An Analytical Review of Cross Cultural Child-Rearing and Care Practices: A Special Reference to India

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Abstract

Child-rearing is an individualist, social and cultural process. This paper proposes that Child-Rearing has invariable characteristics and huge diversity. It has been considered that cultural perspective may contribute to the understanding of such multiple forms of child-rearing. The present paper provides an analytical account of dominant factors of child-rearing and caring. The factors selection is done by reviewing the articles which have either more than 50 Google scholar citations or are indexed in top-class journals. It also aims to ascertain whether or not Indian child-rearing intrinsically has something different in its practices and which child-rearing patterns are global and common among all the countries. This article took majorly dominating factors in the area of child-rearing and provided a qualitative comparative account of India especially in relation to the world. Some factors are individualistic as parental attitude and the parent-child relationship. But the study found that corporal punishments, socialization and cultural factors have a strong impact on child-rearing. Altogether these factors affect the cognitive skills of children. The study will give a critical overview of child-rearing patterns in India and across the globe, which would be helpful for policymakers to create new policies and act accordingly.

Keywords: Child-Rearing, Parental attitude, Socialization, Corporal Punishments, Cognitive skills

Introduction

Child-Rearing and caring is a special essence of life not only for parents but also for the child. Child-Rearing refers to the process of bringing up a child or children (Merriam Webster dictionary) and it is the process of supporting and enhancing the physical, psychological, social, and cognitive development of a child from infancy to adulthood (Jane B. Brooks, 2012). If we look into the developmental process of a child, it is clearly reflected that a child has its' unique pattern of growth which depicts inputs from various social constituents like parental care, child-rearing practices, family environment, and cultural influences, etc. Therefore these factors play vital roles in the early years of a child. Child-Rearing and parental care is a common discourse despite all socio-cultural diversities, nevertheless, its practices and the patterns may vary culturally and geographically (Bornstein, M. H., 2012 and Ferrari, A. M., 2002). These are the variations that make parenting so diverse in nature. Parental background, their social involvement, their own experiences, their attitude towards parenting, family structure, and the number of family members involved in the child-rearing process are the major essence of parenting, which makes it more unique and crucial (Britto et.al.,2017).

To train our child for a better tomorrow it is much needed to take care of their smallest requirement for developing responsible human qualities (Music, G.,2016). These requirements can be psychological, physiological, comprehensive developmental and even specific cultural too. When it comes to behavioural aspects mothers' behaviour is quite predictive for the child while rearing them (Ferrari, A. M., 2002). Indian culture and traditions are very much diverse, rooted in a value system. Indian joint family system brought up a child in such an environment where that child learns to value people and relations, along with physical growth, inculcating humanitarian values is more significant. Indian parents instil in their children a strong sense that the

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responsibilities laid upon them are of prime importance for family and the community to correctly function. Children are taught that their decisions and actions will have an impact on the entire family and community (Rose et.al., 2003).

Parents in India exhibit variations based on a variety of factors including region, religion, family size, parental background, educational level, and their own personality, etc. (Garg, R. et.al., 2005). Everywhere parenting style is considered to be taken from the way they were parented. However, some modifications according to the parental beliefs, attitude, time and requirements may be seen (DeGarmo et.al., 2008). In 2011, Mahoney, G., & Nam, S. identified two fundamental entities that play a crucial role in child development over a long time. These are (1) recognizing the specific skill set and competencies that a child holds in aiming to achieve required objectives and (2) applicability of inference derivation processes. Both of these are found in Indian child-rearing.

In Hindu mythologies, parenting is very well depicted i.e. Ram and his brothers' upbringing by Ramayana, Krishnas' upbringing by Krishna Leela. Not only that but, Chanakya (of antiquity) a great Indian philosopher, administrator. and economist said, "Treat your kid like a darling for five years. For the next five years discipline them. By the time they turn sixteen, treat them like a friend. Your grown-up children are your best friends (Gupta, A.,2006). Fostering relationships and associations with their social and family acquaintances is one of the major qualities (MacPhee et.al.,1996). Indian parents support their kids emotionally in the best possible way. Indian parents cherish a selfless attitude towards their children. Most of the Indian parents sacrifice their lives in some or other ways to devote themselves to the betterment of their child. Indian mothers let go of their dreams and passion in the interest of caring for their kids now whilst also to prepare for their children's future. Fathers often compromise in their dreams, desires and careers to ensure the well-being of their kids. Love and trust are things that Indian parents mostly possess (Chen, Y., & Li, H. 2009 and Greenberg, M. T., & Harris, A. R.,2012). This factor makes them the best friends of their children. Of the two parental figures, Indian mothers are usually the best friends of their children. However, daughters typically love to share their secrets with their fathers.

Indian parents, amidst their busy schedule, try to give maximum quality time to their children (Craig, L, 2006). Indian parents spend a lot of time with their children, especially mothers. In rural India, mothers are usually housewives who take care of children all the time (Fingerman et. al.,2009). Along with this, there is a direct relationship between parents' reactions and daily life routines with the development of a child. A child with a kind, warm, and more responsive parent has a higher probability to be developed optimally (Brody, G. et.al.,1986). Brody et.al has also proposed that the mother's cooperative and mature behaviour with the child encourages him or her to be conscious of moral values and learn lessons of such values. A study found, in the case of siblings, the maternal child-rearing practices have a strong relationship with the elder's child behaviour (Holden, G. W. 2019&Brody, G. H. et.al.,1986). Every aspect covers the necessary domains of a child's growth, Cognitive skills and social skills (Holden, G. W., &Buck, M. J., 2002). Tudge, J. (2008), and Ho, D. Y., & Kang, T. K (1984) in their study shows that the child-rearing values, though a reflection of our culture, are not universal. And they are vulnerable to generational changes.

It has also been seen that physical punishments given to the children by mothers are more common than the father. Demographic variability has a more predictive association with parents' behavioural attitudes than cultural and other controlling factors (Kvist et. Al. 2020&Ferrari, A. M., 2002). Also, the parental punishment-based behaviour with their child depends upon whether the parents were treated similarly in their childhood. This is observed in the phenomenon of intergenerational transmission, a usual occurrence as parents have themselves gone through only one particular form of parenting. That is why parental training or orientation plays a vital role (Ferrari, A. M., 2002 & Eron, L. D et.at.,1961).   Parents try to raise their kids to become well behaved and socially acceptable adults. The most widely required factor of child-rearing is the nurturing of the child. Child-rearing practices are of two fundamentals patterns: Individualistic and Collectivist. Individualistic child-rearing practices support self-sufficiency and collective practices encourage more social skills (Leo-Rhynie, E.,1997). India has a collective feature of child-rearing (Kim, U. E. et.al.,1994). Diversity and heterogeneity are the salient features of the social aspect of India. There, the family is the major factor that has a definitive influence on every member of the family (Crippen, C., & Brew, L, 2007). The family is considered the nucleus of all social interactions and the children are raised up in this social setting. The family has a major priority, which determines the style and pattern of child-rearing. A large majority of families in India have a joint structure, the child-rearing practice of every kid takes on collective hues. (Mukherji, J.,2005 and Inman, A. G. et.al., (2007).

Several types of research mentioned above have tried to investigate factors based on geographical, contextual and some other factors. None of them tried to compare two environments for child-rearing. This study is bridging the same research gap by identifying the factors that can affect Child-Rearing comparing Indian and global scenarios for these factors.
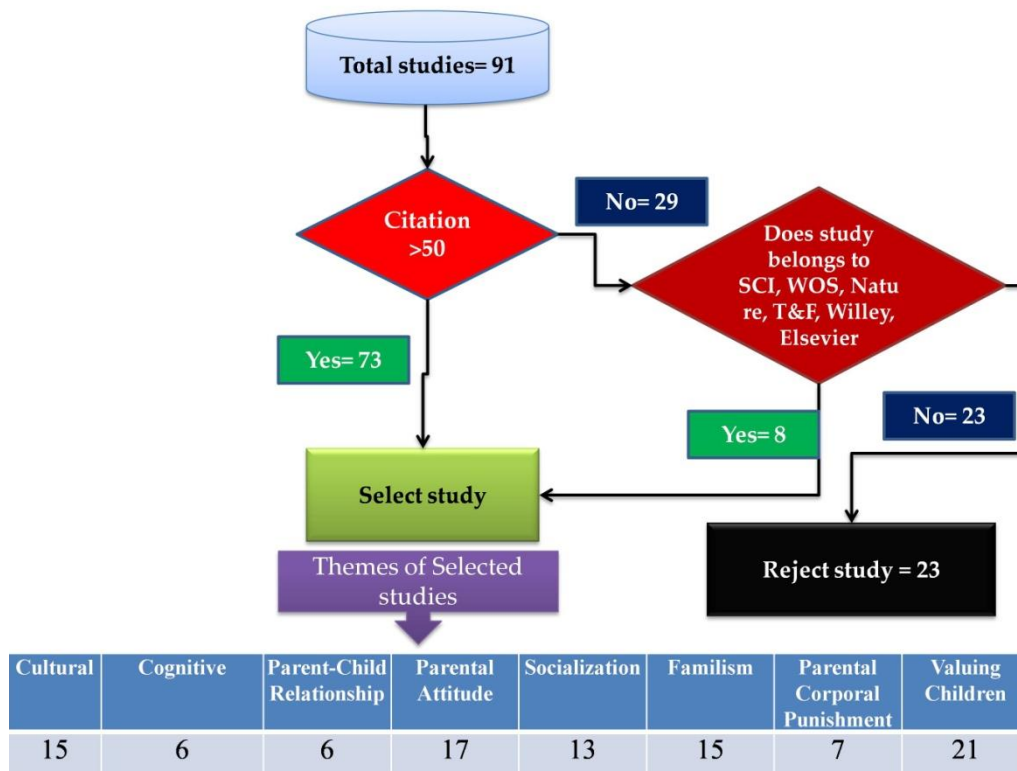
Research Design and Methods

In the present paper meta-analysis of various researches has been done to take out the trending factors in the area of child-rearing practices that were studied in regards to Indian cultural settings. Here, Ninety-eight pieces of research were studied before reaching the conclusive remarks. This study had the following criterion for the selection of studies.

Criteria of Study Selection

The studies were explored to conduct analytical research. The criteria for the study selection were either the study should have more than 50 Google scholar citations or it should be published by publishers indexed in Scimago or Elsevier, Nature or Wiley library, or Taylor & Francis. The criteria were not arbitrary as these publishers have a greater impact, and publish quality works. Thus it is obvious that the selected study had a good impact value. Figure 1, gives an explanation about the studies selected for research and also the total number of filtered studies on several levels. As one can see, a total of 98 studies were picked for analysis by using keywords search methods. The benchmark keywords can be found in set Kw.

Kw = {*Child-Rearing, child development, Child-Rearing practices, child caring, Child-Rearing in India, childhood abuse, child punishment, Child-Rearing and culture, Child-Rearing and demographic factors, problems in Child-Rearing, factors affecting Child-Rearing*} depicts the process of study selection.

Figure 1: Literature selection process

| Cultural	Cognitive	Parent-Child Relationship	Parental Attitude	Socialization	Familism	Parental Corporal Punishment	Valuing Children
15	6	6	17	13	15	7	21

Based on these keywords, authors gathered 98 studies from different sources and research portals. These studies were checked for the Google citations the selection was confirmed if

Condition 1.   Google Scholar Citation of Study > 50

Once we had tested all the studies for the citation we found 69 studies acceptable and the remaining 29 went for next condition checking. In the next level, a study was accepted for research if

Condition 2.   Study is published by a publisher indexed in Scimago or Elsevier, Nature or Wiley library, or Taylor & Francis

Figure 2: Theme-wise number of studies
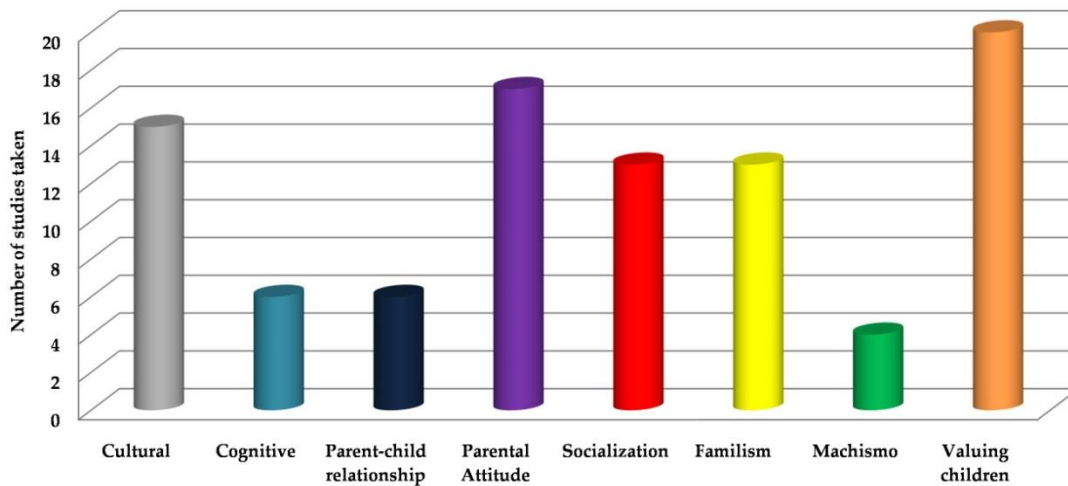
After checking the second condition authors found 6 studies are accepted from condition 2. Thus total studies used for fact-finding and conducting research are the sum of studies selected after condition 1 and studies selected after condition 2. Hence the total numbers of literature selected for review are 75 from, 8 distinct themes (figure 2), and 23 studies rejected.

Reviews for Factors' Identification

From the selected studies, authors had gone through the abstract, results, and conclusion. On the basis of these conclusive sections, the authors gave a theme to the selected studies. The themes are basically influenced by factors that heavily affect child-rearing such as cultural, demographic, parental, familism, cognitive, psychological, social elements, etc. (Ferrari, A. M.,2002 & Sanderson, S. et.al. 2002 & Deković et.al., 1992). These are the factors affecting Child-Rearing across the globe. According to an experimental study (Deković et. al., 1992) done on 112 students, it was found that there is a significant relation between practices adopted by parents for Child-Rearing and the sociometric status. Cultural factors, corporal punishments, familism, valuing children are explored for their impact on Child-Rearing (Ferrari, A. M., 2002). In a study (Sanderson, S., & Thompson, V. L. S., 2002) of parental behaviour in Europe and America, it was found that the father's thoughts on parenting are concerned with things such as gender.

Factors Exploration

There are several studies investigating Child-Rearing and the factors that affect Child-Rearing. The discussion below is carried out for exploration of such factors and their contribution to the Indian and global contexts. From the review for the identification of the factors, one can get a set of parameters which are: cultural factors, corporal punishments, familism, valuing children, emotions and parent-child relationship, parental attitude, socialization, Child-Rearing, and cognitive skills. The discussion below is demonstrating the impact of several factors in both Indian and the rest of the world context.

Cultural Factors

Cultural Factors play a vital role in creating the whole environment of development and different cultures have set patterns of interactions between adults and children and influence how a child behaves socially. For instance, in Indian culture, where parents assume much responsibility and authority over their kids, parents interact with children in a more authoritative manner and they have expectations of their children. Children

5

Central European Journal of Educational Research 2(3) 2020. 7–18.

growing up in such environments are more likely to comply with work according to family and with their parents' requests. Individualistic efforts also need to be socially acceptable which has its pros and cons too (Rogoff, B., et.al.,1993). Child-Rearing plays a crucial role in moulding children's behaviour and their thinking patterns when it comes to culture wise variation. (Crippen, C., & Brew, L., 2007). Children's interaction with their parents often acts as a prototype of how to behave around others, which is unique in every culture (Tudge, J., 2008). This typical archetype is taught at the early stages and becoming a significant part of child-rearing. Body language, being aware of one's surroundings, and self-reflection are also tending to be culture-specific. Language is one of the many ways through which culture affects the child's development. Language has deep roots in how people think and plan.

Throughout the entirety of Child-Rearing, every parent, from different cultures, talks to their child differently. Western mothers tend to focus on their infants' needs, wishes or on them as an individual. Mothers of Asian roots, on the other hand, focus more on social context and the child's interactions with other people and the rules surrounding that (Chaudhuri, J. H. et. al., 2009). European and American children often provide long, elaborative, self-focused narratives emphasizing personal preferences and autonomy due to their experience and their interaction style which they gained during their childhood (Barn, R.,2006). In contrast, Indian and most of the Asian children's reactions are typically brief, relation-oriented, and show a great concern with social or collective authority (Bolin, I.,2006). The same cultural variations in interaction are also evident when children react to any specific situation or dealing with breakdowns or emotional issues (Farver, J. M. et.al., 2007). With the increase of globalization, knowledge of cultural differences in children's thought processes, memory, and their interactions with other members of society has significant practical implications for understanding a child's psychology and on changing parenting styles. In India, teachers need to assess children who come from a variety of cultural backgrounds, as India itself has cultural diversity. So Knowing that children coming from a different culture think and talk differently helps teachers to better cater to a vast range of students and to assist them in optimally learning as per their pace and strength. This type of academic environment is also highly required and appreciated to facilitate internationalization in education globally.

Familism

How the parents and other family members have relationships with each other also affects child-rearing. Children see the behaviour of family members and they follow it for a long time and becoming accustomed to it (Bell, R. Q. et. Al., 2020&Ramphal, S. S., 1993). It was found that conflicts and small flights affect the child's development and their perceptions towards family. In an Indian family, family members usually stay together as they follow the nuclear family style. The more members stay together, the more family conflicts there will be and that has a negative impact on children (Medora, N. P., 2007). In other countries especially in European families, it was found that most of the families are nuclear families (there are fewer chances to have family conflicts due to a limited number of members (Nomaguchi, K. et.el., 2019 &Farver, J. M. et.al.,2007). But children who live in the nuclear setting don't get a chance to learn joint family values i.e. cooperation and coordination, similarly, American families are typically nuclear. (Jambunathan et.al., 2002).

A comparative study of diverse family structures revealed that two-parent married households are much better than any other kind of family structure for the behavioural, social, emotional and educational development of the child (Moore, K. A. et. al.2002). The rearing of children in India is now sponsored by the Indian government through the establishment of 'Anganwadi Kendras'(the micro-organization or centers established by the government of India, which take care of children at an early age) in every village (Bajpai, A. 2018). These Kendras have one Asha Karyakarta(The center head)and one Sahayika (co-worker/ helper of Asha Karyakarta). These two keep track of and provide sufficient essential materials for every single child in the village. The essentials are nutritional needs, vaccination, recreational needs, and academic needs. This organization starts childcare from the time the mother becomes pregnant (Yadav, N., & Singh, V. B., 2013). In the rest of the world, people are looking very seriously at the child and his or her rearing. The most important thing that we found during the literature review is that some studies talking about the child should be given a well-reputed and respected value (Zelizer, V. A.,1994).

Respecting mother and teacher the most is a very special feature in Indian culture, where special gestures and verbal denotations are used to show this respect and love (Gupta A. 2006). Although each culture shares these universal values and teaches its children as per family-specific parenting styles. It is really not fixed 'what these values are?' because every culture has its own, and even individual families have their own, values systems (Burchinal, M. R., & Cryer, D., 2003 & Tamis-LeMonda, 2002).

Valuing Children

No matter which part of the world, every parent teaches their kids family values and to respect and love others. In certain countries (Japan, India, and some other Asian countries) values like love, compression, peace, respect, discipline, the importance of family, and understanding social interactions are infused at an early stage (Chao, R., & Tseng, V., 2002 & Willett, R., 2007). Play is one of the strongest mediums of transferring these values. It is seen as serving many important functions in a child's development including cognitive development (e.g. - symbolism, problem-solving, creativity and reasoning, etc.), social skills (i.e. - friendship, social competence, empathy and emotional maturity) (Spencer, M. B. 2017&Brooker, L., 2002). Outdoor group games are the most common games which promote values like cooperation, coordination, teamwork and that celebrate togetherness. In early childhood, kids learn by imitating parents and their initial games involve role playing (i.e. - household role play, profession roleplay and playing doctor, and others). These games are similar in most cultures, but the nature of play varies (Samuelsson, I. P., & Carlsson, M. A. ,2008). Some regional games are played for years by the Indian kids, games like Gilli danda, Chaupar, Gittu, Nondi, Sitoliya and Kabbadi, and more. Names of the games may vary according to geographical location.

An innovative and recent term that came in child-rearing contracts is media pedagogy. It falls under the category of teaching to play and extracurricular instruction (Morrell, E., & Duncan-Andrade, J., 2005). This concept enables our disabled or handicapped child to participate in several extracurricular activities to gain more skills. As a case in point, the child struggling with dyslexia is already benefited through media pedagogy.

Emotions, Parent Child Relationship

The child parent relationship is the foundation that nurtures the child's personality. Children and parents share a special and unique bond. From an early age, the child shares all emotions with his/her parents (Rubin, M., & Kelly, B. M., 2015) It is the child-parent relationship which determines the future bond of the child with his/her parents. These foundation years have the power to make a lifelong impact. Baker, C. N., & Hoerger, M. (2012) suggested that mothers and fathers may have their unique ways of child-rearing and to nurture their children, in others words, both share a different emotional bond with the child.

If we look into the Indian context usually parents and children share a hierarchical relation whereas in western culture children have a friend-like relationship with parents. (Bögels, S. M., & van Melick, M., 2004). In India and Japan, mothers co-sleep with the child and respond to every need of the child. It seems a bit controversial for western countries but still, it is considered a usually practiced habit among many Asian countries. It is believed in India that the latter is an important part of a child-parent relationship, and it strengthens emotional and psychological bonds between parent and child (Bornstein, M. H., 2007). Indian parents keep their relationship strong and develop a similar bond with every family member. Grandparents keep the child motivated and support children emotionally. They also share a significant and strong emotional bond with the child.

Parental Corporal Punishments

In Indian family values, the father, mother, and elders are responsible for making rules and making sure the young follow them. So sometimes the children have to follow the rules even when they don't want to. If they refuse to follow such rules sometimes they are punished or shouted at by elders (Segal, U. A., 1995 & Hunter et.al., 2000). This affects development badly and hence one should avoid abusing the child in any way. Sometimes, Child abuse is also reported to maintain strict yet inconsistent discipline (Kvist et.al., 2020). In contrast to other countries in the world, this is usually avoided by parents and elders (Maker, A. H., Shah, P. V., & Agha, Z., 2005). Though, some offensive and abusive acts are practiced in African countries on children (Madu, S. N., 2003). Sweden has banned corporal punishment of children, this step towards child wellbeing is appreciated by UNICEF (Wettergren et.al., 2016). The development of a child depends upon several factors, and how they are being treated by their elders is one of them. So it is important to treat the child with love and care, and to avoid punishments and physical abuse (Grusec, J. E et. al., 2017).

Parental Attitude

A child develops its personality, value system and behaviour based on his experiences and interaction within the family and with his social environment. Parents teach children with direct and indirect methods (Ho, D. Y., & Kang, T. K., 1984) A child discovers these attitudes by interacting with them, and through observing

their behavioural patterns and actions. Parental attitude is driven by many engines and maintained with experience, being acquired behaviours which can be modified and learned at any point of time (Heuveline, P., Timberlake, J. M., & Furstenberg Jr, F. F. (2003).

Parental attitude towards Child-Rearing is that aspect that affects the social and psycho-affective development of the child (Krohne, H. W., & Hock, M. (1991) and Holden, G. W., & Buck, M. J. (2002). Parental Attitude works as a determinant for the home environment of the child and parent-child relationship. There are individual differences among parents (whether India or any other country) in the parental attitude, which is assumed to reflect differences in aggregate parental behaviour (Holden, G. W., & Edwards, L. A.,1989). As a result of this feature, every child grows up with a unique set from within the environment, thus producing different child development and wholesome effects/outcomes (Gurland, S. T., & Grolnick, W. S., 2003).

Socialization

Taking socialization as a benchmark, child's grooming may vary and can have different values. The care and social values taught by parents, surroundings, community and even by the culture have a huge impact on a child's behaviour (Kõu et.al. 2013). Indian children have much interaction with the society that makes them an active entity of the community. Indian living majorly follows the nuclear family system, the elders staying together with the young and other members of the family (Fingerman et.al.,2009). Thus value transfer and value addition take place simultaneously and parallel to each other. The transition of the child into a different age group is the time to adopt and reject characteristics. Rearing in Indian society is multi-hand rearing. Usually, in Indian Muslim families, the number of kids is more than five which hampers the child-rearing of younger ones. In some of the cases rearing and caring for the younger child is done by the eldest child (Gupta, A.,2001 & Alwin, D. F. 1986). However, lessons and moral values can be enforced by society as well. Discipline and general etiquette are influenced by society and families more than any other attributes of life. In India, there is a caste system made up of 4 layers - Brahmin, Kshatriya, Vaishya and Shudra (maybe explanation of terms here should be in the footnote). There is a distinct social strata rule (Seymour, S., 1976 &Sharma, M.,1985, Seymour et.al.,1999). Now the government of India has taken several steps to promote balance by providing reservation and promotion schemes for children of under-developed and underprivileged castes.

Usually in the world, social value of children is a priority (Kagitcibasi, C., & Ataca, B., 2005). In contrast to India, interaction with society was less but the parent's attitude towards the child was found denser and more focused (Zelizer, V. A., 1994). In Europe, the interaction with society is not that great which keeps children less active in society (Micklewright, J., 2002). In India and its neighboring countries it is typical for a mother to prefer a son over a daughter. They consider a son as a gift from God, given for the purpose of serving and making money for the family. In rural India, they take care of young boys and send them to school (aiming to provide the boys the best education) while daughters are supposed to be doing the cooking and other household chores – essentially to be homemakers. Such religious and sophisticated beliefs affect child-rearing in India (Jejeebhoy, S. J., & Sathar, Z. A.,2001 & Gupta, M. D., 1987).

Child-Rearing and Cognitive Skills

Some Investigators found that child-rearing practices like a democratic home environment, maternal acceleration, allowing freedom of expression, healthy interaction with the adults of the family and a warm, positive family atmosphere have been reported to be the cognitive skill enhancers for the children (Bing, E.,1963 and Mills-Koonce, W. R., Willoughby, M. T., Zvara, B., Barnett, M., Gustafsson, H., Cox, M. J., & Family Life Project Key Investigators.,2015).

The quality of child-rearing is considered a significant element in a young kid's life, because   kids need responsive parenting to enhance their social, lingual, psychological, and cognitive skills (Katz, J. R., & Snow, C. E., 2000). Parents who interact with their kids are likely to have a positive impact in the areas of linguistic and cognitive development. In India, not only parents but other members of the family also interact with the child further facilitating his/her cognitive development. Because being a part of the child-rearing process for every member of the family is not a common thing in many countries, it can have adverse effects on a child's cognitive development (Gupta, A., 2006). Indian kids develop calculating techniques and mental abilities at a very early stage. They also get encouragement from their relatives, as, whenever relatives come to visit they are used to asking questions of a logical reasoning or mathematical nature instead of "how are you", or "what are you doing".

Discussion and Inference Interpolation

The review above talks about several factors that affect child-rearing. Also, it answers some questions such as, how and what the impact of these factors are in India and the rest of the world. The comparison discussion was focusing on what the factors are and how great an effect they have. But this was not the only crux of the study. As one can see from the discussion above, the family values and the discipline towards lifestyle is found more in Indian children (Whitbeck et.al., 2001). The culture in India has a greater effect upon child-rearing, as the Indian culture teaches so many lessons to the children. Indians stand out as a star example despite cultural diversity, geographical diversity, lingual diversity, along with diversity in traditions. The lesson of unity, of nationality, 'we' instead of 'I', of peace and respect, coupled with moral and emotions values are the best features that give a special identity to the Indian culture. Its weakness and that of its child-rearing system, however, is corporal punishment, which is less common in the rest of the world (Runyan, D. K. et al., 2010). In Africa, there is a bit of parental violation and abuse but in India, it starts in early childhood (Metz, T. (2010). Thus, this affects the soft skills and cognitive skills of the child (Metz, T., 2010).

The family structure and style in an Indian family is considered one of the best family structures for child-rearing as the children are taken care of by several members of the family, assisting them a lot in their social and psychological development. At the same time, western countries boast less interaction of other family members, than the parents, with children (McNeil et.al., 2010). In western culture, the focus is more on individual development rather than collective growth and development. This weakens the social bond and decreases empathy between people. Western parents take children's advice seriously and singular actions matter a lot to them. Hence the value of the child in the family is more than that of Indian families. This is again a weakness of the Indian family structure. Society and social environments are the main stakeholders that play a crucial and active role in a child's behavioural development (Chadda, R. K., & Deb, K. S., 2013). The society and the surrounding environment in India are more open and flexible. In European countries, interaction with society is not that great (Zelizer, V. A., 1994). So a child in a sophisticated environment takes time to learn and understand the social rules.

Indian families spend quality time together, eating together is one of the commonly found family trends. Children usually share their daily routines with their parents, parents also spending time with the children (Srinivas, M. N.,1976 and Rudy, D., & Grusec, J. E., 2006). Most young adults in India live with their parents which leads to strong parent-child relationships (Saraswathi, T. S., & Ganapathy, H., 2002). It is reported that almost all Indian parents spend time helping their children with homework. Parents take an active part in helping kids deal with their psychological and emotional issues, which strengthens the parent-child relationship even more (Patel, N., Power, T. G., & Bhavnagri, N. P.,1996). Indian parents have a positive parental attitude towards child-rearing and care. Although parents in India also follow strict discipline and sometimes this kind of authoritative parenting leads to restricted individual development where parents are overprotective (Engle, P. L., et. al., 2007) Despite these issues, traditional parenting in India has some great practices to offer. In comparison to the west, eastern parental attitude towards child-rearing is more empathetic and comprises features like character formation, development of value system, caring for adult members of the family, emphasis on personal chastity and modesty in private and social behaviour, and the importance of community and interdependence among family members.(Rao et.al., 2003 and Farver et.al., 2007).

Conclusions

There are several initiatives for child development and care put forward by UNICEF and other reputed bodies (Unicef, 2011). The main thrust is to provide the best environment for the child to grow and develop multi-dimensionality. The debate of the study talked about eight major factors that potentially affect child development. Culture and societal surrounding are the second most potential factors presuming parental attitude is the first. Child-rearing in the Indian subcontinent and in the rest of the world is scrutinized in this study. The study found that cultural and social factors are generic factors that leave a similar impression on, and equally influence every child. When it comes to parental attitude it is an individualistic feature that may vary family by family. There are several negative consequences such as corporal punishments and child abuse, which are, along with India, very common in some African countries and Asian countries. The closeness of a child to his/her family is better seen in Indian families than in any other parts of the world. The value of children in European countries and America is greater than in Asian countries.

As a matter of fact, it is found that Indian child-rearing practices have many valuable lessons for future parents around the globe. With the time/generation gap, lack of interaction, decreased family importance, and

9

Central European Journal of Educational Research 2(3) 2020. 7–18.

psychological breakdowns are common in most countries but India stands apart from these problems, and it provides a standard for a healthy and positive family environment. This Indian parenting style, however, many times becomes overprotective or authoritative, which is an issue that may lead to low growth of self-identification. In some Asian countries, there is a higher risk of overburdening the kids with the expectations to excel in academics, leading to copious amounts of pressure on them. Decision making is done with the guidance of the parents and the adults of the family. This support in decision making helps the child to make less unsuitable choices because parents give advice based on their experiences and knowledge. There are many practices that have positive effects on the child's growth and development. Ultimately Indian cultural child-rearing practices offer various useful parenting tools, from values to skills. From Vyogostky to Vedas, Indian child-rearing is a perfect combination of ancient beliefs and science, which focuses on the holistic development (Physical, social, emotional, cognitive, psychological, and also spiritual) of the child.

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