

CHILD-REARING ATTITUDES OF INDIAN AND AMERICAN
PARENTS WITH SPECIAL EMPHASIS ON INDEPENDENCE,
DISCIPLINE, AND TOILET TRAINING

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CHAPTER 1

INTRODUCTION

The theoretical and research literature in the area of parent-child relations and especially child-rearing has increased rapidly over the past few years. The importance of understanding child-rearing practices of the early years has been emphasized by authorities. Many authorities also support the view that the need for better child-rearing is increasing. The attempt at good child-rearing practices during the early years is becoming more prevalent (Ashley, 1972).

The present study was designed to learn more about child-rearing practices in two different cultures, namely American and Indian. The study investigated possible differences or similarities in child-rearing practices between the two cultures. The major emphasis was given to toilet training, discipline and independence.

The parent's involvement in child-rearing is very important. Personal involvement and taking interest in children would help parents in better child-rearing (Sears, 1957).

One of the important aspects of child-rearing during the early years is toilet training. Toilet training requires the

control of bowel and urinary systems (Sears, Maccoby, and Levin, 1957). In the early weeks the child wets and has bowel movements at any time, depending on food intake. This satisfies the child's needs, but the next step involves some learning. The child should gain control over his sphincters. The child should also signal the mother to take precautions. Toilet training can be considered complete when the child has learned to inhibit elimination at will, over fairly long periods of time (Sears, Maccoby, and Levin, 1957).

There is a discrepancy in the literature as to when toilet training should start. Some authors recommend that it should not be started before the child is two years old (Brazelton, 1969). Others maintain that there is no correlation between the age and toilet training (Lovibond, 1964, Klackenburg, 1955, Maccoby, Levin, and Sears, 1957). Successful toilet training requires the physical maturation of the child's control of sphincter activity. There is marked individual variation in this development process. Gesell and his coworkers in 1928 pointed out that some two year olds are often trainable and can withhold and postpone their sphincter activity. By the age of four, bowel function becomes a private affair when the child starts to close the toilet door. During the process of toilet training the child becomes increasingly interested in the size, shape, color and consistency of stools.

In the beginning the process of bowel movement can be anxiety-provoking; and may be frightening to a child who views it as a loss of part of his body. The parent's responses may be viewed as positive or negative reinforcement, which may encourage or discourage the child. Psychologically, the process seems to be viewed by the child as a way of gaining control over parents (Vasavada, 1980).

Discipline is a part of child-rearing practice. Balanced discipline is an essential aspect of good child-rearing practice (Baruch, 1950). Discipline is a process whereby certain relationships and associations are established. It is a way of behaving, which leads to certain results. First, it must be taught and secondly, it should be learned (Madsen and Madsen, 1972).

Sometimes discipline tends to mean punishment, but it is not so (Rutter, and Hersov, 1976). Discipline also has a positive aspect. It was found that children are more likely to follow the guidance of their parents, whom they love, and with whom they identify. Both rewards and punishment tend to be more effective when given early and immediately after the child's acts. This is then seen by the child as response to what the child has done (Hoffman 1960; Walters, Parker and Cane, 1965).

It is important to keep in mind that the parent's own attitudes toward dependency influence their perception of

their child's behavior, so parents are responsible for dependent or independent behavior of their children (Sears, Maccoby, and Levin, 1957). Nelson (1960) and Maccoby and Masters (1970) have shown that dependency responses of a child can be decreased by punishment and increased by reward. Their statement supports the fact that parent-child contacts and interaction are related to child independency or dependency. Sears, Ray and Alpert (1965) compared child dependency responses under two conditions. Under the condition in which mother was asked to complete a questionnaire, the child behaved more dependently. Under the condition in which the mother was paying attention to the child who was solving a puzzle, the child was more independent. Smith (1958) reported a negative correlation between mother rewarding behaviors (attention, affection) and child dependency. He also reported positive correlations between the mother's punitive behaviors (ignoring and punishing) and child dependency. Thus parent's involvement or ignoring behavior with children relates to influences in dependent or independent child behaviors.

Definition of Terms

Attitude: A feeling or emotion for or against something, a disposition towards overt action (Ashley, 1972).

Child-rearing: The method used to guide children toward the most desirable tasks and development in the social class to which they belong (Ashley, 1972).

Discipline: The process of teaching children the customs and taboos of their social world so that they can find a place for themselves within the social community (Ashley, 1972). Discipline is measured by items # 1, 2, 4, 6, 9, 11, 12, 14, and 18 of the Child Rearing Practices Questionnaire for the purposes of this study.

Independence: Freedom from the influence, guidance, or control of others; one who is self-reliant and not dependent (Webster's Dictionary, 1975).

Dependence: The state of being unable to exist or function satisfactorily without the aid of another; one who relies on others (The American Heritage Dictionary of the English Language, 1972). Dependence is measured by items # 5, 7, 10, 13, and 20 of the Child Rearing Practices Questionnaire for the purposes of this study.

Toilet Training: The process of training the child to control his bowel movement and urination (Vasavada, 1980). Toilet training is measured by items # 3, 8, 15, 16, 17, and 19 of the Child Rearing Practices Questionnaire for the purposes of this study.

Statement of Problem

The aim of this study is to ascertain if there are any major differences between the child-rearing attitudes in the apparently diverse societies of Indian and American parents. Although the eastern and western societies seem to be radically different culturally, the two cultures have not been studied in relation to child-rearing practices and attitudes.

The purpose of this study is to compare and contrast attitudes and child-rearing practices of Indian and American parents.

The Specific Purposes

1. Identify the general attitudes of the Indian and American parents towards independence, toilet training, and discipline.
2. Identify areas in which attitudes of the groups toward child-rearing are different and similar.
3. Provide helpful information to professionals and others who wish to examine cultural differences and similarities.

Hypotheses

- I. There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes toward child-rearing held by Indian and American parents.
 - A. There is no significant difference as measured by Child Rearing Practices Questionnaire between attitudes toward toilet training in child-rearing held by Indian and American parents.
 - B. There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes toward independence or dependence in child-rearing held by Indian and American parents.
 - C. There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes toward discipline in child-rearing held by Indian and American parents.
- II. There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes toward child-rearing held by Indian fathers and Indian mothers and attitudes toward child-rearing held by American fathers and American mothers.
 - A. There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes toward toilet training in child-rearing

held by Indian fathers and Indian mothers and attitudes toward toilet training held by American fathers and American mothers.

- B. There is no significant differences as measured by the Child Rearing Practice Questionnaire between attitudes toward independence in child-rearing held by Indian fathers and Indian mothers and attitudes toward independence held by American fathers and American mothers.
- C. There is no significant differences as measured by the Child Rearing Practice Questionnaire between attitudes toward discipline in child-rearing held by Indian fathers and Indian mothers and attitudes toward discipline held by American fathers and American mothers.

Delimitations

This study was delimited to:

1. Two geographic areas--Baroda, Gujarat, India and North Texas, U.S.A.
2. Subjects who were parents of two-to-six-year-old children.
3. Information which was collected by experienced child development workers in India and the United States.

4. English language instrument which was translated into the Gujarati dialect.

Limitations

This study was limited by the:

1. Inability to randomly select the sample.
2. Inability to generalize the results beyond the sample surveyed.

Summary

The differences in child-rearing practices are receiving more and more attention in the literature. These differences may have significant long-range effects on the children. This study compared the child-rearing practices in the two different cultures, with emphasis on discipline, independence and toilet training.

CHAPTER 2

REVIEW OF LITERATURE

The parental role in child-rearing is paramount. Parents are regarded as the child's best instructors, the principal persons in forming the child's character in a process which is considered to take place largely during the first few years of life (Dave, 1977-78). In a changing culture, ideas as to how to bring up children undergo transformation through time. Parents require certain skills and knowledge to care for the child.

All societies have normative restrictions on inappropriate or appropriate behavior for both parent and child. It can be said that some of the norms of the parents and child are universal (Eshleman, 1978). Wide variation occurs from society to society in methods of child-rearing.

According to Brostelmann (1976), concern about good moral training was reported around 1900, and later disappeared from the literature. By the 1920's it was replaced by emphasis upon proper health condition and strict discipline. By the 1920's the whole progressive reform movement had begun to focus on the well-being of the child as essential to a sound healthy nation.

By the end of the First World War, society started paying attention to child hygiene and infant care. In the 1800's Emmett Holt, the New York pediatrician, indicated that the high rate of infant mortality was a matter of public concern. In the 1920's, middle class mothers were taught pediatric care (child-rearing) and in the 1920's and 1930's the well-baby clinics opened across the country. John B. Watson started working with children; he was a most significant contributor to the field of child-rearing. In the early 1900's Gesell started working with children. In 1940, women's magazines became the guiding light of post-war baby boom with publication of Benjamin Spock's Common Sense Book of Baby and Child Care, 1945. Contributors like Robert Sears in 1942 started a child study institution, where he began to study maternal behavior and the child's personality. In the 1960's Becker started studies on parental attitudes (Brostelmann, 1976).

Some important aspects of research studies done in the United States during the 1960's to 1970's about parent-child relationships are summarized by Walters & Stinnett (1976). Most of the literature of the past twenty years was concerned with the mother-child relationship, but the father's impact was considered significant. In comparisons of socioeconomic class, it was found that middle class parents tend to be more

controlling and more supportive of their children than lower class parents. Middle class parents are likely to discipline their children by using reasons and appeals to guilt; middle class parents used less physical punishment (Walters and Stinnett, 1976).

The term attachment has been applied more popularly in recent years to young children, while dependency has traditionally been more often applied to older children. The young child shows the attachment to a particular person, usually the mother to whom he had visual and auditory contacts. Negative attention-seeking, touching and holding and being near are some of the dependency variables (Emmerich, 1964). Nelson (1960) and Maccoby and Masters (1970) have shown that dependency responses can be increased by rewards and decreased by punishment.

Parent-directed dependency

Behavioral measures of dependency in two-to-five-year-old children are not highly correlated. Studies have shown in 1967 (Hatfield, Rau, and Salput) and in 1968 (Yarrow, Campbell, and Burton) that modest but significant positive correlation exists between parental dependency measures and dependency for preschool boys but not for girls.

Dependency toward peers and adults other than parents

For boys, parental rejection and low parental warmth correlate positively with dependency toward peers and adults

other than parents. In the study by McCord (1962) in the Cambridge Somerville Youth Study, lower class boys, nine to seventeen years old, were selected as the subjects. The researcher found that highly dependent to moderately dependent boys were found to have a higher proportion of rejecting parents.

Toilet training

Helping train a child to control his bowel movement and urination can be termed as toilet training. Toilet training requires control of bowel and urine movements. The child must gain the voluntary control over them to hold in until he is ready to perform the activity. Along with voluntary control the child should learn to signal his mother. The mother has to be quick in the beginning because inhibition is not very strong. When a child is walking, he should learn to go to the toilet by himself (Sears, Maccoby and Levin, 1957).

Toilet training can be considered completed when the child can control his sphincter muscles for fairly long periods of time. The child must learn to clean up after using the toilet. The mother should encourage the child to develop hygienic habits.

American Child-rearing

LeMasters (1974), in his sociological analysis of parents, lists the characteristics of the role of parents in the United States. Some of the major ones are as follows:

- (1) The role of the parents in modern America is not well defined. It is often ambiguous and hard to pin down.
- (2) The role of the parents in America is not adequately delimited.
- (3) Parents are not adequately prepared for their role as father or mother.
- (4) American parents are in the unenviable position of having complete responsibility of their children.
- (5) American parents have no traditional model to follow.

Parents in modern America operate in a social context of rapid change and frequently the results of child-rearing are neither anticipated nor desired. Industrialization and urbanization have brought about tremendous change in the modern American family. Bronfenbrenner (1961) pointed out that there has been a big change in parent-child relationship between the 1920's and 1960's.

In a study of nursery school children and their parents, Moore (1965) related parental child-rearing practices to the

occurrence of dependency and autonomy in children's behavior. The results indicated that the use of physical punishment by the mother was positively associated with dependency in boys but not in girls.

Indian Child-rearing

In Indian Society the large patriarchal family is the norm. The patriarch tends to exercise absolute control over his wife and children (Deveraj, 1965). Young children in India feel accepted by a large number of people in the family. Because of industrialization in India nuclear families are increasing in frequency. Indian children are undoubtedly given a comfortable, satisfying start in life. The father plays an important role in disciplining his children, and setting limits on his children. Improper behavior on the child's part may lead to physical punishment.

Little systematic toilet training exists in India. The child seldom receives punishment for not having learned to control his eliminative functions (Vasavada, 1981).

In a previous study of child-rearing practices Sears, Maccoby and Levin (1957) found that mothers of five-year-olds who were rated as being in a high punishment group tended to report their children as being more aggressive than did mothers rated as being in a low punishment group.

The research study done in India by Proffenberger, Debu and Chokesy (1965) found that punishment as a technique of control was correlated with aggression in nursery school children. Sometimes the curiosity of the Indian child may not be satisfied, which may lead to aggression or bad behavior.

As Bhatt (1950) says, "We are slower however in accepting another side of the needs of the child which is equally fundamental although it may be rather nebulous. It is the child's need to grow as an individual." (Proffenberger, Debu and Chokesy, 1965, p. 25).

Indian parents are quite protective when the child is young. A child may not get adequate opportunity to fulfill his own needs because of the protectiveness of his parents and other adults. The Indian father takes all matters of discipline into his hands. He chooses everything for his son, not just toys, but his friends, his career, and at the end, his marriage partner. Thus the authoritarian method of discipline is prevalent despite the love and affection given. Hussain (1956) a modern educator in India, likewise admits that young children in Indian society are somewhat looked down upon by the elders as insignificant.

Summary

There has been limited cross-cultural research in the field of child-rearing patterns. The present study may provide knowledge of child-rearing practices in two different cultures and two different countries, namely, India and the United States of America.

CHAPTER 3

METHODOLOGY

Introduction

The investigator has examined the relationship between child-rearing practices in the two cultures of India and the United States of America. The investigator developed a questionnaire to survey the attitudes held by the subjects.

Sample

The sample met the following criteria for participating in this research. Thirty-five Indian and twenty-five American couples with children between ages 2 to 6 responded to the questionnaire. The twenty-five American couples were from the North Texas area and the thirty-five Indian couples were from Gujart, India. The subjects were from middle class background as judged by income and occupation, were married, and were living in nuclear families. The following demographic information was attained from subjects.

- (a) Number of children at home
- (b) Ages of children at home
- (c) Ordinal position of referent child
- (d) Education of each of the parents
- (e) Combined family income
- (f) Occupation of parents

Instrument

The instrument for the data collection was adapted with permission from the Child Rearing Practices Questionnaire being standardized by the Institute for Personality and Ability Testing. This questionnaire was composed of 20 selected items. Items number 4, 9, 19, 20, and 21 were developed by the investigator.

The original questionnaire includes 148 questions. In 1971 Dielman and his co-workers, and in 1963 Cattell and Foster did the research to validate this questionnaire utilizing factor analysis techniques (Dielman, Cattell, Leeper, and Rhodes, 1971; Cattell and Foster, 1963). A personal data sheet developed by the investigator was used to collect demographic information.

The adapted questionnaire and personal data sheet were developed first in English and then translated into Gujarati language. The Gujarati versions of the forms were given to Indian parents. The English language versions were given to American parents.

Procedure

American Subjects

Twenty-five American parent couples who met the criteria for inclusion in the study were selected. The selected

parents had children in attendance at the Texas Woman's University Nursery School. Before collecting data, the permission of the nursery school administrator was secured. The parents were contacted by the Texas Woman's University nursery school staff members personally. The staff members gave a packet to the parent which included the consent letter, demographic information form, and two English language copies of the questionnaire. The staff members reviewed the contents of the packet with the parent and answered questions concerning procedures. The subjects signed the consent form and completed the questionnaire privately. The subjects returned completed questionnaires to the nursery school staff. Once the packets were collected, they were turned over to the investigator.

Indian Subjects

Thirty-five parent couples from Baroda, Gujarat India who met the criteria were selected. Each couple was contacted personally by a volunteer professional child development worker. The child development worker gave a packet to the parent which included the consent letter, demographic information form, and two copies of the questionnaire. All documents were translated into the Gujarati language. The child development worker reviewed the contents of the packet with the parent and answered questions concerning procedures.

The subjects signed the consent form and completed the questionnaire privately. The subjects returned the completed questionnaires to the child development worker. Once the packets were collected, they were sent to the U.S.A. by mail to the investigator.

Analysis

Data was compiled on subjects yielding summary data of: (1) number of children; (2) ages of children; (3) ordinal position of referent child: and (4) combined family income. A listing was prepared of education and occupation of parents.

Frequency data was compiled and the Chi-square goodness of fit test was used to compare the questionnaire responses of Indian fathers, Indian mothers, American fathers and American mothers to each other. The Chi-square test can be used to determine whether the observed proportion differs significantly from a theoretically expected proportion. The Chi-square statistic, (x^2) represents the extent to which the observed proportions differ from the hypothesized or expected proportions (Hopkins and Glass, 1978). The Chi-square test is appropriate to nominal level data when the distribution is approximately normal and the n is large. The Chi-square test was used in this study because the investigator wished to

determine whether four groups differed significantly from each other on specific variables.

Summary

Sixty-five couples were selected for participation in the study, 35 from Baroda, Gujarat, India and 25 from Denton, Texas, U.S.A. The investigator evaluated the attitude toward child-rearing practices of parents of two to six-year-old children in the two countries.

CHAPTER IV

RESULTS

The major purpose of this study was to investigate the child-rearing attitudes of middle class and upper middle class parents in America and India, with special emphasis on toilet training, discipline and independence. The instrument for the data collection was adapted from the Child Rearing Practices Questionnaire standardized by the Institute for Personality and Ability Testing. The instrument was composed of 20 items. Five items were developed by the investigator. The questionnaires were given to 25 American couples and 35 Indian couples. The Chi-square analysis was used for the study.

The analysis of the study is presented in the following order: (1) description of subjects, (2) tables of demographic information, (3) results and discussion of the questionnaire findings.

Subjects

Subjects were parents of children in two nursery schools. All of the subjects had at least one child between the ages 2 to 6. The subjects were from middle class or higher middle class as judged by income and occupation.

American subjects

Forty sets of questionnaires were sent to parents of children in Texas Woman's University nursery school. Out of 40 couples, 26 responded. One set of questionnaires was discarded as unusable. The usable return rate was 63%.

Indian subjects

The subjects were parents of children in a nursery school from Gujarat, India. A total of 98 questionnaires were obtained from which 70 questionnaires were usable. The usable return rate was 71%. The demographic data findings were as shown in Table 1 through 4.

Table 1

Number of Children Per Family in
America and India

Category	One Child	Two Children	Three Children	More Than Three Children	Total
American Families	3	13	7	2	25
Indian Families	10	24	1	0	35

Table 1 provides the information regarding children per family. American parents had an average of 2.5 children per couple. Indian parents had an average of 1.2 children per

couple. The family planning movement has greatly changed the attitudes of Indian middle class about the number of children a family should have.

Table 2 explains the ordinal position of children in Indian and American families. Indian parents have responded in reference to more older children than American parents.

Table 2
Ordinal Position of Children
in Indian and American Families

Category	Oldest Child	Second Child	Middle Child	Only Child	Youngest Child	Total
American Families	9	5	7	3	1	25
Indian Families	13	11	1	10	0	35

Combined income of Indian and American parents are shown in Table 3. Seventy-four percent of Indian parents and sixty percent of American parents fall into middle income categories.

Out of 25 American couples none had an income of less than \$15,000. A large percentage of American parents were in the highest category of over \$40,000.

Table 3
Combined Income of American
and Indian Families Per Year

Income Category	Frequency	Percent
<u>American parents</u>		
\$10,000 to \$15,000	0	0%
\$15,000 to \$20,000	0	0%
\$20,000 to \$25,000	8	32%
\$25,000 to \$30,000	0	0%
\$30,000 to \$35,000	7	28%
\$35,000 to \$40,000	0	0%
\$40,000 or over	<u>10</u>	<u>40%</u>
Total	25	100%
<u>Indian parents</u>		
Rs. 10,000 to Rs. 15,000*	6	17%
Rs. 15,000 to Rs. 20,000	0	0%
Rs. 20,000 to Rs. 25,000	19	54%
Rs. 25,000 to Rs. 30,000	0	0%
Rs. 30,000 to Rs. 35,000	7	20%
Rs. 35,000 to Rs. 40,000	0	0%
Rs. 40,000 or over	<u>3</u>	<u>9%</u>
Total	25	100%

* Rs. designates Indian Rupees

The assumptions of the Chi-square goodness of fit test were met; therefore, the Chi-square test was used to determine if the differences between the groups were significant at the $P < .05$ level. The hypotheses were as follows.

Hypothesis one

There is no significant difference as measured by Child Rearing Practices Questionnaire between attitudes toward child-rearing held by Indian and American parents.

Table 4 and 5 provide data concerning Indian fathers versus American fathers and Indian mothers versus American mothers.

Table 4

Chi-Square Item Analysis of Indian Versus
American Fathers on the Child-Rearing Practices Questionnaire

Questions	χ^2	Significance	Findings
1. How important is it to you that your child(ren) do exactly those things that you tell them to do?	0.013	$P < .05$	Indian fathers were more liberal than American fathers.
2. In disciplining your child(ren), which parent carries out the punishment?	0.001	$P < .01$	Indian fathers thought they participated more than their spouse to a greater degree than American fathers.
3. At what age should children be taught standards of neatness and cleanliness as a rule?	0.014	$P < .05$	American fathers thought age 4 and 5. Indian fathers thought earlier than 4 and 5.
4. In your home, who decides the rules concerning your child(ren)?	0.004	$P < .01$	American fathers were more likely to play significant role than Indian fathers.
5. If your child demands attention while you are busy, how do you respond?	0.024	$P < .05$	Indian fathers were more likely to respond than American fathers.

Questions	χ^2	Significance	Findings
6. How well does your spouse handle discipline problems?	0.669	NS	Both groups agreed with the statement.
7. You can harm children by teaching them independence at too early an age, (18 months - 3 years).	0.168	NS	Both groups agreed with the statement.
8. You can harm children by teaching them toilet training at too early an age, (24 months or under).	0.588	NS	Both groups agreed with the statement.
9. How often does a young (2-6 years) child's behavior require a spanking?	0.105	NS	Both groups equally divided for and against.
10. Older children are often too independent. (over 6 years)	0.001	$P < .01$	Indian fathers agreed, American fathers disagreed.
11. Young children (18 months to 3 years) respond better to punishment than reason.	0.007	$P < .01$	Indian fathers disagreed American fathers agreed.

Table 4--Continued

Questions	X ²	Significance	Findings
12. Giving rewards and praise to a child for good behavior is an excellent practice.	0.036	P < .05	American fathers agreed to greater extent.
13. Children are by nature very dependent, so the real job is teaching them to be independent.	0.001	P < .01	Indian fathers agreed (31/35) American fathers disagreed (15/25).
14. It is very important for a child's development to have a strict set of rules set up by the parents.	0.004	P < .01	Indian fathers disagreed (25/35) American fathers agreed (18/25).
15. At what age should children be able to use the bathroom for toileting without a parent's close supervision?	0.364	NS	Both groups agreed around 3-4 years.
16. Do you answer your child's questions about his/her bowel movements or urine?	0.023	P < .05	American fathers were more likely to answer than Indian fathers.

Questions	χ^2	Significance	Findings
17. Who answers your child's questions about toilet training?	0.452	NS	Both groups agreed that spouses handle this matter, fathers just help.
18. Children learn more easily if they are rewarded.	0.785	NS	Both groups agreed rewards works better.
19. While toilet training your child, how strict are you?	0.350	NS	Both groups agreed that they are strict.
20. I think it is very important that from an early age (3-6) child learn to take responsibility for such things as cleaning up toys, brushing teeth, bathing, etc.	0.020	$P < .05$	American fathers agreed more than Indian fathers.

American Mothers on the Child-Rearing Practices Questionnaire

Questions	X ²	Significance	Findings
1. How important is it to you that your child(ren) do exactly those things that you tell them to do?	0.056	NS	Important to both the groups.
2. In discipling your child(ren), which parent carries out the punishment?	0.014	$P < .05$	American mothers thought that their spouses handled the punishment.
3. At what age should children be taught standards of neatness and cleanliness as a rule?	0.174	NS	Both groups agreed around 3 years.
4. In your home, who decides the rules concerning your child(ren)?	0.007	$P < .05$	Indian mothers thought that their spouses were more likely to decide rules. American mothers thought they decide the rules.
5. If your child demands attention while you are busy, how do you respond?	0.091	NS	Both groups believed in paying attention.

Table 5--Continued

Questions	χ^2	Significance	Findings	
6. How well does your spouse handle discipline problems?	0.849	NS	Well, both groups agreed.	
7. You can harm children by teaching them independence at too early an age, (18 months - 3 years).	0-112	NS	Both groups agreed.	
8. You can harm children by teaching them toilet training at too early an age, (24 months or under).	0.002	$P < .01$	Indian mothers agreed, American mothers disagreed.	33
9. How often does a young (2-6 years) child's behavior require a spanking?	0.012	$P < .05$	Indian mothers seemed to lean more toward spanking (once a month), American mothers thought rarely.	
10. Older children are often too independent. (over 6 years)	0.001	$P < .01$	American mothers disagreed Indian mothers agreed.	
11. Young children (18 months to 3 years) respond better to punishment than reason.	0.081	NS	Both groups agreed.	

Questions	X ²	Significance	Findings
12. Giving rewards and praise to a child for good behavior is an excellent practice.	0.472	NS	Both groups agreed.
13. Children are by nature very dependent, so the real job is teaching them to be independent.	0.001	P<.01	Indian mothers agreed. American mothers disagreed.
14. It is very important for a child's development to have a strict set of rules set up by the parents.	0.443	P<.05	American mothers agreed. Indian mothers disagreed.
15. At what age should children be able to use the bathroom for toileting without a parent's close supervision?	0.500	NS	Both groups agreed around 3 years.
16. Do you answer your child's questions about his/her bowel movements or urine?	0.023	P<.01	American mothers "always" answered (24/25) Indian mothers "very often" answered.

Table 5--Continued

Questions	χ^2	Significance	Findings
17. Who answers your child's questions about toilet training?	0.671	NS	Both groups agreed that they did.
18. Children learn more easily if they are rewarded.	0.742	NS	Both groups agreed.
19. While toilet training your child, how strict are you?	0.687	NS	Both groups felt they were fairly strict.
20. I think it is very important that from an early age (3-6) child learn to take responsibility for such things as cleaning up toys, brushing teeth, bathing, etc.	0.049	$P < .05$	Indian mothers less likely to agree than American mothers.

American and Indian fathers gave significantly different answers on 12 out of 20 questions. The questions were 1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 16 and 20. Items number 2, 4, 10, 11, 13 and 14 were highly significant at the $P < .01$ level.

The mothers did not differ as strongly as fathers. They showed significant differences on 9 out of 20 questions. The questions were 2, 4, 8, 9, 10, 13, 14, 16 and 20. Item number 4, 8, 10, 13 and 16 were highly significant at the $P < .01$ level. Hypothesis one had three subparts which were examined independently.

Hypothesis 1 Subpart A

There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes towards toilet training in child-rearing held by Indian and American parents.

Question number 3, 8, 15, 16, 17 and 19 were asked to determine toilet training attitudes of Indian and American parents.

Toilet training

American and Indian fathers differed only on two out of six items. The items three and 16 were significant at the $P < .05$ level. In question three the fathers differed in their views concerning, what age children could be taught

standards of neatness and cleanliness. In question 16 they differed in their answers to questions about toilet training.

The mothers differed significantly on 2 out of 6 items. Items eight and 16 were significant at the $P < .01$ level. In question eight Indian mothers thought early toilet training did not harm children and American mothers thought it did. In question 16, "Answering question regarding toilet training" Indian mothers were somewhat less open than American mothers.

The intensity of significant differences were much higher for toilet training than for the areas of discipline and independence. American parents were aware that early toilet training could be harmful. They also seemed to be more comfortable answering questions about toilet training, than Indian parents. Both the groups agreed that mothers play a larger role than fathers in toilet training. Both of the groups also agreed concerning when toilet training should be completed (around age 4 or 5). The hypothesis was rejected on items 3, 18, and 16.

Hypothesis 1 Subpart B

There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes toward independence in child-rearing held by Indian and American parents.

Questions number 5, 7, 10, 13 and 20 were asked to determine attitudes towards independence by Indian and American parents.

Independence

American and Indian fathers differed on 4 out of 5 items. Items number 5, 10, 13 and 20 were highly significant at the $P < .01$ level. In question five Indian fathers were more likely than American fathers to respond to demands for attention. In question 10, American fathers did not think that older children were too independent. In question 13, Indian fathers agreed that children were by nature dependent: therefore, the real job of parents was to teach them independence. In question 20 American fathers agreed that taking responsibility at an early age was important. Indian fathers saw their older children as being "too independent" whereas American fathers did not.

American and Indian mothers differed on 3 out of 5 items. Items 10, 13, and 20 were significantly different. In question 10 American mothers thought that older children were not often too independent, whereas Indian mothers thought they were. In question 13 Indian mothers thought that children were by nature dependent; therefore, the real job of parents was to teach them independence. In question 20, "taking responsibility", Indian mothers were less likely to

agree with the question than were American mothers.

American parents were more likely than Indian parents to disagree on question 13. The majority of American parents did not believe that children were dependent by nature; Indian parents agreed with that statement. The hypothesis was rejected on items 5, 10, 13, 20.

Hypothesis 1 Subpart C

There is no significant difference measured by the Child Rearing Practices Questionnaire between attitudes toward discipline in child-rearing held by Indian and American parents.

Questions number 1, 2, 4, 6, 9, 11, 12, 14, and 18 were asked to determine attitudes toward discipline by Indian and American parents.

Discipline

American fathers differed significantly on 6 out of 9 items. In items 1, 2, 4, 11, 12, and 14 the difference was highly significant. In question one, relating to the importance of children doing things which parents tell them to do, Indian fathers were likely to be more liberal than American fathers. In question two, concerning who punishes young children, Indian fathers were more likely to think they participated more than their spouses. In question four, concerning who decides on the rules, American fathers were

more likely to play a significant role than were Indian fathers. In question 11, pertaining to whether young children responded to punishment, Indian fathers disagreed, American fathers agreed. In question 12, relating to the practice of giving rewards and praise to children American fathers agreed to a greater extent than Indian fathers. In question 14, concerning the strictness of rules set up by parents, Indian fathers disagreed more than American fathers.

American mothers differed significantly from Indian mothers on 4 out of 9 items. Items 2, 4, 9, and 14 were significantly different. In question two, regarding who carries out punishment, American mothers thought their spouses did the punishment. In question four, concerning who decides the rules, Indian mothers thought their spouses decided the rules. In question nine, pertaining to spanking as discipline, Indian mothers seemed to lean more toward spanking than American mothers. In question 14, regarding strict rule-setting by parents, American mothers agreed with the item.

Indian parents seemed to be more aware of their spouse's role in rule-making and disciplining than did American parents. Both groups were more interested in praise than punishment. Both the groups thought that they

handled disciplining the children well. The hypothesis was rejected on items 1, 2, 4, 0, 11, and 12.

Hypothesis 2

There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes toward child-rearing held by Indian fathers and Indian mothers and attitudes toward child-rearing held by American fathers and American mothers.

Indian fathers differed from Indian mothers on 3 out of 20 items. Items number 2, 4, and 11 were significant. American fathers differed from American mothers only on one item out of 20. Item number three was significant at $P < .05$ level. The hypothesis was rejected in items number 2, 3, 4, and 11.

Table 6 and 7 provides the information concerning Indian fathers versus Indian mothers and American fathers versus American mothers.

Table 6

Chi-Square Items Analysis of Indian Fathers Versus
Indian Mothers on the Child Rearing Practices Questionnaire

Questions	X ²	Significance	Findings
1. How important is it to you that your child(ren) do exactly those things that you tell them to do?	0.313	NS	Both groups thought it was fairly important Fathers 25/35, Mothers 23/35.
2. In disciplining your child(ren), which parent carries out the punishment?	0.181	NS*	Both thought they did. They did not agree
3. At what age should children be taught standards of neatness and cleanliness as a rule?	0.316	NS	Both thought around 3 years.
4. In your home, who decides the rules concerning your child(ren)?	0.631	NS*	Both parents insisted that they did. They did not agree.
5. If your child demands attention while you are busy, how do you respond?	0.770	NS	Both groups paid attention.

Table 6--Continued

Questions	χ^2	Significance	Findings
6. How well does your spouse handle discipline problems?	0.339	NS	Well
7. You can harm children by teaching them independence at too early an age, (18 months - 3 years).	0.697	NS	About 50% agreed, 50% disagreed in both groups.
8. You can harm children by teaching them toilet training at too early an age, (24 months or under).	0.834	NS	Both parents disagreed with the statement.
9. How often does a young (2-6 years) child's behavior require a spanking?	0.625	NS	Approximately once a month, both felt that way.
10. Older children are often too independent. (over 6 years)	0.931	NS	Both groups agreed
11. Young children (18 months to 3 years) respond better to punishment than reason.	0.006	$P < .01$	Mothers agreed, fathers disagreed.

Table 6--Continued

Questions	X ²	Significance	Findings
12. Giving rewards and praise to a child for good behavior is an excellent practice.	0.247	NS	Both agreed.
13. Children are by nature very dependent, so the real job is teaching them to be independent.	0.730	NS	Both agreed.
14. It is very important for a child's development to have a strict set of rules set up by the parents.	0.856	NS	Both agreed.
15. At what age should children be able to use the bathroom for toileting without a parent's close supervision?	0.461	NS	They both agreed on around 3 years.
16. Do you answer your child's questions about his/her bowel movements or urine?	0.023	NS	Both groups agreed, answers vary from "usually" to "always".

Questions	χ^2	Significance	Findings
17. Who answers your child's questions about toilet training?	0.001	$P < .01+$	Both groups agreed that mothers did.
18. Children learn more easily if they are rewarded.	0.682	NS	Both groups agreed.
19. While toilet training your child, how strict are you?	0.689	NS	Both groups agreed, fairly strict.
20. I think it is very important that from an early age (3-6) child learn to take responsibility for such things as cleaning up toys, brushing teeth, bathing, etc.	0.250	NS	Both groups agreed.

NS* = Selected situations N/S really means that answers were not complementary and the couple does not share the same belief.

$P < .01+$ = In these selected situations $P .01$ really means the two groups share complementary beliefs, e.g. fathers answers A, "I do" and mother answers D, "my spouse does."

Table 7

Chi-Square Items Analysis of American Fathers Versus
American Mothers on the Child Rearing Practices Questionnaire

Questions	X ²	Significance	Findings
1. How important is it to you that your child(ren) do exactly those things that you tell them to do?	0.684	NS	Both agreed it was important.
2. In disciplining your child(ren), which parent carries out the punishment?	0.001	$P < .01+$	Both agreed mother carries out the punishment, father helps.
3. At what age should children be taught standards of neatness and cleanliness as a rule?	0.023	$P < .05$	Mothers said 3 years, fathers varied responses.
4. In your home, who decides the rules concerning your child(ren)?	0.001	$P < .01+$	Both agreed that mother decides the rules and father helps.
5. If your child demands attention while you are busy, how do you respond?	0.271	NS	Both agreed answers vary from "sometimes" to "usually".

Table 7--Continued

Questions	χ^2	Significance	Findings
6. How well does your spouse handle discipline problems?	0.043	NS	Well, both agreed.
7. You can harm children by teaching them independence at too early an age, (18 months - 3 years).	0.344	NS	Both disagreed with statement.
8. You can harm children by teaching them toilet training at too early an age, (24 months or under).	0.330	NS	Both disagreed with statement.
9. How often does a young (2-6 years) child's behavior require a spanking?	0.280	NS	Both agreed, it is rarely required.
10. Older children are often too independent. (over 6 years)	0.506	NS	Both parents disagreed with the statement.
11. Young children (18 months to 3 years) respond better to punishment than reason.	0.330	NS	Both parents disagreed with the statement.

Table 7--Continued

Questions	χ^2	Significance	Findings
12. Giving rewards and praise to a child for good behavior is an excellent practice.	0.193	NS	Both parents agreed with the statement.
13. Children are by nature very dependent, so the real job is teaching them to be independent.	0.134	NS	Both parents disagreed with the statement.
14. It is very important for a child's development to have a strict set of rules set up by the parents.	0.126	NS	Both parents agreed with the statement.
15. At what age should children be able to use the bathroom for toileting without a parent's close supervision?	0.104	NS	Both parents agreed, age 3-4.
16. Do you answer your child's questions about his/her bowel movements or urine?	0.540	NS	Both parents agreed.

Questions	X ²	Significance	Findings
17. Who answers your child's questions about toilet training?	0.001	P<.01+	Both parents agreed that mother answer such questions, father helps.
18. Children learn more easily if they are rewarded.	0.505	NS	Both parents agreed.
19. While toilet training your child, how strict are you?	0.388	NS	Both parents thought they were fairly strict.
20. I think it is very important that from an early age (3-6) child learn to take responsibility for such things as cleaning up toys, brushing teeth, bathing, etc.	0.534	NS	Both parents agreed.

P<.01+ - In these selected situations P .01 really means that the two groups share complementary beliefs, e.g. father answers A, "I do" and mother answers D, "my spouse does."

Hypothesis 2 Subpart A

There is no significant difference as measured by the Child Practices Questionnaire between attitudes toward toilet training in child-rearing held by Indian fathers and Indian mothers and attitudes toward toilet training held by American fathers and American mothers.

Toilet training

Indian fathers and Indian mothers seemed to agree on all six question related to toilet training. Questions number 3, 8, 15, 16, 17, and 19 were asked to determine the attitudes of toilet training by Indian and American parents.

American fathers and American mothers differed only on question three. In question three, regarding at what age the children should be taught standards of neatness, mothers thought three years was appropriate and fathers gave varied responses. The hypothesis was rejected in item number three.

Hypothesis 2 Subpart B

There are no significant differences as measured by the Child Rearing Practice Questionnaire between attitudes toward independence in child-rearing held by Indian fathers and Indian mothers and attitudes toward independence held by American fathers and American mothers.

Independence

Indian fathers and Indian mothers agreed on all questions related to independence. Questions number 5, 7, 10, 13, and 20 were asked to determine the attitudes of independence by Indian and American parents.

American fathers and American mothers agreed on all independence questions. The hypothesis was accepted.

Hypothesis 2 Subpart C

There is no significant difference as measured by the Child Rearing Practices Questionnaire between attitudes toward discipline in child-rearing held by Indian fathers and Indian mothers and attitudes toward discipline held by American fathers and American mothers.

Discipline

Indian fathers significantly differed from Indian mothers on 3 out of 20 questions. Questions number 1, 2, 4, 6, 9, 11, 12, 14, and 18 were asked to determine attitudes toward discipline by Indian and American parents. Items number 2, 4, and 11 were significantly different. In questions two and four both parents believed that they played a larger role than their spouses in rule-setting and carrying out punishment. The parents did not seem to be aware of their spouses' role in rule-making and carrying out punishment. In question 11, concerning whether young children respond better to

punishment than reward, mothers agreed and fathers did not agree.

American fathers and American mothers agreed on all questions related to discipline. The hypothesis was rejected in items 2, 4, and 11.

Summary

Child-rearing attitudes of American and Indian parents were examined with special emphasis on toilet training, independence and discipline. Thirty-five Indian parents and 25 American parents completed the modified child-rearing practice questionnaire. The results were subjected to Chi-square analysis test. Indian fathers and American fathers seemed to differ sharply in their views. The differences were quite remarkable among mothers relating to independence. All parents seemed to differ very little in attitudes about toilet training in relation to independence and discipline.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of the study was to compare the child-rearing attitudes of Indian and American parents with special emphasis on toilet-training, independence and discipline. The investigator also examined the cultural differences in child-rearing attitudes of Indian fathers, Indian mothers and American fathers, American mothers.

The sample consisted of 35 Indian couples from Gujarat, India and 25 American couples from North Texas U.S.A. The subjects were asked to respond to a Child Rearing Practices Questionnaire, which was translated into the Gujarati language from the original English version. The questionnaire was composed of 20 items. Five of these items were developed by the investigator.

A professional child development worker in India collected and sent Indian data to the investigator. American data was collected from Texas Woman's University nursery school. The nursery school administrator assisted the investigator in collecting the data. The Chi-square test was used for analyzing the data.

Indian fathers and American fathers seemed to differ significantly on 12 out of 20 items in their views. Indian mothers and American mothers differed on 9 out of 20 items.

In areas of independence and discipline mothers did not differ as sharply as fathers.

Conclusions

There have been very few cross-cultural studies comparing child-rearing attitudes. Such studies pose special problems for example differences in standard of living and political conditions.

The child-rearing attitudes of higher middle class parents in America would be expected to be quite different from those of higher middle class parents in India, yet the respective social status of both the groups was quite similar.

It is evident from the results that the Indian parents had fewer children than American parents. This is quite remarkable as India is well known for overpopulation. These higher middle class Indian parents seem to be quite different from others in the culture in this regard. One explanation may be that the family planning campaign and acute awareness of cost of child-rearing has moderated fertility rates.

As a group American fathers and Indian fathers differed more sharply than American mothers and Indian mothers. It may be that in a patriarchal society such as India, the father's role in shaping child-rearing attitudes is paramount. There were many topics on which both groups were surprisingly agreeable.

Indian parents were somewhat unsure about their spouses' role in rule making and disciplining children. Both spouses thought that they were playing a more active role than the other parent. American parents seemed more aware than Indian parents of their spouses' role in disciplining and rule making. Both groups agreed that mothers played a larger role than fathers in disciplining their children and in rule making. One can speculate that in higher middle class families fathers may not be as readily available to get involved in this process, or that there may be more discrete role definition.

Discipline

American and Indian fathers differed significantly on 6 out of 9 items. The items 1, 2, 4, 6, 9, 11, 12, 14, 18, were asked to determine attitudes of discipline.

Indian fathers did not seem to be as concerned about "obedience" (Q.1) as one would expect. In fact they were less concerned about obedience than American fathers. These findings were interesting as the cultural expectation that obedience would be given more importance in eastern cultures was not supported. All parents thought that their spouses handled disciplining the children well. This was surprising because very often parents argue about disciplining the children. American fathers tended to agree more

readily that young children responded better to punishment than reason. The phenomenon may be explained on the bases of regional views within the American population. If the parents were from a large metropolitan area the responses might be different. Both groups agreed that children responded better to praise than punishment. American parents tended to lean towards more strict rules. This finding is in contrast to the expectations in relationship to a more traditional society like that of India. While both groups were more interested in praise than punishment, they seemed to have different opinions about the need for strict rules. Indian society may be more strict and structured, but these findings did not support this belief among these parents. An explanation for this difference is that the Indian sample may not be representative of the average Indian family. Indian parents seemed to be less aware of their spouse's role in rule making and disciplining the children than American parents.

Independence

The difference between American and Indian parents were quite striking in relation to independence. The fathers disagreed significantly on 4 out of 5 items and mothers disagreed on 3 out of 5 items. The items asked to determine attitudes of independence were 5, 7, 10, 13, 20. Indian fathers saw

their children as being "too independent" whereas American fathers did not.

In reality it seems that children in Western society are more independent but the American fathers did not see them as "too independent". It may be that the Indian middle class is quite different from the traditional norms in Indian society.

American parents were more likely to disagree on question 13. The majority of American parents did not believe that children were dependent by nature and the real job was to teach them independence. Indian parents overwhelmingly agreed. American fathers seemed more liberal about when children should be taught standards of neatness and cleanliness. The remainder of the groups agreed to an age of around 3-4 years. American fathers tended to be less likely to pay attention to their children's demands when they were busy.

Toilet-training

The American and Indian parents disagreed only on 2 out of 6 items. Items number 3, 8, 15, 16, 17, and 19 were asked to determine attitudes of toilet-training. This rate was much lower than in areas of discipline and independence. The methods of toilet-training are quite different in both of the countries. Indian toilets require squatting, which is

difficult for a child. In India people do not use toilet paper, they use ablution (using water and hands). Children are generally allowed, and some times even encouraged, to go outside the house on open grounds to urinate and to defecate, although this practice is rapidly disappearing from the middle class. Therefore, toilet-training is less likely to be a "burning issue". The diapers are almost never leak-proof. This makes it harder to toilet train the child. It is surprising that even though there are many differences in toilet training in both the countries, responses to many items were similar. American parents believed that early toilet-training can be harmful. American parents seemed to be more comfortable answering questions regarding toilet training than were Indian parents. Significance of these differences was difficult to interpret because surprisingly enough, both groups agreed that they were strict about toilet-training. Both the groups agreed that mothers played a larger role than fathers in toilet-training the child. Both groups agreed as to when toilet-training should be complete (around 4 or 5 years) in spite of differences in actual training and beliefs.

Recommendations

Any study that compares cross cultural attitudes is likely to suffer from problems related to language

difficulties, distance and lack of properly standardized and tested scales. However, cross-cultural studies are critical to exploration of development issues.

A study involving a larger sample than this study could include more classes and different regions of the different countries. It would be interesting to compare the beliefs about infants, latency age, or adolescents. This study does not explore how parents' attitudes about male and female children differ. A comparison of cross-cultural attitudes may serve to pinpoint factors responsible for such major phenomena. Some of these problems could be resolved by matching the living standards and incomes.

It would be interesting to compare child-rearing attitudes of single parents versus dual parents. The age of the parents may also affect the child-rearing attitudes. In future studies controlled age group samples could be compared.

APPENDIX A
Letter to Parents

Dear Parent:

I am requesting you to participate in a study that compares child rearing attitudes of American and Indian parents. Your answers to the questions on the attached form will be compared to parents of children in India. Your identity will not be divulged to anyone in any manner and the information gained will help me understand child rearing attitudes of parents across the cultures. There are no "normal" or "abnormal" answers to these questions. Your participation in this study is voluntary and you are free to withdraw at any time. Although no known risks are involved in participation in this study, I am obliged to tell you that no medical services or compensation is provided as a result of participation in this research by Texas Woman's University. I hope you will help me gain this important information.

Please sign this consent form and return with your completed questionnaire. Please call me if I can answer any questions.

Thank you,

Bela Vasavada
2014 Sierra Dr.
Lewisville, TX 75067
221-4859

I understand that the return of my questionnaire constitutes my informed consent to act as a subject in this research.

I understand that no medical services or compensation is provided to subjects by the university as a result of injury from participation in research.

I understand that I may stop my participation in this research at any time simply by withdrawing and/or not returning the questionnaire.

Signature

Date

APPENDIX B

Child-Rearing Practices Questionnaire

CHILD-REARING PRACTICES QUESTIONNAIRE *

Think of your child, aged 2 to 6 years (one child only). Read each question carefully, then select the answer which best expresses what you do or did in your child-rearing practices with your child. If a question concerns an area of child-rearing which you may not have experienced, select the answer which best expresses your feelings concerning the question. After selecting your response, find the question number on the answer form and circle the answer which best expresses your response. Use a pencil to mark your responses. Thank you for participating.

1. How important is it to you that your child(ren) do exactly those things that you tell them to do?
 - A. Not all that important
 - B. Fairly important
 - C. Very important
 - D. Extremely important
 - E. ?

Comments _____

2. In disciplining your child(ren), which parent carries out the punishment?
- A. I usually do.
 - B. I do mostly, but sometimes my spouse.
 - C. Spouse mostly, but sometimes I do.
 - D. Usually my spouse
 - E. ?

Comments _____

3. At what age should children be taught standards of neatness and cleanliness as a rule?
- A. 5 years or over
 - B. 4 years
 - C. 3 years
 - D. 2 years or under
 - E. ?

Comments _____

4. In your home, who decides the rules concerning your children?
- A. I usually do
 - B. I do mostly, but sometimes my spouse.
 - C. Spouse mostly, but sometimes I do.
 - D. Usually my spouse.
 - E. ?

Comments _____

5. If your child demands attention while you are busy,
how do you respond?

- A. Always respond to such demands.
- B. Usually give the attention.
- C. Sometimes respond, but not always.
- D. Respond very little to this behavior.
- E. ?

Comments _____

6. How well does your spouse handle discipline problems?

- A. Very well
- B. Moderately well
- C. Not too well
- D. Poorly
- E. ?

Comments _____

7. You can harm children by teaching them independence at
too early an age, (18 months - 3 years).

- A. Strongly disagree
- B. Disagree
- C. Agree
- D. Strongly agree
- E. ?

Comments _____

8. You can harm children by teaching them toilet training at too early an age, (24 months or under).

- A. Strongly disagree
- B. Disagree
- C. Agree
- D. Strongly agree
- E. ?

Comments _____

9. How often does a young (2-6 year old) child's behavior require a spanking?

- A. Never
- B. Rarely
- C. Once a month
- D. Once or twice a week
- E. ?

Comments _____

10. Older children are often too independent. (over 6 years)

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. ?

Comments _____

11. Young children (18 months to 3 years) respond better to punishment than reason.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. ?

Comments _____

12. Giving rewards and praise to a child for good behavior is an excellent practice.

- A. Strongly agree
- B. Disagree
- C. Agree
- D. Strongly disagree
- E. ?

Comments _____

13. Children are by nature very dependent, so the real job is teaching them to be independent.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. ?

Comments _____

14. It is very important for a child's development to have a strict set of rules set up by the parents.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. ?

Comments _____

15. At what age should children be able to use the bathroom for toileting without a parent's providing close supervision?

- A. 3 years or less
- B. 4 years
- C. 5 years
- D. After 5 years
- E. ?

Comments _____

16. Do you answer your child's questions about his/her bowel movements or urine?

- A. Never
- B. Often
- C. Usually
- D. Always
- E. ?

Comments _____

17. Who answers your child's questions about toilet training?

- A. I usually do.
- B. I do mostly, but my spouse helps.
- C. My spouse mostly, but I help.
- D. Usually my spouse.
- E. ?

Comments _____

18. Children learn more easily if they are rewarded.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. ?

Comments _____

19. While toilet training your child, how strict are you?

- A. Very strict--child was punished for making messes.
- B. Fairly strict--child was scolded only for accidents that could have been avoided.
- C. Not strict at all--child trained self.
- D. ?

Comments _____

20. I think it is very important that from an early age (3 to 6) child learn to take responsibility for such things as cleaning up their toys, brushing teeth, taking shower, etc.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree--there is plenty of time to learn responsibility later.

E. ?

Comments _____

APPENDIX C

Personal Data Sheet

Personal Data Sheet

1. What is your sex?

Male _____

Female _____

2. What is the highest level of education you have completed?

Grade school or less _____

Some high school _____

High school _____

Some college _____

College _____

Some graduate work _____

Received graduate degree _____

3. What is your occupational title?

4. What is the total income of your family?

\$10,000 to \$15,000 per year _____

\$15,000 to \$20,000 per year _____

\$20,000 to \$25,000 per year _____

\$25,000 to \$30,000 per year _____

\$30,000 to \$35,000 per year _____

\$35,000 to \$40,000 per year _____

Over \$40,000 per year _____

5. How many children do you have at home?

One _____ Two _____ Three _____ Four _____
? _____

6. What is/are their age(s)?

2 years old _____

3 years old _____

4 years old _____

5 years old _____

Over 5 years old _____

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