CHAPTER-II

REVIEW OF RELATED LITERATURE

The urge for knowledge is an important aspects of human beings. Seeking after newness increases the creativity of an individual. Research takes advantage of the knowledge which has accumulated in the past as a result for constant human endeavour. Thus Review of Related Literature is one of the important steps in the planning of any research study. It helps the researcher to acquaint himself/ herself with current knowledge in the field or area in which he / she is going to conduct the research.

Therefore, review of related literature serves the following specific purposes

* It enables the researcher to define the limits of his field and states the objectives clearly and concisely.

* The researcher can select positive findings, helping to avoid unfruitful and useless problem areas.

* Helps to avoids unintentional duplications of well established findings.

* Helps to know about the tools and instruments which proved to be useful in the previous studies.

* Helps to know about the recommendations of previous researchers listed in their studies for further researcher.

The existing stock of knowledge helps to view and review the essence of things or the phenomenon of the world around man. The secondary sources
available around man are the basis of primary search for knowledge. There lies the importance of Review of literature for every search or research work in social or physical science. Therefore it is the base for deciding the research problem, selecting objectives and formulating hypothesis. So the Review of related is placed in the research synopsis prior to objectives and hypothesis. Because of the intensity and gravity of the available literature and previous research studies relating to the present investigation in India and abroad, they are placed in two main heads i.e. studies conducted in India and studies conducted abroad.

The review of related literature is the identification of the materials that is to be read and evaluated. It can be made through primary and secondary sources. In the primary sources the researcher do in his own work directly in the form of research articles, books, theses where he can make a judgement of the study.

In secondary sources, the author compiles and summarises the finding of the work done by others and gives interpretation of these findings. The researcher counts all the important studies in the form of education indexes, bibliographies and quotation sources.

There are considerable number of studies related to the child rearing practices the women of comprising both tribal and non-tribal women and their impact on physical, mental, socio-cultural, emotional, psychological factors and the like.

A number of research studies have been located both in western as well as in the Indian context related to various parametres of child rearing practices with special reference to the impact on physical and emotional development on children. In the following chapter some selected and relevant studies on the issues related to child-rearing practices have been reviewed.
2.1 Western Studies:

A study was conducted by H.G. Kairer in 1915 on Eskimo mother and child. The study reveals that the ultimate human bond has long been believed to be that between mother and child and based on myths and legends. It is found from the review that, mothering is typically a task shared among kin's women in contrast to the isolated white mother of the middle class Euro-American nuclear family. The importance of motherhood is further expressed in mythologies and cultural objects. The fantasies of natural power are expressed in fantasies of matriarchal societies as in Amazon region.

The findings are-

* The health and survival chances of all children before modern times depended on the availability for a lacting mother or mother surrogate, as researcher Valeric Fields has shown in her comprehensive history of nursing. The alternatives that were attempted including artificial of non-human milk and nursing from animal teats which resulted in infant death.

* In Rome and American societies the slaves and midwives nourished and reared the children of their masters.

2. Another study was conducted by Mary Hynes date (unknown) on “Child rearing practices” among lower class and middle class American mothers. Its an investigation on the following points–

* Severity of weaning

* Amount of praise for obedience
* Mother’s response to obedience

* Amount of aggression child exhibits at home or either cling to the mother.

It was found that middle class mother were generally more permissive and less punitive towards their youngsters than “working class” mother where as lower class mothers are generally less happy in their marital roles thus leading to weak child rearing practices.

The findings also deals with the inferred relationship between “Patterns” of child rearing attitudes and maternally perceived behaviour tendencies of the young children. It is found that boys were more permissively reared than girls with respect of aggression. More severe demands were made on girls than on boys for conformity to adult standard of behaviour.

The six dimensions of child rearing practices identified by (Barry et al. 1959) on his writing “Social and cultural differences in child rearing believed to be common to all societies i.e. obedience training, responsibility and nurturance training, achievement and self-reliance training and general independence training. These had a tremendous effect on the child in regards to his physical, mental and emotional development.

The works of Margaret Mead, Ruth Benedict, Edward Sapir and other pioneers in the field of culture and personality have been the foundation for various studies pertaining to child rearing (Whiting 1963).

Rajguru (1978) studied child-rearing practices among the mothers of Ambazari Bastee in Nagpur. The study has revealed that the physical and psychological environments of the slums are responsible for the growth of an
unhealthy personality prone to delinquency.

The study of Henry and Boggs (1982) suggested that child rearing practices are the product of ideas, beliefs and attitudes prevalent among different groups on how to bring up child through child training and parental care and it was found that the goal of all child rearing is to develop the capacity for adjustment to the traditional roles prescribe by the culture group to which the child’s family belongs.

Using a sample of 76 mothers Kelley and Tseng (1992) examined differences in parenting techniques and goals in 38 immigrant Chinese and 38 Caucasian American mothers of 3-8 years old children, The data was collected using self-administered questionnaires. The result suggested that both Chinese and American mothers have similar child rearing goals, however, immigrant Chinese mothers depend on traditional Chinese methods of socialization to accomplished the desired goals.

Next a study was conducted by Judith L. Evans and Robert G. Myers in 1994 on “Child Rearing Practices : Creating programs where traditions and modern practices meet” an article from coordinator’s note book No. 15. The article states that how to maximise what can be provided for the child by interviewing practices that “Scientific” evidence would suggest a child needs with effective traditional child rearing practices and beliefs. A comparable workshop was conducted in Sub-Saharan Africa and Latin America (Myers 1992 Evans 1994). The findings are -

⇒ Health and development psychology helps in detecting and understanding the effects of child rearing practices on children’s development.
Practices, patterns and beliefs define the ways in which children are socialized. The convention of the “Rights on the child” indicates that children have a right to their cultural, identity. So, it is important to know and understand the reasons for cultural differences in the upbringing of children.

Environment also have an impact on children’s development due to social, economic and political changes.

Traditional practices and beliefs have an important role to play when children’s lives have been radically changed due to war, migration and other difficult circumstances. The practices includes -

A. Keeping the child safe and free from harm, providing shelter and clothing.
B. Providing emotional security, nurturing and giving affection.
C. Providing interaction, stimulation and play.

The study also found the general behaviour that in responding to the need for food, the practice of breast feeding contrasts with bottle feeding, feeding on demand contrasts with scheduled feeding, constant carrying the child differs from placing a child in a crib, cradle, hammock.

Another study was conducted on “The Interface between child rearing practices and scientific knowledge”– unknown 1994. The study reveal that all young children need adequate nutrition health and care from birth onwards. The lack of this supports during the early years has permanent negative effects on later development not only are there consequences for the child’s physical well being but on the child’s social and cognitive development while these factors are
influenced by the economic and political context within which the child lives, they are mediated through the family’s child rearing practices, patterns and beliefs.

According to Engle (1992) the type of child rearing practices depends to a large degree on the child’s developmental age and health and nutritional risks the child is facing. For e.g., influences on the child during the prenatal period and into the first few months of life include the mother’s pre-pregnancy health and how much weight she gains during pregnancy, her dietary intake, how much energy she expects and her emotional state.

Kalemba (1993) stated that there are traditional beliefs and practices that had an impact on the mother’s health and preparedness to give birth to a healthy infant.

Hackett and Hackett (1994) in their study compared child rearing practices of Gujarati mothers (N=100) from east Manchester with white British-born mothers (n=100). Each sample of mothers had children aged 4-7 years. The data was collected using semi-structures interviews. Noticeable differences were found in child rearing practices in the areas of discipline like feeding, toileting.

A study was conducted on “Child rearing practices” was integrated into a programme designed to educate and empower women by UNICEF 1994. It stressed to develop “positive parenting modules dealing with:

* The family unit
* Attachment and love for children during pregnancy and first year of life
* The father as participant in child rearing practices.
* Disciplines strategies based on respect and love.
* Self esteem and self reliance in development of children.

Therefore by uplifting the lives of family members particularly the mothers, and the community have an indirect benefits for children.

In 1997 research was conducted by Ma Emma, D. Liwag, Philippines on “How we raise our daughters and sons: Child Rearing and Gender Socialization in the Philippines.”

The objects of the study were –

1. Filipino child rearing practices, attitudes, beliefs, expectations from early childhood to early adulthood (0-10 years) which demonstrate explicit and implicit differential socialization for boys and girls.

2. Analyze the influence, impact and consequences of these child rearing practices on the development and stereo types among Filipino children both boys and girls.

3. Assessed child rearing practices its disadvantages and discriminations experienced by the Filipina girl child.

The findings are as follows –

1. Parental preferences for children of one gender to another.

2. Parental modeling as indicated by differences in the child rearing behaviour of mothers and fathers.

3. Girls are much more discriminate than boys in regards to their intake of food less than boys, play materials are more given less to girls then to
boys and girls have to attend small household works at the age of six than boys.

Susuki M.J. had conducted a study in 2000 on “Child rearing Practices in the United states and Japan ; Comparative Perspectives”.

The study had focused on three aspects.

1. Historical and religious background of child rearing (2) mother’s perceptions attitudes towards appropriate child rearing and optimal child development (3) teacher’s perspectives about school based socialization of young children and (4) models of formation of self.

The study shows that mothers in Japan expect early mastery of the skills of: self control, social courtesy to adults, while mothers in the United States desire early acquisition skills of : individual action, standing up for ones own rights. Japanese mothers expect children to have competency in dealing with adult authority, use methods such as fostering close emotional ties and sense of responsibility to the family. On the other hand, American mothers tend to use reward and direct instruction. In contrast Japanese child rearing philosophy has been more permissive since it originate in ancient Japanese folkways. In pre-modern Japanese folklore, children were fought to be close to the Gods world. Therefore, children were allowed to be free from any social restrictions.

In United States firm discipline are directed towards the infant and these are gradually relaxed as the child grows in strength until a man runs his own life.

Comparing two countries child rearing practices, mothers would be more significant socialization agents among the family members.
American mothers tend to expect infants to be more independent by putting them into separate beds, *(Caudill & Ploth 1966)*. In cross cultural study by Barry and Panson among 173 societies, 76 were reported as having mother and infant sharing a bed while in United States has the middle class culture ideal that infants should sleep in separate room.

In the Japanese patterns of co-sleeping among family members, fathers sleep in a separate room if there is not enough room for him *(Caudill & Ploth, 1966)*. This implies that ties between children and mothers are stronger than ties between wives and husbands in the Japanese society. Therefore, Japanese mothers do not regard independence of infants as an important aspect of their early developmental task. In Japan, children should have right to be dependent on their close adults. Therefore, mothers are encouraged and expected to hold their infants as much as desired so that the infants will have emotional security which is essential for their social development.

In case of American mothers they expect their children to be independent at an earlier age where has Japanese women expect than to be emotionally mature. In this sense American and Japanese mothers are hurried in different aspects of children’s social development.

It *2000*, in-depth studies were conducted in Mexico, Mali and Namibia. In Mali, the focus was given on understanding the traditional child care system work. At Namibia researcher put stress on child rearing practices that supported children’s cognitive and socio-emotional development.
Laura Gardner on 2004 had an interview with Garry Clarke on “Child Rearing Practices in the Jamaican Community”. Garry Clarke was a student of somatic psychology and he put emphasis on how culture effects human development. According to him, parenthood is very important in Jamaican culture and it is expected in the society. Jamaica is a very religious country. They follow many traditions and rituals and has many superstitious surrounding duppies (Ghosts) and rich practice of herbal medicine. The studies found that people belief superiority of men over women, anti-abortion and disciplining particular the child through physical means. They believe in purely traditional child rearing practices.

Another review was done on “Child Rearing Practices in the United States” by the U.S. Department of Education Statistics published for 2005. The study focused on the following aspects.

1. Parents in U.S. engage in child rearing practices that try to strike a balance between protection and independence as today’s family unit changes as parents divorce and remarry.

2. One and every four parents have to care for pre-kindergarten children, but most parents work outside the home and place their children in day care centres when they are 3 to 5 years old.

3. More than 50 percent of children whose parents work outside the home attend day care centres. Relatives or unrelated baby sitters care for the rest of the children while their parents work.
4. Further this study also laid emphasis on concept of nurturance, application to positive discipline practices.

In 2006 supported by Bernard Van Jeer made a study on the “Learning Community Programme of the Child rearing and socialisation of young children in the Caribbean (birth to eight years old) by Roseau, Dominica. The study focused about fathering and mothering roles in caribbean, cultural differences in parenting practices, social emotional development within the family. It is found that for emotional development, play is one of the important factor which they learn in the family environment. It helps them in the physical development also (Sian Williams and Janet Brown).

According to De Mause’s in his thesis “From horror to hope the evolution of Child Rearing Practice” Dec 11, 2006 speaks on the history of Child Rearing Practice where we see the lower level of child care, how they are killed, abandoned. He examined 800 historical events and yield some findings

1. Following of traditional norms perpetrated by our forefathers.

2. Small children were thrown on rivers or expose to die on roadside basically girl child.

3. In the 14th century, children are sacrificed to God.

4. In the European societies children are sold in the market being a burden to their families.

5. Child are used as servants and so on.

But as conducted by the investigator that todays parents put emphasis on the
need and importance of Child Rearing Practice because our civilization is working hard to improve the quality of a child’s life.

Studies conducted by **Sian Williams, Janet Brown, Jaipaul Roopnarine** for “The learning community programme 2006 on the study of “Child Rearing in the Caribbean tries to see the questions on -

- What is that parents in the region actually do to raise their children.
- How or what are children in fact learning in their family environments.

The findings says that fathering and mothering roles in the Caribbean on child rearing depends on cultural differences in parenting practices. Socio-emotional development within and outside the family comes from the love and affection rendered by the elderly members and later at school by the teachers.

Another study was conducted by **Susan D. Holloway from 2006 on “Japanese women parenting and family life.”** The study shows that Japanese women tend to view child rearing a difficult job with relatively few emotional rewards. In contemporary Japanese society, mothers are often given very specific advice about how to engage in certain parenting activities. The behaviour husband also effects the child rearing practices and related to women’s emotional well being related to the child also. Women in Japan does not allow their husbands to participate in house work, but they wanted them to be actively involved with child rearing as well as wanted them to provide emotional support, suggestions advice for them. In some Japanese societies both the husband and wife used team work to provide effective discipline.
Another review was done by Ted Johnston on the topic “Trends 2007 in American child Rearing practices” which focused on the ecology of childhood” the over all social and economic system that exerts a critical influence on what happens to parents and children. It is within this societal frame work that parenting practices develop. The analysis suggests that child rearing practices are likely to change most quickly in those segments of society which have the closest access and are more receptive to the agencies or agent of change (eg. public media, clinics) physicians and counselors. In the area of toilet training (a big issue in early child rearing) is very much advanced and cleaning and washing of cloths in the washing machine to maintain the hygienic condition of the child and prevent time consuming.

Another study was done by Clayton Browne on July 3rd 2010 on “Child Rearing Beliefs and Practices in Indian Culture”. It was studied on Hindu and Sikh parenting and child rearing practices, with a particular focus on differences in their practices versus typical western practices.

It is found that Indian children are held a lot, and spend relatively little time in cribs or playpens. In large extended families there are many adults around to help with infant care. Another notable difference is that toilet training is often began earlier in India, with some parents begins to train their children to use the toilet as soon as they can walk, as early as one year.

Another study was conducted by Casandra Maier, B.Sc in journalism from West Virginia University in 19, 2011 on “Long term effects of Child Rearing Practices”. According to the Researcher, Genetics, in Sweeden outside influences,
family influences and Child Rearing Practices all play an important role in
development and adjustment. Children’s emotional, cognitive and behavioural
development is affected by the child rearing practices that their parents
implemented. Parenting practices affect children long after they have grown up.
The researcher study includes self esteem, overall life success, ability to have
relationship, mental and emotional health. Accordingly, interactions between
parent and child, and the child rearing practices parents implement, can have an
effect on a child’s self esteem as they age. Parents having positive reinforcement
tend to produce children with higher self esteem and nurture their child’s natural
talents and skills with proper help and support.

Authoritative parents produce healthy, well adjusted children who are likely
to grow healthy adults. These parents rear their children with a mixture of a
restrictiveness and autonomy. They provide the guidelines, standards and
limitations that developing individual needs.

In case of Mental and Emotional health in the 1920s, the “no coddling”
philosophy was developed, leading parents to believe that comforting a crying
child would lead than to become spoiled. But, as for back as the Stone Age, our
ancestors carried, cuddled and provided prompt responses to children when they
cried, never leaving them to cry it out.

Modern child rearing practices are a direct contradiction to ancient practices,
resulting in people with poor social skills, a skewed sense of morality and adults
who are less empathic towards others. These modern practices have been
associated with higher levels of anxiety, depression and mental health issues
among adults.
These studies focused on providing an in-depth look at a particular aspect of a culture.

2.2 Indian Studies:

A study by (Gupta and Gupta (1985) sheds light on the influences of American culture on the child rearing practices of Indian immigrant mothers living in the United States to change their parenting attitudes towards being more liberal (p-103). The result of the study confirmed that the cultural practices are not immutable.

Ananya Baruah in 1997 studied the folk beliefs and customs associated with child rearing practices among the pati-Rabhas in the Bikali Area in Goalpara district. She found that in every aspect and habit of child rearing practices among the pati-Rabhas, there are greater influence of folk beliefs and customs.

The study of Anupama Bhattacharya (Life Positive May 1998) suggested that rearing a child has always been a contentious issue where prevailing social norms have dictated the outcome.

Dr. Dwarkadas Motiwala, Director, National Pediatric Centre (1999), Delhi believes that many traditional notions on child rearing can often be harmful. As stated by him regarding medicines for stomach ache of the baby, parents usually give “Ghuttis or Gripe water” often suggested by elder contains steroids and opioids that may make the child sleep well but can also cause respiratory failure. This affects the physical health of the child. Further he advice against keeping a child on breast milk alone after three months. That milk has no vitamin
D or Iron. Hence it is necessary to give some solids. But bottle feeding should totally be avoided expect in rare cases.

A study of one rural Indian village published in 2000 in the Journal of Pediatric Psychology, indicated that physical discipline continues to play an important part in raising children which leads to high instances of abuse. A survey on Indian mothers in one instance reported as many as 42 percent had used severe physical aggression to discipline their children. This forms include kicking, biting, hitting using a fist or an object. The article also mentioned stressors such as a crowded household seems ironic considering the usefulness of this arrangement noted above for sharing child rearing responsibilities. Lack of parental education may, as above, lead to independent and confident closeness between children. On the other hand, this same lack of education can lead to abuse.

A dissertation titled “Child rearing practices on the Literate and Illiterate Women with special reference to Nalbari District” was done by Monisha Talukdar 2005. The parametres were – Breast-feeding, Burping, Weaning, Sleeping, Solid Food, Medicine and Vaccination, Toileting and Bathing. The findings were -

1. Breast feeding till six years are thoroughly followed among the illiterate mothers and breast feed their child on demand and do not hesitate to feed them in public place but among the literate women they (some of them) maintain a schedule if the mother is a working one.

2. Solid food is given when the child is two to three months old by the illiterate women as they are not aware of the disadvantages of giving solid food
which might create indigestion or otherwise when the child cries without knowing the reasons. But in case of literate women they give solid food when the child is six months old.

3. Illiterate women gave their child first bath after the birth of the child. Bathing is not properly done by the illiterate mothers and are not regular thus ignoring the hygienic. During rainy season they hardly give a bath to the child even it is five or six years old. Soap is hardly used to the child. But this is not found among the literate mothers.

4. Toilet training is very much high among the literate mothers who trained the child to use potties till 2 years and later in the toilet room for urination and elimination. But in case of illiterate women they toilet the baby accordingly to sign and symptoms ignoring the hygienic conditions. They usually allow the child to do urination or elimination on the open space.

5. Illiterate women do not follow the vaccination chart and usually missed as they are not aware of diseases that might harm the child. For medicine, they usually takes the help of quacks or wear amulets so that the child does not catch any evil eyes of Bogeyman or goblins. But literate women are very much aware regarding Immunization and vaccination and consult the physicians when the child is sick.

6. Co-sleeping is common among the literate and illiterate mothers but lullabies are common among the illiterate mothers when the child is about to sleep but this is not common among the literate mothers.

But the dissertation concludes that regarding vaccination, among the illiterate
mothers they are aware of this process due to media and free medicine and health check-up though some of them follow the old traditional practices.

**K.N. Seema and Khyrunnisa Begum** conducted a study on “Child Rearing Practices among Kurubas and Saliga Tribes from South India in 2008. The study includes four tribes namely Jeau Kuruba, Betta Kuruba, Kadu Kuruba and Soliga. It was found that mothers took care of the child while fathers were responsible for disciplining. Majority of parents commenced toilet training at 1-2 years of age. Most families believed in democratic and permissive methods for training. All fathers spent time playing and talking with children, while mothers narrated stories Allopathic and herbal medication was commonly used. The tribal seems to have undergone a radical change in their views and practices.

**Results and Discussion :**

* Poor sanitation, stagnant water, scattered garbage and open defecation were a common sight.

* Mothers shouldered major responsibility of the child care, like putting the child to bed, maintaining discipline.

* Fathers are responsible to discipline the child, while in few of the families grand mothers also shared these responsibilities.

* Siblings in-charge of taking care of their younger ones were found 22.2 percent families from one colony i.e. naganapura.

* Majority of mothers started their routine jobs in the first three months
after delivery, while a small percentage of women attended after one month.

Toilet training was considered as important in habit formation at age 1-2 years and mostly it is done outside home.

Most parents believed in explaining bowel and bladder control, a few parents abused children and others punished in extreme cases.

Time schedule for sleeping, playing and eating was regulated but children were given freedom.

Tribal families, although have less exposure to the modern knowledge about child care, have developed the practices from their experiences.

Tribal maintain healthy parent child relationship.

Allopathic and herbal medication was in common use. Application of witch craft as a remedy during sickness still existed.

It may be concluded that the tribal are also experiencing radical change in their views and practices. Although they continue to live in remote areas, urbanization has made an impact on their practices and livelihood, which also includes child rearing practices.

Prof. B.K. Medhi and Queenbala Marak studied “Child Rearing Practices among the Garo’s of Assam in Matrilineal context in 2010.”

The data have been incorporated from Garos of four neighbouring villages - Bakrapur, Daglapara, Kasumari and Nishangram in the plain areas of Goalpara district of Assam in the north-eastern part of India.
The focal points are the pattern of family life, old tradition on child rearing practices are handed down over generations. From the study it was viewed that social life revolve the female. The birth of a daughter is welcomed with great joy and merrymaking. Since all hopes are pinned on her as the inheritress and successor. But in case of a boy child though not enjoying the same position as the girl is not ill treated or neglected.

Next there is not set norms about the number of children a women should beget. The child is usually born in the material grandmother’s house. Breast feeding takes place almost immediately and continues for around two and half years or more unless weaning is advanced due to another expected child. The period of breast feeding among the Garo’s lies some what around the world wide average (Ember and Ember 1995:395).

The first wash of the baby is given by the grandmother or mid-wife. Only after two or three days is it given a proper bath in luke warm water. After the bath, it is wrapped in soft warm clothing and laid on mother’s bed. Grandmother keeps vigil on the infant. After the cord stuff falls off, the baby is massaged with warm mustard oil, bathed and warmly clothed. Eighty percent of the waking hours of the Garo infant is spent in the arms of the mother and from her the infant first learn to associate events with words and speech. Emotional attitudes are high among grandmother and mother’s sister in kissing and cuddling of children.

One commonly used method is praise by mother and onlookers when the child learns to walk or being tripped. Mild reproach and scolding takes place when a child fails to obey and show respect to elders, especially the mother’s
brother. To frighten stubborn children Bogeyman characters are used.

But according to the study again child rearing methods have undergone many changes in recent times. Educated mothers are now opting for fever children provide good education, properly nourished but the position of girl child always remain in the top-most, Prior grand mother, aunts and older siblings were baby sitters but now either the father or a paid baby sitters are employed. Garo parents are now aware of child immunization through Integrated Child Development Scheme and the state government have spread to interior village also.

Another book review was done in IJSW on child rearing in India. It focused on the following points:

1. In Indian families traditionally they value boys more than girls. In general, mothers have engaged physical contact with their children including breast feeding on demand, carrying children even when they walk, co-sleeping and baby massage.

2. Parents prefer not to isolate children through lot of solitary play.

3. Indian families believe in strict discipline.

An article published in The Assam Tribune, a daily newspaper on 3rd May, 2010. According to the article new research shows that new mothers need as much attention as their kids regarding depression among disadvantages mother in mediately after the birth of the child. If they are not treated properly, the child will face various behavioural problem. Maternal depression has been associated with health and development thus leads to poor child rearing practices whether it is physical, mental or emotional. Research carried out by Weitzman and her
colleagues at Yale University school of medicine shows that 45% of mothers screened positive for depression symptoms, 26% mild, 13% moderate and 6% severe. This might effect positive child rearing practices.

Dr. Benzamin Spock, author of “Baby and Child Care”, a pediatrician opined two of his ideas that appealed to the people both regarded as radical at that time were– demand feeding of the child and treating children with respect and dignity, instead of spanking.

2.3 Resume of the study:
Resume of the study conducted by previous researcher highlights the fact that child rearing practices is very important and plays an important role in the most formative years of a child’s life. It differs from family to family, society to society and country to country and is based an cultural, social, religious beliefs and practices in India and abroad. The findings have also revealed that child rearing practices had a great impact on the physical and emotional development of the child based on the following parameters - breast feeding, burping, weaving, solid food, bottle feeding, bathing, teething, toileting, cleanliness, medicine and vaccination, massage, clothing and sterilizing.

2.4 Statement of the Problem:
The research problem undertaken for the present study has been entitled as “A study on the child Rearing Practices” among the women of Nalbari District and its impact on the physical and emotional development of the
The study undertaken has made an endeavour to find the child rearing practices against different parameters and its impact on the physical and emotional development of the children belonging to the age group 0-6 years among the women of Nalbari district. The women includes both tribal (Literate, Illiterate, Working, Non-working) and non tribal (literate, illiterate, working, non-working) who belongs to the rural and town areas of Nalbari District.

2.5 Operational Definition

a) Emotional Development of the Children:

Emotions: Emotion is a distinct feeling or quality of consciousness such as joy or sadness, that reflects the personal significance of an emotion - arousing event. Emotions are central to the issues of human survival and adoption. They motivate the development of moral behaviour which lies at the very root of civilization. Therefore, emotion has been defined as a particular psychological state of feeling such as fear, anger, joy, sorrow, jealousy. It is a casual factor or influence in thought, actions, personalities and social relationship.

Emotions are powerful motive forces in life and behaviour. For success, efficiency and happiness the healthy development of emotions is no less important than the acquisition of knowledge and skill.

Infancy and childhood are the most formative periods of life and strong emotional experiences are likely to have lasting effects on habits and attitudes children. According to Gesell\textsuperscript{1} maturation has great influence on emotional development. According to him at the age of ten weeks, the infant does not display
any resentment even when kept in an enclosed surroundings. At thirty weeks, it begins to weep in order to show its opposition and dissatisfaction. Therefore with the increase in the knowledge of environment, social development and physical control, the child succeeds in the expression of emotional feelings.

The common emotional development of children are - loud noise, animals, darkrooms, being alone, strange persons.

From two to six years is the pick period of specific fears.

From 3 to 6 years fears are concentrated on fanciful, death and injury, supernatural, thunder, character from stories, movies.

Next is Anger where children respond with anger in minor physical discomforts, in bathing and dressing. Till one year their anger is impulsive called aggressin like hitting, biting, spitting, kicking, punching, pulling. Around two years language can also be added. In inhabited type they express by being sullen, threatening to run away.

Jealousy is another emotional development or behaviour. Jealousy may happen between the new born baby and the older baby as they fully neglected. Parental favoritism results in jealousy like.

Joy, pleasure and delight are expressed in motor activities like jumping, rolling on the floor, clapping hands. It depends on physical well being also. Babies express joy and delight such as cooing, babbling, creeping, walking, running and the like.

Affection is also an emotional reaction. A child has greater affection for
their mother, because mother is a constant companion to them and less disciplinarian. The child express warm regard, sympathy or helpfulness in physical or verbal form.

b) Physical Development of Children:

Physical development of children is a series of orderly progression of changes in the physical domain which takes place in height, weight, body proportion both internal and external. It also influences children’s behaviour directly and indirectly specially personal and social adjustment. Therefore good health and nutrition is important specially mother’s milk atleast for two years along with this immunisation and medication can help keep the child physically fit.

The weight of the baby per day increases thirty grams from birth to four months and later from 3-6 years onwards increase two Kg per year. Therefore, a child’s food should contain calorie, minerals, vitamins, fat, protein, carbohydrate.¹

Later the physical development starts with learning to walk, to take solid foods, to run, to jump, to play to eliminate under partial control. Sensory capacities² and number of bones increases during babyhood. Muscle fibres grow gradually due to high fat content of milk specially breast feeding by the mother.

Teething also develops from 4 months onward. Development of nervous system starts i.e. at birth brain weight is one-eight of the baby’s total weight. Cerebrum immature cells, present at birth continue to develop after birth. Sense organs like eye muscles are well enough coordinated to enable babies to see things clearly by the age three months. Hearing, smell, taste are well develop at
birth besides babies are also responsive to skin stimuli relating to touches pain, temperature.

c) Development :

Breakenridge et al. has defined “Development” in the following words: “Development can be defined as the emerging and expanding of capacities of the individual to provide progressively greater facility in functioning.” Every species whether animal or human follows a pattern of development peculiar to their species and the rate and limits of development are similar for all members of the species.

Child development is concerned with children’s physical, intellectual emotional and social roles. It puts more emphasis on the roles played by environment and experiences and help parents and teachers to plan activities and experiences for their children and to take proper care of them. The relatively helpless, unskilled, uncontrolled infant achieves the succession of development tasks by an orderly sequences of acquisitions. For example, the child who is born prematurely may lag behind in development for about a year but may catch up with the norms afterwards and follow the same pattern as other children.

The entire period of human development is divided in the following stages.

a) Pre-natal period – from conception to birth

b) Neo-natal stage – from birth to 2 weeks.

c) Infancy – from 2 weeks to one year.

d) Babyhood – from one year to 2 years.
e) Childhood – 2 to 12 years.

f) Adolescence – from 13 to 19 years.

g) Adulthood – from 19 years onwards.

In all phases of development, whether motor or mental, the child’s responses are of a general nature before they become specific. In both pre-natal and post-natal development general activity proceeds specific ones.

The goal of development changes in self realization or the achievement of genetic potentials. It implies both quantitative and qualitative changes.

Therefore, it is an accepted fact that the early years of life basically are critical in child’s development.

d) Child Rearing:

Tradition also favours the influence of mothers on children since “Child Rearing” in our culture is generally recognised as primarily the mothers privilege and responsibility. Parents rear their sons and daughters in essentially the same ways they were reared by their parents. They were rewarded with affection and privilege. Similar behaviours punish with rejection and threats the same kinds of misbehaviour for which they were chastised. Therefore the mother is the most significant person during the early formative years of child’s life. From birth to five or six years a child is very much dependent on his/her mother. The attention a child receives during these years is irreplaceable. Therefore, for a mother “Child Rearing” becomes important to know how to make a child healthy, what cares
are needed during feeding, bathing, dressing, and immunizing, how his physical and emotional development could be gained in a better way. Such a child always remain a loving one and every mother wants to have such a child who is healthy, happy and active and attributes like physical, mental, emotional, physiological and psychological which make him positive in outlook.

e) Child Rearing Practices:

Accordingly to Elizabeth Hurlock, child rearing practices are the product of ideas, beliefs and attitudes prevalent among different groups on how to bring up children through child training and parental care. The goal of all child rearing is to develop the capacity for adjustment to the traditional roles prescribe by the culture group to which the child’s family belong. Therefore, child rearing practice is very important and plays an important role in the most formative years of a child’s life. It is a process by which the child gains the knowledge and skill needed to function successfully in adult life. The child is always viewed as a dynamic and growing organism.

Child Rearing Practices differ from society to society, from country to country and from nation to nation. It depends on different parameters like Breast feeding, weaning, burping toilet training, starting of solid food, sleeping patterns, medicine and vaccination, cleanliness, teething, clothing, bottle feeding, massage, sterilizing and the like. These parameters depend on custom, tradition, methods, religion besides family and their background. Many parents follow the traditional child rearing practices which have some advantages for the all round development of
the child. But due to the advancement of science and technological, parents follow the modern practices. Besides the Child Rearing Practices also effects on mothers who are working and non-working as well as literate and illiterate. Prior due to joint family system, a child was reared and helped by other family members specially grandmothers and midwives (known as Dhai ma in India) but now due to nuclear family the rearing of the child basically depends on the mother and at times by the father and the maid servant.

If we go back to our early ancestral history we can clearly site the affectionate child rearing practices in Vedic ages. In Vishnu Puran (An epic in Indian religion) Lord Krishna though born to Mother Daiboki was reared by Mother Yasoda who showered love affection to the small baby. Mother Yasada was very particular is breast feeding the small baby on demand and cuddled Krishna singing lullabies when the Lord sleeps, reciting stories of bogeyman, and witches. Also the epic writes on punishment to the Lord at the age of 1 year by tying him with a rope for stealing Dahi (Yogart, prepared from milk) thus maintaining the discipline of the child.

Besides that another saint baby Bhakta Prahlad though born in Ashura (Demonic culture) family of Father Hiranya Kashipur (as stated in Vishnu Puran) was reared by a mother who was very pious and religious, gave Prahlad enough will power to fight spiritually against the evil and destructive nature of the Demonic society. Prahlad was given full emotional, mental religious and spiritual support at the tender age by his mother through the religious teaching by Narada (The saint God and follower of Lord Vishnu) when she was carrying the baby on
her womb. So child rearing practices basically depends on the mother who on the other hand should be physically, emotionally and mentally fit in giving birth to the child as she plays the central role in nurturing the baby. God has bestowed her power that, inspite of many obstacles comes through her way, she keeps a special part to rear her child without any hesitation.

2.6 Need and Significance of the Study:

Child rearing practices is very important and plays an important role in the most formative years of a child’s life. It is a process by which the child gains the knowledge and skill needed to function successfully in adult life.

A significant thing to note is that, basically parameters like breast feeding, weaning, burping, bottle feeding, solid food, toileting, teething, clothing, massage, medicine and vaccination, cleanliness, clothing, bathing and sterilization have an impact on two aspects - physical and emotional development of the child besides mental and social aspects.

But if the child rearing is not done in a proper way, it might hamper the child’s further development. Studies also show that patterns of family life, old tradition on child rearing practices are handed down over generations (Prof. B.K. Medhi and Queenbala Mark 2010). It shows that among the Garo’s of North-East India birth of a daughter is welcomed with great joy and merrymaking since all hopes are pinned on her as the inheritress and successor which is not same as a boy child. Thus rearing differs between a boy and a girl.
But in Indian families, traditionally they value boys more than girls. In general, mothers have engaged physical contact with their children including breast feeding on demand, carrying children even when they walk, co-sleeping and baby massage.

**Roseu, Dominica (2006)** studied about fathering and mothering roles in Caribbean, on culture differences, in parenting practices, social and emotional development within the family. It is found that for emotional development play is one of the important factor which they learn in the family environment as well, as it helps them in the physical development also.

Therefore, for a mother, ‘Child Rearing’ becomes important to know how to make a child healthy, what cares are needed during feeding, bathing, dressing and immunizing, how his physical and emotional development could be gained in a better way. Such a child always remain a loving one and every mother wants to have a child who is healthy, happy and active and attributes like physical, mental, emotional, physiological and psychological make him positive in outlook.

Different types of child rearing are practiced by different families which either give a positive or a negative result. Therefore, there is an urgent need to study the various practices in regards to child rearing taking different parameters and its impact on various development basically physical and emotional besides mental, social psychological and the like. Various studies on Child Rearing practices have been done but there is hardly any references available on the study of the child and its impact on the physical and emotional development. Therefore, the investigator feels that there is a need to explore the problem and conduct
research on child rearing practices among the women of Nalbari district which comprises of tribal and non tribal and make an in-depth study on the impact of physical and emotional development of children.

The rational for such an inquiry is warranted because of the need to generate new knowledge and to expand upon the existing knowledge.

2.7 Objectives:

Keeping in mind the rationale and resume of the studies conducted by the previous researchers the following objectives were framed -

1) To study the child rearing practices among the women of Nalbari district and to find out its impact on the physical development of children.

2) To study the child rearing practices among the women of Nalbari district and to find out its impact on the emotional development of children.

3) To make a comparative study on child rearing practices among the tribal and non-tribal mothers.

4) To find out gender differentiated child rearing beliefs and practices.

5) To study the child rearing practice among working and non-working mothers.

2.8 Hypotheses:

In the light of the objectives mentioned above, the following hypotheses were formulated -
1) There is a close relationship between the child rearing practices and children’s physical development.

2) There is a close relationship between the child rearing practices and children’s emotional development.

3) The child rearing practices of tribal mothers differ from that of non-tribal mothers.

4) Child rearing beliefs and practices is related to gender differentiation.

5) In child rearing practices working mothers differ from that of non-working mothers.

2.9 Delimitation of the study:

1. The first limitation relates to the age group of children taken in this study; the age group 0-6 years is considered in this study because the investigator felt that this period can give a better picture of physical and emotional developments, as it is formative period of the child and the child rearing practices are most dependent on the mother during this period.

2. In the second limitation only two aspects of development are taken i.e. the physical and emotional development of children of the 300 women sample (mother) comprising 150 tribal and 150 non-tribal women. Nalbari district has been taken in this research project because people of different religions, tribes and communities inhabit in this district.