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THE ROLE OF GENDER IN PARENT - CHILD INTERACTION A CASE STUDY OF BLOCK HAJIN BANDIPORA KASHMIR

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Abstract:-This paper has considered importance of interaction between parents and girl child in the district Bandipora of North Kashmir. The intention has been to gain insight into influence of gender in parent child interaction especially with girl child. Parents play very significant role in shaping the self-image, values, attitude of a child. The study found that Parent - child interaction are influenced to large extend by the gender of a child.

Keywords:Parents, Gender child, Interaction, discrimination, family,boy,girl .

INTRODUCTION:

Children learn at a very early age what it means to be a boy or a girl in our society. Through a myriad of activities, opportunities, encouragements, discouragements, overt behaviors, covert suggestions, and various forms of guidance, children experience the process of gender role socialization. It is difficult for a child to grow to adulthood without experiencing some form of gender bias or stereotyping, whether it be the expectation that boys are better than girls at math or the idea that only females can nurture children. As children grow and develop, the gender stereotypes they are exposed to at home are reinforced by other elements in their environment and are thus perpetuated throughout childhood and on into adolescence. (Martin, Wood, & Little, 1990).

A child's burgeoning sense of self, or self concept, is a result of the multitude of ideas, attitudes, behaviors, and beliefs that he or she is exposed to. The information that surrounds the child and which the child internalizes comes to the child within the family arena through parent-child interactions, role modeling, reinforcement for desired behaviors, and parental approval or disapproval (Santrock, 1994). As children move into the larger world of friends and school, many of their ideas and beliefs are reinforced by those around them. A further reinforcement of acceptable and appropriate behavior is shown to children through the media, in particular, television. Through all these socialization agents, children learn gender stereotyped behavior. As children develop, these gender stereotypes become firmly entrenched beliefs and thus, are a part of the child's self concept.

The family is an institution most closely associated with the process of socialization. Obviously, one of its primary functions is the care and rearing of socialization first as infants living in the families and later as we grow up, attend school, and office. It is here that we develop a sense of 'self' and personal identity.

The family provides the basis for the child's formal learning in spite of great changes; the family still gives the child his basic training in the social attitude and habits important to adult participation in social life. "The manner in which he learns out to get along with his family will be carried over to his interaction with school authorities, religious leaders, the police and other agents of social control". When the child situations outside the home and family. He extends his interests to other groups with all this his intelligence, his emotions, and his social habits develop until he weans himself from the original dependence on the mother, father and other family member.

Another factor which influences the child experience in school is more direct, involving parents visit to the school, explanations of the child's experience at school, help in completing child's home work and so on. Families influence the educational process in two ways, (i) they provide the kind of interpersonal stimulation that leads to development in the child of characteristics that are functional in school setting; and (ii) they provide, coach, explain encourage and interaction behalf of their children in reference to the school experience. They clearly help child to acquire the knowledge, skills, and dispositions that make them more or less able members of their society.

Interactionism emerged as an alternative perspective to understand the relationship between individual and society.

Interactionism shifts importance from the larger society to the individual. Drawn largely from social psychological perspective, Interactionism starts by examining the nature of interaction itself and thenceforth explores the nature of interaction between members of society. Opposing the role external conditions to explain an individual's action in relation with the larger society, Interactionism tries to understand how an individual constructs meaning in the process of interaction (Abraham 1982). An individual in his/her interaction with others interprets and defines situations, develops meaning which direct his/her action and so construct his/her own social world.

A child's earliest exposure to what it means to be male or female comes from parents (Lauer & Lauer, 1994; Santrock, 1994; Kaplan, 1991). From the time their children are babies, parents treat sons and daughters differently, dressing infants in gender specific colors, giving gender differentiated toys, and expecting different behavior from boys and girls (Thorne, 1993). One study indicates that parents have differential expectations of sons and daughters as early as 24 hours after birth (Rubin, Provenzano, & Luria, 1974).

METHODOLOGY:

The present work is the part of M.Phil Dissertation (2009)carried under the august supervision of Prof. Gautam Gaynendra, Department of Sociology Barkatullah University Bhopal. Both primary and secondary source of data was collected for conducting the present study. The sample was selected through random sampling method. The sample strength of the present study was 150 respondents, who were selected through random sampling method.

The primary data was collected through interview schedules and non-participant observational method. In addition to primary data books, journals were also used as secondary source of data

RESULTSAND DISCUSSION;

Many studies have shown that parents treat sons and daughters differently (Jacklin, DiPietro, & Maccoby; Woollett, White, & Lyon; and Parke & O'Leary, in Hargreaves & Colley, 1986; Snow, Jacklin, & Maccoby, 1983; Power, 1981). The parent-child relationship has effects on development that last well into adulthood. Because of these long-lasting effects, the parent-child relationship is one of the most important developmental factors for the child (Miller & Lane in Berryman-Fink, et al., 1993).

Parental attitudes towards their children have a strong impact on the child's developing sense of self and self-esteem, with parental warmth and support being key factors for the child (Richards, Gitelson, Petersen, & Hartig, 1991). Often, parents give subtle messages regarding gender and what is acceptable for each gender - messages that are internalized by the developing child (Arliss, 1991). Sex role stereotypes are well established in early childhood. Messages about what is appropriate based on gender are so strong that even when children are exposed to different attitudes and experiences, they will revert to stereotyped choices (Haslett, Geis, & Carter, 1992).

Raka Sharma in his study, conducted in 1983-84 in the state of Bihar and UP “women's education in India: A challenge for social movement” found there are various factors responsible for bringing the disparities in spread of education among girls. The fore most is the social one. Though a large number of parents have accepted need for education of their daughters yet, the subordinate status of a daughter in comparison to a son in the family leads to disparity in education boys and girls. The discriminatory attitude stems from the fact that in Indian families, girls are expected to assume responsibility for house work at a relatively early age. Ordinarily is a girls is expected to help her mother in house hold chores as well looking after the younger siblings. In the case of family crises, such as the illness of the mother even of relative, the firs victims are girls. The partial burdens of house work, in the changes circumstances, fall entirely on the daughter and she is compelled to discontinue her education. Many studies have shown that parents treat sons and daughters differently (Jacklin, DiPietro, & Maccoby; Woollett, White, & Lyon; and Parke & O'Leary, in Hargreaves & Colley, 1986; Snow, Jacklin, & Maccoby, 1983; Power, 1981). The parent-child relationship has effects on development that last well into adulthood. Because of these long-lasting effects, the parent-child relationship is one of the most important developmental factors for the child (Miller & Lane in Berryman-Fink, et al., 1993).

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Schools today have added task of promoting equality between the sexes. In the part, parents socialized their children to believe that girls are needed less education than boys. Despite the wide spread myth the girls are factored in the classroom, as early age nine they fall behind boys in math science, social studies, and citizenship “Girls lag on tests! Unequal educations” U.S. News and world Report, 19 October 20, 1995, P. 54 “Girls lag on tests, unequal educations”

Roger Jefery and Alaka M.Basu in a research paper “Schooling as Contraception” Points out an educated mother faces a higher opportunity cost of time spent caring for the children. She has greater value outside the house and thus has an

entirely different set of choices than she would have without education. She is married at later age and is better able to influence family decisions. She has fewer, heal their children and can insist on the development of all of them ensuring that her daughters are given a fair chance. And the education of her daughters makes it much more likely that the next generation of girls as well as boys, will be educated and healthy as well. The vicious cycle is thus transformed into a virtuous circle (summers, 1993: VII).

Arthus Peerl in Article “Educational Change: why how for whom. Points out that social class temper academic success. Children from lower – class homes, regard less of race, are usually poorly prepared for academic work. Their parents often don't encourage them to be academically successful, and there is frequently a lack of intellectual stimulation in the home. Schools today have added task of promoting equality between the sexes. In the part, parents socialized their children to believe that girls are needed less education than boys. Despite the wide spread myth the girls are factored in the classroom, as early age nine they fall behind boys in math science, social studies, and citizenship “Girls lag on tests! Unequal educations” U.S. News and world Report, 19 October 20, 1995, P. 54 “Girls lag on tests, unequal educations”

Kumar (2005) mentions that the 'awakened' men of the late 19th century were remarkably conservative in their attitudes towards modern education for women. Girls' education designed by them ensured that patriarchy and the hierarchy in gender relations continue. The curriculum imparted to women was designed in accordance with the interests of males and the patriarchal institutions. The selection of the knowledge and skills like the introduction of cooking and sewing in schools for girls served the patriarchal ideology and restricted the arena of women to the home only. Educations, instead of emancipating women, become the tool of maintaining the hierarchy of gender relations. Education was used to socialize girls to become diligent wives and devoted mothers when they grow up.

The survey conducted by Dr. Bashir Ahmad Dabla, S. Khurshidul Islam et al, of district Barahmulla and Budgam observed that 90% respondents felt there were no reason to resist the attainment of education by both sexes. Most of them, however said the boys education is being favored and preferred, as they have to make themselves eligible for good earning and have to face tough competitions. Unlike Youngsters, the elder age and the religious oriented groups opposed equal education for boys and girls citing social, economic and religious factors. Poverty figured a top the list of factors which prevented percents from sending their siblings to school. This is followed by no encouragement and unfavorable environment by the state.

A survey of parents, conducted by Parthasarathi in a private co-education school in New Delhi found that 25% said they would not discriminate in role distribution between son and daughters. on the other hand, work outside the home such as fetching eggs and bread from market, taking the dog for walk or running an ear band at the neighbors were regarded as boys legitimate area of activity. Thus only 1% of the parents expected their sons to help in the kitchen, while 58% felt that this was a daughter's function. She was also expected to sweep the floor, dust furniture and was the occasional dish in many more instances than was the case of Son. Parthasarathi (988), circulated questionnaires among 66 teacher (44 women and 22 men) indicated that girls and ascribe roles to girls that are incongruent with our society's expectations” Interestingly, through teachers of both sexes expected girls to the good at studies there was greater regarding their social role.

Vibha Parthasarathi in Survey of Delhi Points out very effectively the role of a school or formal educational institutions can play in neutraliasing the role of traditional stereotypes, as well as helping boys and girls overcome the societal expectations of predetermined masculine and feminine roles. The main issue is the status of girls among students and women among the staff. The emphasis is placed on individuality and essential personhood of girls in the process of socialization. Boys and girls are offered alternate role models. In this process masculine and feminine roles are blurred, if not interchanged. Boys are socialized into accepting a new status for girls in a climate of respect and equality. This experiment has an all-round focus within and without the class room and also sanities the teachers as well as students. Prejudices are also fought in Pedagogical grounds. Teachers are seemed as an essential tool for bringing about change in the value of the students.

Zarina Bhatti's Paper on the socialization of Muslim girls could well be about any Indian girl within a similar social context. The assumption that women are physically, mentally and spiritually inferior to men and that they are responsible for the continuity of tradition and culture are common to all Indians. The double standards of morality for men and women as well as the association of Izzat or honor with the behavior of women may not, however, be as explicit among other communities as among the Muslims

The present study has relevance with the earlier girls and shows boys are not treated alike, and parent- child interaction is influenced by sex of a child. The present study has similarity with the earlier study. As the study found that girls are discouraged in participating in discussion at home as table 5shows. Parents attitude towards child is to large extend influenced by the gender of a child as girls are paid less attention than boys shown in Table 8 and 8A and 4. The study also found the girls are the victim of discrimination on the part of parents Table 9 and 9A depicts. Most of Parents are not in the favor that a girl child should work outside the home shown in table 3. It was found that parents realize the importance of education for girls but don't think same education is necessary for both as shown in table 6. The study found that parents have much expectation during tough times from male child. In the study it was also found that schooling pattern of a girl is also determined by sex of a child.

CONCLUSION:

A child's earliest exposure to what it means to be male or female comes from parents. From the time their children are babies, parents treat sons and daughters differently, and expecting different behavior from boys and girls. The study indicates

that parents have differential expectations of sons and daughters as early as 24 hours after birth.

The Research found in the age of liberalism and globalization the parent child interaction is influenced by the sex of a child most girl children feel that parents pay maximum attention to male child. It was also found that parents humiliate both boys and girls. However more girls are victim of physical torture then boys at home by parents. The study revealed that girls are discriminated by parents which not only girl children feel but boys also feel that girl children are discriminated by parents. Thus it was found that parent –child interaction are influenced by sex of child roles are assigned on gender bases. Thus the study found the interaction pattern in the families becomes basic in producing social inequalities based on gender.

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Table Number 1
Parents love most

S. No.	Helpful	Number	Percentage
1	Son	44	88
2	Daughter	04	08
	Total	46	96

The above table shows that 88% respondents love their son most, only 04% respondents love most to their daughters and 04% respondents don't have child. All 4% respondents who love most to their daughters are male, thus no female respondent love most to their daughters.

Table Number 2
Helpful in tough times

S. No.	Helpful	Number	Percentage
1	Daughter	08	16
2	Son	42	84
	Total	50	100

The above table shows that 84% parents think that son can be helpful in tough times and 16% think that girl child can be helpful in tough times. Among 16% parents who think that daughter can be helpful in tough times 04% don't have daughter, 08% have daughters who are kid and only 4% respondents who have daughters think daughter can helpful in tough times.

Table Number 3
Should Girl go out from home for work?

S. No.	Work Outside Home	Number	Percentage
1	Yes	10	20
2	No	40	80
	Total	50	100

The above table shows that 20% parents think that girl should work out side home and 80% think girl should not work out side home.

Table Number 4
Are boys and girls same?

S. No.	Boys and Girls same	Number	Percentage
1	Yes	12	24
2	No	38	76
	Total	50	100

The above table shows that majority of parents i.e. 76% don't think that girls and boys are same only 24% parents think that boys and girls are same.

Table Number 5
Do girls participate in discussion at home?

S. No.	Girl Participation	Number	Percentage
1	Yes	1	02
2	No	40	80
	Total	41	82

The above table shows that only 2% of girls participate in discussion at home and 80% don't participate in discussion at home, 04% respondents don't have daughter and 14% have daughters but they are not yet able to participate in discussion.

Table Number 6
Should Girl be Educated

S. No.	Girl Educated	Percentage
1	Yes	76
2	No	24
	Total	100

The above table shows that 76% parents think that a girl should be educated 24% think that girls should not be educated.

Table Number 7
Do parents humiliate girl children?

S.No.	Parents Humiliate	Number	Percentage
1	Yes	41	82
2	No	09	18
	Total	50	100

The above table reveals that 82% girl respondents are humiliated by parents and 18% are not.

Table Number 8
Parents pay maximum attention

S.No	Pay maximum attention	Number	Percentage
1	Brother	35	70
2	Sister	03	06
3	You	10	20
4	Any other	02	04
	Total	50	100

The above table reveals that 70% girl respondents feel that parents pay maximum attention to respondent's brother, 06% sister, 20% them and 04% feel that parents pay maximum attention to grandparents.

Table Number 8A
Parents pay maximum attention

S.No	Pay maximum attention	Number	Percentage
1	Brother	22	44
2	Sister	04	08
3	You	22	44
4	Any other	02	04
	Total	50	100

The above table reveals that 44% boy respondents feel that parents pay maximum attention to respondent's brother, 08% sister, 44% them and 04% feel that parents pay maximum attention to grandparents.

Table Number 9
Discrimination to Girl child by parents

S.No	Discrimination by parents	Number	Percentage
1	Yes	35	70
2	No	15	30
	Total	50	100

The table shows that 70% girl respondents think that parents discriminate to a girl child, 30% don't think so.

Table Number 9A
Discrimination to Girl child by parents

S.No	Discrimination by parents	Number	Percentage
1	Yes	38	76
2	No	12	24
	Total	50	100

The table shows that 76% boy respondents think that parents discriminate to a girl child, 24% don't think so. Thus out of 100 respondents 73% respondents think parents discriminate to a girl child.

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