpful in times of stress due to death or financial loss or separation – the child is taken care of by the other members of the family. Since the decisions in an extended family are made for the good of all the members, it is possible that the child has to learn to subordinate her wishes to the common good of all. There is sharing of family resources by all the members.

**In single-parent families**, the child is reared under the supervision and support of either the father or mother. Fathers and mothers, as single parents may experience a different set of challenges. While men tend to find it difficult to meet the physical needs of children, undertake daily chores, etc.; women are often burdened by the financial strain and the crunch of time to 'discipline' children while they earn a livelihood to meet the family needs. One common struggle of both men and women as single parents is that of

social isolation – they barely have anyone with whom they can share their parenting struggles and seek empathy.

It is not only the parent but the child also experiences many struggles in single-parent families. Children, in single-parent families often struggle with anger and grief that result either from divorce or the death of a parent.

However it is important to note that in each case, the impact of any stress on the children may depend upon the duration of the stressful period, how parents handle the situation and the factors such as the age and temperament of the child.

### **Changing Parenting Styles in India**

India is not a homogenous society. Our country has various groups which differ from each other in one or more ways such as in terms of their culture, level of education, family size and structure (nuclear, joint or extended), rural or urban residence. All these factors have an impact on the parenting styles. Also, every decade brings with it better education facilities and awareness, more women in employment, change in the family size and availability of child care facilities. Along with these a digitally seamless world has transformed Indian families, its culture, and the way of socialization too. Influence of western values is increasingly felt in Indian families.

Overall, Indian parents seem to be shifting toward the goal of making children independent and self-sufficient, in order to meet the challenges of the global world. Children too are becoming more expressive of their need for independence and the desire to have a say in matters that concern them. Studies conducted in the recent years have reported that most of the students considered their parents' style as democratic/authoritative, followed by authoritarian and permissive. These studies show that the Indian families, especially in urban middle class settings, have parents who are more involved in child rearing, grant more autonomy to children, and respond actively to their children's needs. They show less control and are less punishing.

### **Influence of Child's Gender on Parenting Style**

Traditionally there has been a difference in how girls and boy are reared in our country. Girls are socialized to look after homes and boys to earn to sustain the family. So girls are shielded from the outside world while boys are encouraged to interact with the outside world. Also, cultural preference for a male child further result in a preferential treatment towards boys. This may lead to rejecting behaviours towards girls, and more warmth towards boys. Such clear cut gender based differential socialization is still common in our country but changes are observed here too. There have been social, cultural and economic changes in the Indian society. This seems to be narrowing many of these gender differences in socialization, especially in the urban areas. With the change in perception of parents and families, more girls are entering schools and colleges, and then into the workforce. Recent studies show that in many groups girls are treated with more emotional warmth as compared to boys. Studies also reported that more female college students as compared to male college students felt that their parents were authoritative



rather than authoritarian or permissive. This reflects that parents are changing their parenting practices towards girls and boys. In fact, recent studies show that child rearing practices used towards boys have a higher component of control as compared to practices used for girls.

### **Changing Role of the Father in Parenting in India**

Traditionally in India, fathers are the breadwinners of the family and mothers are responsible for the running of the household and child care. Usually, conventional gender roles in India encourage mothers to be nurturing caregivers, while fathers have traditionally been encouraged to have little involvement in childrearing. So fathers generally take on an authoritarian role, while mothers tend to be more authoritative, and permissive too, sometimes. However, in the last two decades because of increase in women's employment outside the home and growing awareness and education, there has been a considerable shift in the father's role in socialization of the child, especially in the middle class Indian family. Fathers' role in daily child care is much more active now, they are more involved and demonstrate affection and nurturance to the children, which the earlier generations of fathers were reluctant to show, even though they were deeply attached to their children. Recent studies have shown that both boys and girls perceived their fathers to be authoritative and not authoritarian or permissive. This change in father's role in child rearing will naturally influence children's personalities.



Photo by Aenic Visuals from Pexels; [pexels-aenic-visuals-3702509](https://www.pexels.com/photo/indian-woman-carrying-child-on-back/); accessed 14th Sept, 2021

**Child rearing practices vary across cultures**

### **Check Your Progress Exercise 4**

- 1) Read the following statements carefully and indicate in the brackets whether they are correct or incorrect.
  - a) Older family members share family history with the younger

- members in an extended family. ( )
- b) Social isolation is a problem in a nuclear family. ( )
- c) Working mothers in a joint family often find it difficult to discipline the child. ( )
- d) Children get neglected in a joint family. ( )
- 2) In Column 1 are listed the different types of families. In Column 2 are the various descriptions of such families. Match them.

Family Type	Descriptions
i) Nuclear Family ii) Extended Family iii) Single Parent Family	a) Also has grandparents and other relatives. b) Children feel loss of a role model. c) Children learn flexible roles related to house work. d) Children learn to interact with people of all ages.

## 21.4 SUMMING UP

In this Unit, you have read how children acquire behaviours, beliefs and standards which are considered appropriate and desirable in their culture. It has been highlighted that the family is the most important factor that shapes the child. This is particularly true during the childhood years because the child spends a large part of her time with the family members. One way that parents and others socialize the child is by rewarding (reinforcing) desirable behaviour and punishing the actions which they consider inappropriate. Behaviours that are rewarded become stronger and are shown more frequently by the child. Besides, direct teaching happens when parents serve as models for appropriate behaviour and actions. The child learns as she observes them dealing with situations every day. The child usually identifies with the person who gives her affection and care and imitates that person's behaviour.

The disciplinary techniques used by parents to socialize the child have a strong impact on her personality. Broadly speaking, parents respond in four ways while disciplining the child. Some parents and caregivers mainly use **power assertion** to stop the child from a particular behaviour. They may also threaten the child, scold her or may also use physical punishment. They do not give any reason or explanation to the child as to why they want her to stop that behaviour. Some parents use the technique of **withdrawing affection** when a child misbehaves. Some parents use **induction as a method of disciplining** i.e., they explain to the child the effect her action has on others' they help the child to notice the feelings of others and how wrong actions hurt others' feelings, and they give her the reason why she should stop that behaviour in a way that matches with the child's capacity to understand. Some parents use **permissive non-intervention** – they do not

say anything to the child at all when the child does an action which is inappropriate. They just **ignore the incident**, assuming that the child will learn the lesson herself.

**All the four techniques impact the child in different ways.** The inductive technique seems to work and produces desirable outcomes in children. Since the parent's discipline is based on reason, the child understands that the rule given by the parent makes sense. Also, as the parents continue to give love and approval to the child, the child knows how to repair the damage done, how to act in future. Inductive discipline does not harm the child's self-esteem, and encourages prosocial behaviour. In Inductive disciplining child begins to follow rules and adopt good values because she feels this is the right thing to do and not because someone told her to do it. The child's own personality and behaviour also influences the type of disciplining and child rearing practices parents use.

While punishment can take different forms, if punishment becomes a regular method of dealing with the child's misbehaviour then it can have many negative consequences. Excessive punishment can lower the child's self-esteem and generate anxiety. If punishment is used judiciously, it can lead the child away from undesirable behaviour.

Besides the disciplinary techniques, the parenting style influences the child's personality. One can broadly speak about four styles of parenting – **authoritative parenting** (affectionate, firm and flexible parenting), **authoritarian parenting** (hostile, rigid and inflexible parenting), **permissive parenting** (affectionate but lenient parenting) and **uninvolved parenting** (neglect in parenting). **Authoritative parenting** techniques fosters the most positive combination of skills in the child.

A developing child is influenced by many factors within the family context. These are the type of family, parent qualification, economic conditions and other stress factors within the family. A child in a nuclear family has an advantage of sharing a close bond with parents but is at a disadvantage during times of stress. Extended family wherein parents live with other relatives has the advantage of meeting the needs of children during stressful periods such as financial loss or loss of a member due to death. In a single parent family, the children report a loss of a relationship and may experience anger or grief.

Different cultures value different behaviours and parents teach these to the child in different ways by adopting certain parenting styles. Lately there has been a shift in India towards making children independent and self-sufficient, which has led to the parents adopting more authoritative parenting styles rather than the earlier used authoritarian style of parenting.

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## 21.5 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

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### Check Your Progress Exercise 1

- 1) **Socialization** is the process by which children acquire behaviours, skills, values, beliefs and standards that are characteristic, appropriate and desirable in their culture.

- 2) a) 2
- b) 4
- c) 1
- d) 3

**Check Your Progress Exercise 2**

- 1) The parents reason with the child about the rules. They are firm and gentle. They correct the child’s behaviour without ridiculing her.
- 2) When parents use power-oriented techniques, they use commands to stop the behaviour. They do not explain the reason for their commands.
- 3) No, disciplining is not the same as punishment. Often these terms are used interchangeably. However they differ as punishment emphasizes ‘what a child should not do’ and is often to condemn a child’s misbehaviour. Disciplining on the other hand is a continuous process to shape the child’s behaviour in a manner that leads to self control. It emphasizes what a child should do and leads to self control.
- 4) No, punishment is not a good way of disciplining a child. The reasons are:
  - It may leave the child resentful. Feeling that parents are unfair, she may avoid them.
  - The child may fail to internalize the standards.
  - It may lower the child’s self-esteem and create feelings of shame and doubt.
  - It may inculcate aggressive behaviour in children.

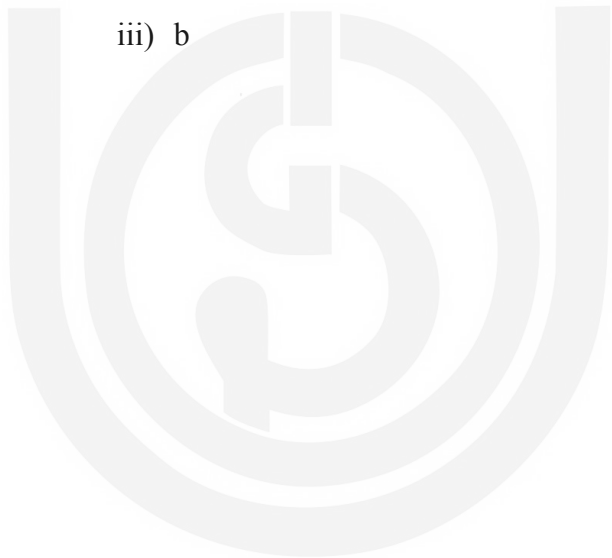
**Check Your Progress Exercise 3**

COLUMN I	COLUMN II
<i>Parenting Style</i>	<i>Personality Characteristics of Children</i>
a) Authoritarian Parenting	discontented, distrustful, withdrawn, relations, lower difficulty in peer some may become aggressive and others timid, moderately self-reliant.
b) Authoritative Parenting	Independent, self-reliant, higher self-esteem, get along with peers, do better in school, playful, achievement-oriented, high on empathy and pro-social behaviour, more confident, willing to try out new things, mature.
c) Permissive Parenting	least mature or self-reliant or controlled, least likely to take on responsibility, likely to be thoughtless of others, may show high levels of aggression.
d) Uninvolved Parenting	Parenting lack social skills, no leadership skills, disturbed relations with peers and adults, possibly anti-social behaviour in adolescence.

- 2) Read Sub-section 21.3.6 on Styles of Parenting/Relating with Peers Child Rearing and answer based on your understanding.
- 3) 1) a, e, k, l  
2) b, c, i, j  
3) g, h  
4) d, f

**Check Your Progress Exercise 4**

- 1) a) Correct  
b) Incorrect  
c) Incorrect  
d) Incorrect
- 2) i) c  
ii) a, d  
iii) b



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