CHAPTER 7

SUMMARY
CHAPTER-SEVEN

SUMMARY

INTRODUCTION

The future of any country is dependent on healthy growth and development of children. “The children of today are the future of tomorrow; this powerful statement assumes special significance in context as children (0-14 years) comprise one-third of the total population in the country. Every child, on provision of a conducive and enabling environment, may blossom into an ever fragrant flower to shine in all sphere of life. This reminds us of the onerous responsibility that we have to mold and shape their present conditions in the best possible way” (Anant, 2012). Thus, enabling all children to realize their full creative potential is critical for sustaining India’s economic growth and accelerating human development. Hence, it is very important to pay adequate and proper attention to the child-rearing practices.

Child-rearing is one of the most critical responsibilities held by the adult population in any society to assist the next generation to grow and develop, to become able bodies, healthy and responsible citizens of the society, they live in. Child-rearing practices have long-term effects on the development of the children. Children reared in different cultural groups indicate clear differences in development even though they tend to fall in the normal range of development for human-beings. Proper child rearing is very important since it influences their growth and development. Child-rearing is the process which deals with taking care in raising children. If it is not done properly due to poverty and ignorance, it may result into innumerable problems for the family and the society. Child-rearing practices are related to child’s upbringing and it is imperative for every parent to give proper attention to it since it affects a child’s adequate growth and development.
“Many psychologists believe that the first six years of a person’s life are the most important. They emphasize the effect of physical conditions and cultural pattern of home on the type of attitudes and the behaviour which are being developed in the child. The manner in which parents satisfy child’s needs, their attitudes towards him, and the environment also influence their behavior. Gradually, the child learns to react in more or less to the patterns of behavior that are peculiar to the culture into which he has been born. Several studies have been made of the effects upon the child of the culture in which he is reared. The differences that exist in behavior of children reared in different cultures seem to be the result of the culture themselves rather than of the native constitution of the individuals. Both biological inheritance and acculturation exerts a potent influence upon an individual’s integrated personality. The kind of personality an individual eventually acquires is rooted in the ways in which he develops physically, mentally, emotionally, and socially during the childhood (Crow & Crow, 1956).”

The first group in the experience of a child is his mother. Mother occupies key role in child-rearing practices. She represents the whole world to her infant. She has a major role in rearing children. She along with other family members provides proper environment for the proper growth and development of children. Mother is the most important person in a baby’s life for both his/her physical as well as his/her psychological care and growth. The relationship of mother with infant is the most important for the child. From the very first moment of life, a child begins interacting with his/her mother. Thus, mother’s health, her education, her beliefs and attitudes regarding child-rearing are important milestones on the road of child’s health right from the pregnancy period. She is required to play the main role in his physical, emotional, social, and intellectual development.

Naseem (1991) studied “cross-cultural childrearing practices and their effects on the personality development of children reared in Peshawar (Pakistan) and Nairobi (Kenya). The main differences in child-rearing techniques were studied. The
result revealed that Kenyan mothers preferred breast-feeding more as compared to Pakistani mothers. Bottle feeding, on the other hand, was less preferred by Kenyan mothers as compared to Pakistani mothers. In both the cultural groups, a higher percentage of mothers belonging to joint family system preferred bottle feeding in contrast to nuclear family system. They also found that Pakistani mothers wean and toilet trains their children earlier as compared to Kenyan mothers.”

According to Silverstein (1991), “growing children should be provided opportunities for realization of his potentialities with love and affection, socially acceptable behavior such as toilet training, eating, sleeping and social etiquettes are taught at an early age as soon as child starts comprehending few verbal expressions.”

The children are born and live in society which is an organized collectivity of interacting people having their own culture. The culture of society also influences their development. The infant is introduced to culture by the way his mother feeds, weans, and manages, his toilet training and takes care of him etc.. In other words, the culture acquired during infancy may have long enduring effects upon individual.

It is commonly observed that the majority of the infants and young children in the country do not receive the required rich environment and stimulation at home for the natural growth and development which may be due to ignorance and poverty. The farm-women are facing many problems due to which they tend to take very little care of their little ones. Parents, particularly in rural areas, are often ignorant about appropriate child-rearing practices. There exists a gap between ‘what is’ and ‘what should be’. Hence, it becomes imperative to identify these gaps, particularly related to mother-care during pregnancy, breast-feeding, child feeding, weaning, health care, toilet training, and education, etc.. Even before the child is conceived, if the parents take care of their health, it enhances the chances of conception and of conceiving a healthy normal child. In case the mother is in poor health and the fetus is unlikely to survive, nature will initiate a miscarriage. So taking care of their own health even before conception is an important contribution of the parents towards the health of
their prospective child. It has been observed that the majority of pregnant women in our country are anaemic and it is one of major factors responsible for maternal morbidity, mortality and low birth weight. Mothers’ care and their well nourishment are very important during pregnancy and lactation.

“Lactation is the crucial period during which the mother supplies the essential nutrients to help the infant to tide through the initial difficult period of life during which growth and development proceed at an accelerated pace. The success of lactation as well as the proper growth and development of the infant depends entirely on the type of diet consumed by the women during pregnancy and lactation. The diet consumed by most of the lactating mothers in our country is very poor. The diet of lactating women should contain higher amount of cereals, pulses, leafy vegetables and other vegetables and should be rich in protein, iron, vitamin C, Vitamin A, riboflavin and niacin so as to meet the additional requirements of these nutrients during lactation (Gupta et al., 1996).”

Modern science and technology has not been able to produce a better food for young infants than mother’s milk. Breast-feeding is the best way to satisfy the nutritional and psychological needs of the baby. As per the WHO recommendations, “a child should be breast-fed exclusively up to the age of six months of life and continued breast-feeding with the addition of complementary feeding for up to 2 years of age” (WHO, 2004).

“The gradual introduction of solid food, known as the ‘weaning process (or complementary feeding), is essential to provide for the increasing nutritional requirements of infants during first year. The weaning period, when breast-feeding is replaced with other foods is most critical in an infant’s life in terms of vulnerability to malnutrition (WHO, 1979).” At the age of 4-6 months, breast-milk is not enough to solely provide for the nutritional need of the infants ideally, an infant should be exclusively breast-fed for 6 months and then additional foods gradually be introduced into the diet.
“Nutrition constitutes the foundation for human development. There can be no doubt that improvement in the nutritional status of both children and adults must have high priority in any strategy for human development. India still faces major challenges of high levels of under-nutrition in children. The consequences of malnutrition are severe and include stunted growth, anaemia, and decreased learning capacity and weakened immune system in our children. For proper growth and development of children, it is crucial to pay adequate attention to their feeding. Poor diets may result in growth retardation as well as susceptibility to many diseases like malaria, meningitis, pneumonia, and diarrhea etc.. Strong evidence exists that poor growth is associated with delayed mental development and that there is a relationship between impaired growth status and poor school performance and reduced intellectual achievements. Growth retardation in early childhood is also associated with significant functional impairment in adult life and reduced work capacity (WHO, 2000).” Parents’ decisions and actions greatly determine the child’s feeding environment. When children are very young, they learn how to eat, when to eat, what foods to eat, and how much of food to eat. Here the role of mother is very important and also of other family members. The choice of proper and nutritious food is very important.

The proper training to young child, to control defecation and urination so as to release them at proper place and time plays an important role in child-rearing practices. Parents should be very aware about the age at which the toilet training must be started because of some of the parents start toilet training before the right time. According to McGraw (1940) “right age of toilet training is one year because the child’s nervous system develops at this age and the control on bladders and bowl is better.” The ideal age for the toilet training, recommended by different experts, is towards the end of 1 year. Toilet training to a child must be given only by the mother rather than by the other family members because it starts at the age when breast-feeding is stopped and weaning starts. The child must be trained with love and care.
Play is an important activity for the development of the children. According to the experts parents (both father and mother) should be conscious that appropriate toys must be given to a child according to his age, as the child grows up he/she must be trained to keep the toys at proper place with love and affection rather than scolding or diverting the attention of the child. Mother should be concerned herself in play of the child for cognitive and motor development of a child and when a child plays she should keep attention on his/her activity.

Hygiene is a habit that needs to be inculcated in children at an early age. It is important for the parents to spent time with young children and to teach them regarding the positive health habits. It should be included in their daily routine which is essential to protect them from a lot of illness. Good hygiene means not only washing hands but also include washing rest of the body. It also includes taking care when the child is eating food.

Mothers are the main child-care provider, they nourish, dress, clean, stimulate and provide immediate response to the needs of children. Monitoring of children’s physical development and immunization are few preventive health infection and disorders. Children are the most susceptible to hygiene-related disorders like infections, skin rashes, wounds etc. It is necessary to teach them about what to avoid. It also becomes necessary to prevent them from eating roadside foods. Such stalls are the main causes of stomach disorder and waterborne diseases.

Clothing and dressing play important roles in children’s learning and development. During infancy period the skin of the child is soft so that his/her dressing material must be soft and of cotton fabric. At time of choosing the clothes, safety, the comfort, and well-being of a child must be kept in mind. It is also important that children should not be over dressed or under dressed and clothes should suit the temperature.

Every mother wants to make sure that her child gets a good education. It is an important part of child rearing. Mother has the potential to play the most important
role of educator in a child’s early life and as child gets older she is still at the heart of
her child’s education. The earliest years of a child’s life are the key in predicting
ultimate success in school and life. Recent research findings pointing to the
importance of the first three years in brain development have serious implications for
education. These early learning experiences are crucial determining factors for
emotional and intellectual development and will ultimately affect how a child will
perform in school.

“Clinical psychologists are convinced that the emotional problems
responsible for the psychotic behavior in adults can in most cases be traced to early
childhood experiences. Faulty parent-child relations, for example, are frequently
found to underlie the appearance of psychotic patterns in later life. Just as genetic
factors can predispose an individual biologically, so environmental factors such as
parental rejection or over-protection, excessive or inconsistent discipline, or
extreme insecurity can predispose him psychologically to mental illness in
adulthood (Ruch, 1970).”

It is never too early to train the child how to stand on his own feet. Every
parent wants his child to become independent and self-reliant. During the early years
of development, as infants, they rely on parents for nourishment, cleaning and
mobility. As they grow, they try to become more independent in these basic areas of
living, but still they require protection, love, support and guidance.

The child-rearing practices followed by tribal women differ in some respects
if compared with women living in non-tribal areas. If the rural mothers are not
following the proper and recommended child-rearing practices, one has to discover
the reasons for such action. This may be due to lack of awareness about the proper
child nutrition and care, negative attitude towards the recommended practices, lack
of motivation, conservative attitude, dominance of mother-in-law or old woman, lack
of resources with them, etc..
Children go through distinct periods of development as they move from infants to young adults. Havighurst (1967) points out that “at each life period, people are confronted by certain developmental tasks, the tasks the individual must learn. A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society and difficulty with later tasks. There is some evidence, from a few cases on record of children who were denied human relationship during first few years of life and therefore did not learn to talk, that the task of learning to talk is extremely difficult and may never be accomplished well if it is not achieved in the second year of life. This is the crucial period for this particular task.”

“Gender differences in cognitive, social, and personal characteristics have been investigated since the early 1900s. Research has identified differences in several specific cognitive skills as well as in a range of social and personal characteristics. Some differences are apparent from infancy; others do not emerge until late childhood or adolescence. Interestingly in several skills the differences between boys and girls have shrunk over the past two decades. This indicates that socialization and differential experiences play roles in gender difference (Cook & Cook, 2009).”

**STATEMENT OF PROBLEM**

The present investigation was indented to explore certain determinants of child-rearing practices of farm-women of Chhattisgarh.

1. The first problem of the present research was whether tribal and non-tribal farm-women in Chhattisgarh differed in regard to child-rearing practices?

   It was expected that there would be genuine differences between tribal and non-tribal farm-women in regard to child-rearing practices.
2. The second problem of the present research was whether age of children played any role in child-rearing practices adopted by their mothers.

It was hypothesized that child-rearing practices adopted by mothers would vary according to age of children.

3. The last problem of the present research pertained to existence of gender discrimination in child-rearing practices adopted by tribal and non-tribal farm-women in Chhattisgarh.

It was hypothesized that there would be genuine discrimination in rearing practices adopted by tribal and non-tribal farm-women in Chhattisgarh for two gender groups of children.

**METHODOLOGY**

**SAMPLE**

Stratified random sampling technique was adopted in the present research. To select the sample for the present investigation, initially two districts of Chhattisgarh were selected randomly from total 27 districts. In the next step 2 blocks were selected randomly from both the districts. Further 5 villages were selected randomly from each of the block and 15 farm women were selected incidentally from each village. The final sample was comprised of 300 farm-women out of which 150 farm-women belonged to tribal area and 150 farm-women belong to non-tribal area of Chhattisgarh.

**TOOL OF THE STUDY**

Child-rearing Practice Questionnaire (CRPQ) (Verma et al., 2012) was used to seek informations about child-rearing practices adopted by farm-women in Chhattisgarh.
RESEARCH DESIGN & PROCEDURE

Two randomized-group research design was used to study the impact of habitat i.e., tribal and non-tribal, on child-rearing practices adopted by Chhattisgarh farm-women, where in 150 farm-women were studied from tribal area and 150 farm-women were studied from non-tribal area of Chhattisgarh region.

Firstly, a list of all the 27 districts of Chhattisgarh state had been prepared. Out of these 13 were tribal districts and 14 were non-tribal districts. Bastar district was selected randomly from the districts of tribal area while Raipur was selected from non-tribal districts on random basis.

Secondly, two blocks out of total 7 blocks in Bastar (Tribal area) district were selected randomly. These blocks were Bakawand and Bastanar. Similarly, two blocks i.e., Arang and Dharsiwa, were selected randomly from the total 4 blocks of Raipur district (Non-tribal area).

Thirdly, 5 villages were selected randomly from each block of tribal and non-tribal areas.

Lastly, 15 farm-women were selected incidentally from each village as the final sample for the study. In this way, 75 farm-women were selected from each block and thus 150 farm women were selected from both of the habitat areas i.e., tribal and non-tribal areas. These finally selected 300 farm-women were contacted personally and informations pertaining to child-rearing practices were obtained with the help of Child-rearing Practice Questionnaire (CRPQ). This process was completed with the help of Anganbadi workers.

RESULT AND DISCUSSION

The data were analyzed with the help of Chi-square statistic. The findings in regard to impact of habitat (tribal & non-tribal) and role of age on 12 dimensions of child-rearing practices and in regard to gender discrimination are summarized here below.
IMPACT OF HABITAT

In regard to impact of habitat on practices related to mother-care during pregnancy period, it was found that significantly higher percentage of non-tribal farm-women adopted good practices for mother-care during pregnancy than tribal farm-women.

In regard to impact of habitat on practices related to mother-care during lactation period it was found that tribal and non-tribal farm-women did not differ truly. Though non-tribal farm-women showed tendency of better practices of mother-care during lactation, the difference was not considerable.

In regard to impact of habitat on practices related to breast-feeding, it was found that tribal and non-tribal farm-women did not differ truly. Though non-tribal farm-women showed tendency of better practices of breastfeeding, the difference was not considerable.

In regard to impact of habitat on practices related to weaning, it was found that tribal and non-tribal farm-women did not differ truly. Though tribal farm-women showed marginal tendency of better practices of weaning, the difference was not considerable.

In regard to impact of habitat on practices related to feeding, it was found that tribal and non-tribal farm-women did not differ truly. Though tribal farm-women showed tendency of better practices of feeding, the difference was not considerable.

In regard to impact of habitat on practices related to toilet training, it was found that significantly higher percentage of non-tribal farm-women adopted good practices for toilet training than tribal farm-women.

In regard to impact of habitat on practices related to play, it was found that significantly higher percentage of non-tribal farm-women adopted good practices for play activities of their children, in comparison to tribal farm-women.
In regard to impact of habitat on practices related to health care and hygiene, it was found that significantly higher percentage of non-tribal farm-women adopted better practices for health care and hygiene than tribal farm-women.

In regard to impact of habitat on practices related to clothing, it was found that tribal and non-tribal farm-women did not differ truly. Though tribal farm-women showed tendency of better practices of clothing, the difference was not considerable that is, farm-women of both the areas were adopting similar clothing practices leading to no difference state in this regard.

In regard to impact of habitat on practices related to education, it was found that significantly higher percentage of non-tribal farm-women adopted better practices for education in comparison to tribal farm-women.

In regard to impact of habitat on practices related to nurturance of emotions, it was found that significantly higher percentage of non-tribal farm-women adopted better practices for nurturance of emotions than tribal farm-women.

In regard to impact of habitat on practices related to independence training, it was found that tribal and non-tribal farm-women did not differ truly. Though non-tribal farm-women showed tendency of better practices of independence training, the difference was not considerable, that is farm-women of both the areas were adopting similar independence training practices leading to no difference state in this regard.

**ROLE OF AGE**

**Feeding Dimension**

It was observed that significantly larger number of farm-women maintained good child-rearing practices for children aging 0-3 years.

It was found that significantly larger number of farm-women maintained good child-rearing practices for children aging 4-6 years.
It was observed that very low number of farm-women maintained good child-rearing practices for children aging 7-9 years, while no one could be categorized into poor child-rearing practice group. A very large number of women were at classification point i.e., at median.

**Health Care and Hygiene Dimension**

It was revealed that significantly larger number of farm-women maintained good child-rearing practices for children aging 0-3 years.

It was observed that significantly larger number of farm-women maintained good child-rearing practices for children aging 4-6 years.

It was found that significantly larger number of farm-women maintained good child-rearing practices for children aging 7-9 years.

**Education Dimension**

It was revealed that significantly larger number of farm-women maintained good child-rearing practices for children aging 0-3 years.

It was observed that significantly larger number of farm-women maintained good child-rearing practices for children aging 4-6 years.

It was found that significantly larger number of farm-women maintained good child-rearing practices for children aging 7-9 years.

**Play Dimension**

It was found that significantly larger number of farm-women maintained good child-rearing practices for children aging 4-6 years.

It was observed that significantly larger number of farm-women maintained good child-rearing practices for children aging 7-9 years.
Gender Discrimination

It had been observed that considerably higher percentage of farm-women adopted low gender discrimination practices in rearing children aging 0-3, 4-6, and 7-9 years.

It too had been observed that low gender discrimination practices were prevailing among non-tribal farm-women as compared to tribal farm-women i.e., tribal farm-women were comparatively more gender biased in rearing their children in favour of boys.