

A STUDY OF PARENTING BEHAVIOUR AND CHILDREN'S WELL-BEING IN URBAN INDIAN FAMILIES

A thesis submitted to the Christ University for the award of the Degree of

DOCTOR OF PHILOSOPHY IN PSYCHOLOGY

by

ALKA RANJAN

PHPS 0944201

Under the Guidance of

DR. TONY SAM GEORGE

Associate Professor in Psychology



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Christ University, Bengaluru-560029

May 2016

Declaration

I, Alka **Ranjan**, hereby declare that the Ph. D. thesis titled **A study of parenting behavior and children's well-being in urban Indian families** submitted to Christ University, Bengaluru in partial fulfillment of the requirements for the award of the degree of **Doctor of Philosophy in Psychology** is a record of original and independent research work done by me under the supervision of Dr. Tony Sam George, PhD, Associate Professor in Psychology, Christ University. I also declare that this thesis or any part of it has not been submitted to any other University / Institute for the award of any degree.

Place:

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Name of the Research Scholar

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This is to certify that the thesis titled **A study of parenting behavior and children's well-being in urban Indian families** submitted by Mrs. Alka Ranjan to Christ University, Bengaluru in partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy in Psychology is a record of original research work carried out by her under my supervision. The content of this thesis, in full or in parts, has not been submitted by any other candidate to any other University for the award of any degree or diploma.

Place:

Name of the Research Supervisor

Date:

Dr. Tony Sam George, Ph.D.

Associate Professor

Christ University, Bengaluru

Additional Director

Centre for Research,

Christ University, Bengaluru-560029

Acknowledgements

I extend my sincere thanks to each and every person who helped me to complete this PhD thesis. First and foremost, I thank my Guide, Dr. Tony Sam George for extending his support and guidance at each stage of the research process.

My thanks to my family - my husband, children, my father and father-in-law for being with me in the most challenging phase of my life. I, especially thank my husband for showing me the right path and being with me without whose support this project would have been impossible. With fond memories, I dedicate this thesis to my mother and mother-in-law.

I, further thank the school authorities for giving me permission to collect data, and to all the students and their parents who participated in this study. I also thank the families who gave their valuable time for the interviews.

I thank the Centre for Research, especially Dr. Srikanta Swamy, Dr. KA Sebastian and Mr. James for giving all their help and guidance throughout the span of the research project. I thank the Management for their help and for providing me with the resources that aided in my research work.

I thank the research experts who gave their invaluable help. I express my gratitude to Dr. Gareth Davey for his help. I acknowledge the contribution of all the experts for giving their useful suggestions and feedback during various research phases such as tool validation and peer debriefing.

I also thank my colleagues for extending their help whenever I needed it. I pray to God for helping me to complete the thesis.

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LIST OF ABBREVIATIONS

<i>ANCOVA</i>	Analysis of covariance
<i>ANOVA</i>	Analysis of variance
APA	American Psychological Association
BMSLSS	Brief Multidimensional Students' Life Satisfaction Scale
CBSE	Central Board of Secondary Education
COM-QOL	Comprehensive Quality of Life Scale
CFA	Confirmatory Factor Analysis
<i>df</i>	degrees of freedom
DOAJ	Directory of Open Access Journals
G	Graduate
GLS	General Life Satisfaction
[H & C]	Hindu and Christian
HPMood	Homeostatically Protected Mood
ICSE	Indian Certificate of Secondary Education
IPARTheory	Interpersonal acceptance-rejection theory
IWG	International Well-being Group

KMO	Keiser-Meyer-Oklin
LISREL	Linear Structural Relations
LS	Life Satisfaction
<i>M</i>	Mean
<i>MANCOVA</i>	Multivariate analysis of covariance
<i>MANOVA</i>	Multivariate analysis of variance
MAR	Missing at Random
MC	Maternal control
MC-C	Marlowe-Crowne social desirability scale – short form C
<i>MCAR</i>	Missing Completely at Random
[M&C]	Muslim and Christian
MNAR	Missing not at random
MSLSS	Multidimensional Students' Life Satisfaction Scale
MW	Maternal warmth
NA	Negative affect
NCAER	National Council for Applied Economic Research
NMAR	Not missing at random

NCR	National Capital Region
<i>ns</i>	Not significant
PA	Positive affect
PAQ	Personality Assessment Questionnaire
PARQ	Parental Acceptance-Rejection Questionnaire
PARQ / Control	Parental Acceptance-Rejection / Control Questionnaire
PARTheory	Parental acceptance-rejection theory
PC	Paternal control
PCS	Parental Control Scale
PC-PR	Psychological Control scale – Parent Report
PG	Post-graduate
PLSS	Perceived Life Satisfaction Scale
PQOL	Perceived quality of life
PW	Paternal warmth
PWI – A	Personal Wellbeing Index - Adult
PWI – SC	Personal Wellbeing Index – School Children
P.U.	Pre-University

% SM	Percentage of scale maximum
QOL	Quality of Life
QOLP-Q	Quality of Life Profile-Adolescent Version
QUAN	Quantitative
QUAL	Qualitative
→	Sequential relationship
SD	Standard deviation
SDS-17	Social desirability scale – 17
SLSS	Students' Life Satisfaction Scale
SQOL	Subjective quality of life
sr^2	Unique variance
SWB	Subjective well-being
UK	United Kingdom
WoE	Weight of Evidence

Chapter 1: Introduction

The aim of the research is to study parenting behavior and children's well-being in urban Indian families. Socialization, an important process in parent-child relationship is described as, "the process by which a child or other novice acquires the knowledge, orientations, and practices that enable him / her to participate effectively and appropriately in the social life of a particular community" (Garret & Baquedano-Lopez, 2002, p. 339). Hence, socialization in the family is of crucial significance as it is the microcosm of society and has critical implications for the social and emotional development of the growing child. Parenting is a crucial process in family socialization. The word 'parenting' derives from the Latin verb 'parere' which means 'to bring forth, develop or educate.' Hoghughi, M. (2004) defines parenting as "purposive activities aimed at ensuring the survival and development of children." It is of utmost importance to understand the dynamics of the parenting in varied cultures.

Background of the Study

India is witnessing major socio-techno-economic changes due to globalization forces. The forces of globalization playing a prominent role are industrialization which has led to urbanization and migration. Other important factors are education especially among women, changes in occupational structures, conferment of political and property rights and modification in the legal status of women and their subsequent joining of various occupations as well as the general weakening of caste as a social force. These factors together have led to macro-societal changes which has directly affected the unit of

society, i.e. the joint family set-up in India. There has been a widespread change in the institution of family which is witnessing dynamic structural and psychosocial changes. These changes in the family have led to the modification in the socialization processes of parent-child relationship. Hence, it is very important to understand parent-child relationship in contemporary India.

Statement of the Research Problem

To understand the relationship between parenting behavior (specifically, parenting styles) and subjective well-being of children in urban Indian families.

Variables of the Study

- Parenting behavior: The variable taken in the present study is (a) parenting styles.
- Parenting Styles: The variables taken in the present study are (a) warmth, (b) behavioral control, and (c) psychological control.
- Well-being: It is the outcome measures. The variable taken in the present study is (a) subjective well-being.
- Contextual factors: The variables taken in the present study are (a) socio-economic status, (b) family structure, (c) culture, (d) urban.

Operational Definitions

The following terms have been operationally defined:

- **Parenting Behavior:** Activity by a parent that enhances the survival and development of the child/ children. The variable in the present study is parenting styles.
- **Parenting Styles:** Darling and Steinberg (1993) define parenting styles as: a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which parents' behaviors are expressed. These behaviors include both the specific, goal-directed behaviors through which parents perform their parental duties (to be referred to as parenting practices) and non-goal-directed parental behaviors, such as gestures, changes in tone of voice, or the spontaneous expression of emotion.

The two broad and universal dimensions of parenting styles taken in the present study are:

1. **Warmth:** Parental warmth comprises of such components as emotional support and affection, acceptance or involvement, love which is expressed through behavior or emotions for their child or children.

Rohner's (2005) conceptualization of "warmth dimension of parenting" has been taken in the present research study. He defines it as "A continuum of parenting defined at one end by (perceived) parental acceptance and at the other end by (perceived) parental rejection. All humans can be placed (or place themselves) somewhere along this continuum..."

2. Control: Two types of parental control has been taken in the present research study

(a) Psychological control, (b) behavioral control

- Psychological Control: Psychological control “refers to control attempts that intrude into the psychological and emotional development of the child (e.g., thinking processes, self-expression, emotions, and attachment to parents)” (Barber, 1996).

- Behavioral control: Rohner (2005) states:

Conceptually, behavioral control has two components: (a) the extent to which parents place limits or restrictions on their children’s behavior (i.e., the extent to which parents use directives requiring compliance, make demands, and establish family or household rules; (b) the extent to which parents insist on compliance with these proscriptions and prescriptions.

- Parenting Patterns: A regular way in which activities are taking place among parents towards the enhancement of the survival and development of the child or children.

- Subjective Well-being: Subjective wellbeing has been defined as “a normally positive state of mind that involves the whole life experience” (Cummins et al, 2010). Tomy (2013, p. 27) states, “More commonly referred to as ‘happiness’, subjective well-being comprises both affective (e.g., positive mood) and cognitive (thought) components. Subjective well-being reflects a person’s level of happiness / satisfaction with their lives and is synonymous with ‘personal wellbeing’.”

This definition applies equally to adults and children or adolescents as measures have been developed for the population based on the above conceptualization of the construct (International well-being group, 2013).

- Children: For the purpose of the study, children belonging to the middle childhood years, 8–11 years will be considered.
- Asian Indian: The term refers to persons residing in India.
- Socio-economic Status: It refers to social class, which includes educational level, income level, and occupational status (Hoff-Ginsberg & Tardif, 1995).
- Family Structure: It refers to the outward characteristics of the family.
- Urban: It is living in a city or a town

Research Objectives

The study is divided into three stages, and the specific objectives are to:

1. Study acceptance-rejection, behavioral control and psychological control among urban Indian parents and analyze parenting patterns in recent years (Stage 1).
2. Measure subjective wellbeing of school children (Stage 2)
3. Investigate relationship between the acceptance-rejection, behavioral control and psychological control of parents with the subjective wellbeing of their children (Stage 3).

Conceptual Outline

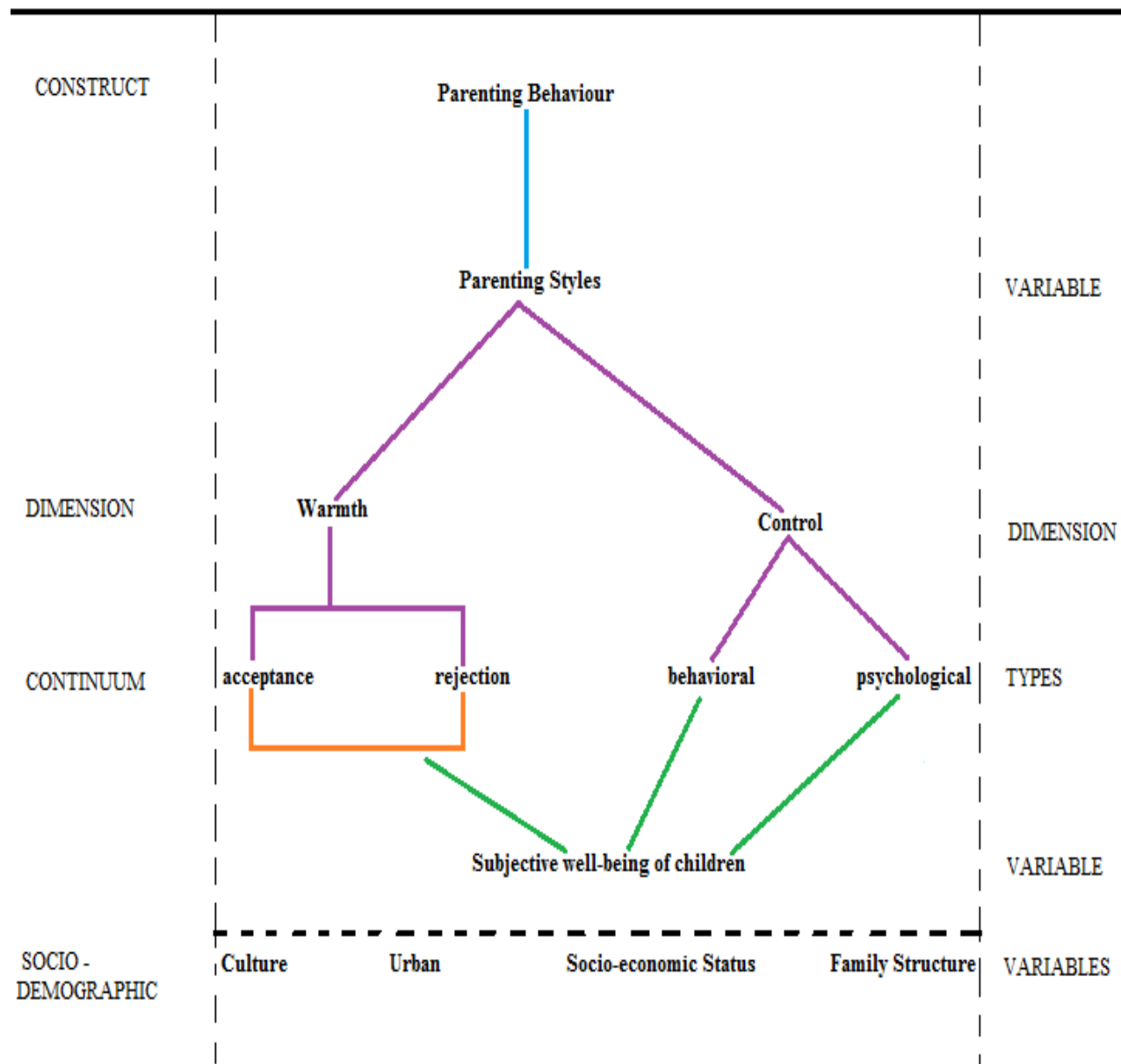


Figure 1. Conceptual map of the research study.

Research Questions and Hypotheses

1. What is the level of acceptance-rejection found in urban Indian parents?

2. How is warmth dimension expressed in urban Indian parents?

H1: Control will be significantly high in urban Indian parents.

Support for the above hypothesis comes from research studies done on interdependent cultures as well as on studies done specifically focusing on India (Balda, Irving, Berthelsen, Catherwood, 2001; Paiva, 2008).

3. How is control dimension expressed in urban Indian parents?

4. What parenting patterns have been found in Indian families of Bangalore City?

5. What is the subjective wellbeing mean score in school children of Bangalore City?

6. Is there a relationship between parenting styles, that is, parental acceptance-rejection, behavioral control, psychological control and subjective wellbeing?

H2: There will be a significant relationship between parental acceptance-rejection and subjective well-being.

H3: There will be no significant relationship between behavioral control and subjective well-being.

H4: There will be no significant relationship between psychological control and subjective well-being.

Numerous studies have found a relationship between parenting styles based on Baumrind's typology and subjective well-being. Support for *H2*, *H3*, *H4* comes from a

few studies done on the relationship between warmth, control parenting dimensions and subjective well-being (Kazarian, Moghnie & Martin, 2010; ÖZDEMİR, 2012).

Rationale for the Study

Most research studies about parenting have been done in the Western and east Asian context. There is limited information from South Asian countries such as India. Some recent studies have been conducted on parent-child relationships in India, but most focus on various aspects of parenting in the population having a psychiatric diagnosis. Very few studies have focused on the dynamics of parent-child relationship in the normal population.

The present research focuses on parenting styles in the Indian context. There is an emerging area of cross-cultural research on parenting styles that focus on developing indigenous conceptualization in this area. Notable research is available in the Chinese context. The present study is an attempt towards this aim in the South Asian context.

Moreover, there also seems to be very less research in India about children's wellbeing. The present study focuses on an aspect of wellbeing which is subjective well-being of children in the Indian context.

The present research also studies the relationship between parenting styles and subjective well-being of children. Lot of research is available on parenting styles and academic achievement as an outcome measure in Asian countries. The present research focuses on the relationship of parenting styles and a psychosocial measure, that is, subjective well-being of children. This aims to contribute towards child development and promote mental health. Thus, the present research study proposes to capture both the

dynamics of parent-child relationship and children's subjective wellbeing in normative populations in the Indian context.

Theoretical Framework

Bronfenbrenner's ecological systems theory

The conceptualization of the present research study has been embedded in the Ecological Systems Theory. It is a "process-person-context model" (Spencer, 2006) which captures the developmental process as an interaction between the characteristics of the person (biology) and the environment. The environment is hierarchically organized across four levels which depend on the person-environment interaction. The first level is the *microsystem* which involves the interaction of the individual with the immediate social and physical environment, parent-child interaction being the variable in the present study. It involves the *proximal processes* which has been defined (as cited in Spencer, 2006) in the bioecological model as "the mechanisms through which genetic influences are actualized into observable phenomenon (Bronfenbrenner & Ceci, 1994, p. 866, as cited in Spencer, 2006), are essentially patterns of person-environment interactions in the *microsystems* and change during the development of the person" (Bronfenbrenner, 1979, 1989, 1993, p. 866, as cited in Spencer, 2006). The second level constitutes the *mesosystem* which describes the interrelations or interactions across the various microsystems for an individual. It focuses on the network of interpersonal relationships. The variable in the present study is the inter-relation between parent, child and family characteristics. The third level, *exosystem* constitutes the distal influences and includes

contexts or the settings in which the person is indirectly involved. Parental role, extended family system, socio-economic status and availability of support services being the variables in this study. The *macrosystem* comprises of the larger societal institutions and lays the social, cultural and the historical context for development. It refers to the subcultural or cultural context in which microsystems, mesosystems, and exosystems are embedded. The variables in the present study are culture and urban background.

Chronosystem or the time dimension is important in this model as it focuses on bidirectional influences across developmental process. Bronfenbrenner's theory provides a useful framework for recognizing the different contextual influences on an individual and how those influences help to shape a child's development.

Interpersonal acceptance-rejection theory (IPARTheory) “(formerly known as PARTheory, parental acceptance-rejection theory)”

A novel and a more recent conceptualization and measurement of parenting styles is the Interpersonal acceptance-rejection theory (IPARTheory). This theory was formerly (till 2014) known as parental acceptance-rejection theory (PARTheory). Being “an evidence-based theory of socialization and lifespan development” it “aims to predict and explain major consequences and other correlates of interpersonal acceptance and rejection worldwide” (Rohner, 1986, 2004; Rohner and Rohner, 1980; as cited in Rohner & Khaleque, 2015, p. 1). Even after name change, Rohner and Khaleque (2015) note that “significant portions of the theory continue to feature the effects, causes, and other correlates of children's perceptions of parental acceptance-rejection, and of adults' remembrances of parental acceptance-rejection in childhood” (p. 1).

It has three sub theories: (a) *personality sub theory* which looks at the personality or psychological, especially mental health-related issues due to perceived parental acceptance and rejection in childhood and adulthood (b) *coping sub theory*, which looks at the coping factors which act in resilience to the rejection experience in children and adults (c) *sociocultural systems sub theory* which views macro and micro issues. At the macro level, it looks at the social factors determining acceptance and rejection. At the micro level, it tries to explain the contradictory dispositions of acceptance and rejection existing in the parents.

Rohner and Khaleque (2015) explain the IPARTheory:

Together, interpersonal acceptance and rejection form the warmth dimension of interpersonal relationships. This is a dimension or continuum on which all humans can be placed because everyone has experienced more or less love at the hands of the people most important to them. Thus, the warmth dimension has to do with the quality of the affectional bond between individuals (e.g., between children and their parents, and between intimate adults, among others). In particular, the warmth dimension focuses on the physical, verbal, and symbolic behaviors that individuals use to express their caring or lack of caring about the other person, as described below. One end of the continuum is marked by interpersonal acceptance, which refers to the warmth, affection, care, comfort, concern, nurturance, support, or simply love that one person can express to or experience from another person. The other end of the continuum is marked by interpersonal rejection, which refers to the absence or significant withdrawal of these positive feelings and behaviors, and by the presence of a variety of physically and psychologically hurtful

behaviors and affects. Extensive cross-cultural research over the course of six decades in IPARTheory reveals that interpersonal rejection can be experienced by any combination of four principal expressions: (1) cold and unaffectionate, the opposite of being warm and affectionate, (2) hostile and aggressive, (3) indifferent and neglecting, and (4) undifferentiated rejecting. Undifferentiated rejection refers to individuals' beliefs that the other person (e.g., attachment figure) does not really care about them or love them, even though there might not be clear behavioral indicators that the other person is neglecting, unaffectionate, or aggressive toward them (p. 2-3).

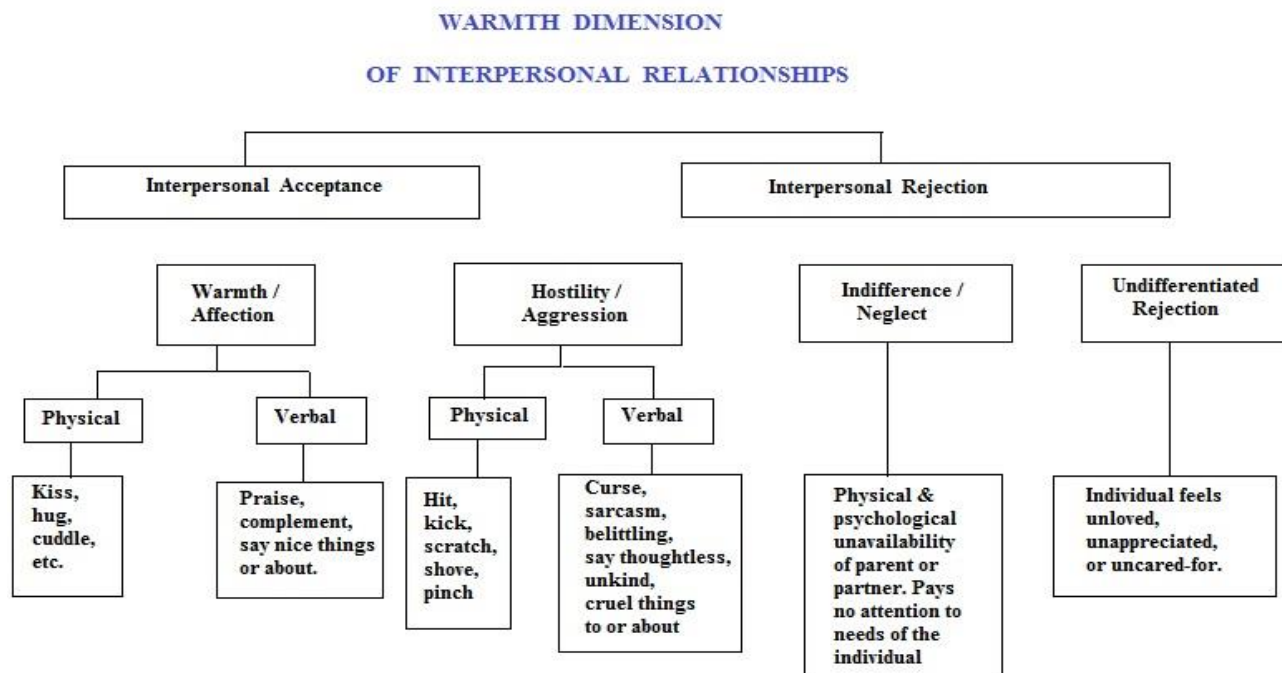


Figure 2. Conceptual figure of the IPARTheory.

Source: Rohner and Khaleque (2015).

The central premise of the theory is that “perceived rejection by an *attachment figure at any point in life* tends to be associated with the same cluster of personality dispositions found among children and adults rejected by parents in childhood” (Rohner & Khaleque, 2015, p. 20). Research has shown that the IPARTheory has highest correlates with the personality sub theory. Though the empirical evidence encompasses the entire range of interpersonal relationships, majority of the research evidence available pertains to parent-child relationship.

The *anthroponomy* and the *universalist approach* has been used to empirically test IPARTheory. In order to establish universals or “anthroponomy”, the researchers have used a multi-method strategy across varied sociocultural settings. The methods that have been used can be classified as follows. A) quantitative psychological studies – the subtypes are (a) quantitative psychological studies which have used methods as behavior observations, interviews, self-report questionnaires, mostly Parental Acceptance-Rejection Questionnaire (PARQ), the Parental Acceptance-Rejection / Control Questionnaire (PARQ / Control) and the Personality Assessment Questionnaire (PAQ); (b) meta-analyses: some of the results obtained are pancultural association between perceived parental acceptance and psychological adjustment of both children and adults; reliability confirmation for PARQ and PAQ, validity confirmation for Parental Control Scale (PCS), transculturally significant correlation between perceived parental warmth / affection with children’s psychological adjustment as well as with all seven personality dispositions as specified in PAQ. (B) ethnographic research – the subtypes are: (a) ethnographic case study – the study done by Rohner and Chaki-Sircar

(1988, as cited in Rohner & Khaleque, 2015, p. 28); (b) controlled comparison or concomitant variation study - the study of parental rejection in three Pacific societies--a Maori community of New Zealand, a traditional highland community of Bali, and the Alorese of Indonesia (Rohner, 1960, as cited in Rohner & Khaleque, 2015, p. 28); (c) a major holocultural (also called the cross-cultural survey method) study of parental acceptance-rejection in 101 nonindustrial societies (Rohner, 1975, as cited in Rohner & Khaleque, 2015, p. 28).

The Theory of Subjective Wellbeing Homeostasis

Subjective wellbeing (SWB) Homeostasis theory “asserts that each individual has a set-point for their SWB which is genetically-determined individual difference” (as cited in Cummins & Wooden, 2014). It is stated by the researchers that the question used to measure SWB is “‘All things considered, how satisfied are you with your life?’ (General Life Satisfaction: GLS) rated on a 0–10 response scale.” After conversion on a 100 point scale, the set-point range has been found to be 70–90 points.

The factors that play an important role in SWB are as follows.

1. A type of affect called “Homeostatically Protected Mood” (HPMood); research evidence supports that “HPMood dominates the composition of SWB” (Davern et al., 2007; Blore et al., 2011; Tomy & Cummins, 2011; as cited in Cummins & Wooden, 2014).
2. The next factor is “affective experience” which is a combination of HPMood and “experienced affect”. When “homeostasis is in control, affective experience remains within its set-point-range” (Cummins & Wooden, 2014).

3. Cummins and Wooden (2014) explain that when SWB diverts from its set-point-range, “homeostatic stabilizing forces are activated which include behavior, adaptation, and a system of cognitive buffers.”

The following model highlights the theory.

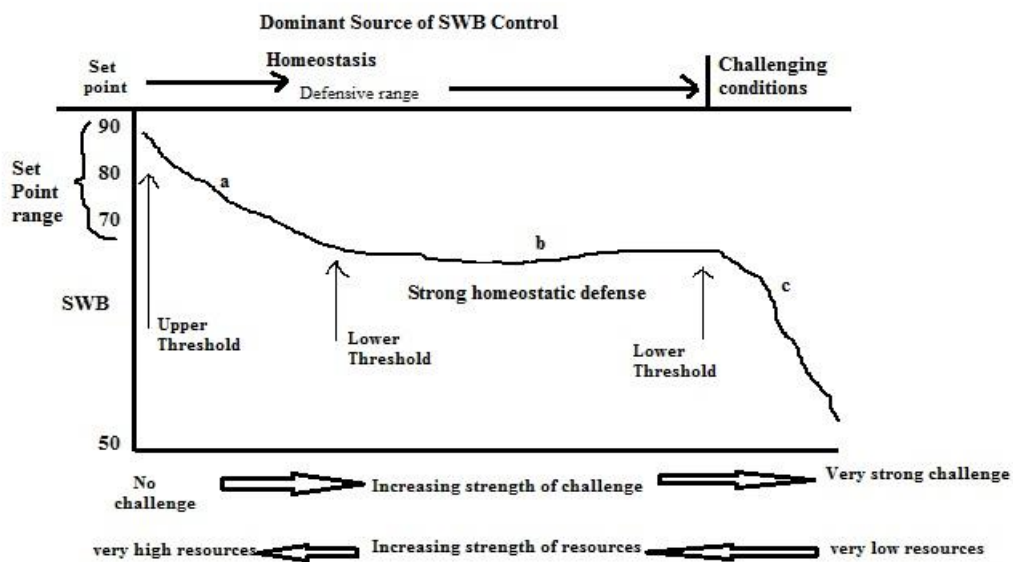


Figure 3. Changing levels of SWB.

Source: Cummins and Wooden (2014).

Dodge et al. (2012, p. 228) explain:

Cummins' theory focuses on the strength of a challenge and how this affects the level of SWB . . . The emphasis of the model is the role of homeostasis in defending the set point of SWB . . . It tries to demonstrate different phases denoted by the letters 'a' to 'c'.

1. When an individual experiences no challenge, SWB stays at the set-point.
2. When an individual experiences mild challenge, the level of SWB will vary slightly within the set-point range (Phase a)
3. Phase b signifies where SWB is prevented from decreasing below the set point, due to the strong homeostatic defence.
4. Phase c signifies a situation where the challenge is too strong for homeostasis to manage. SWB would now fall sharply.

Hence, this theory provides theoretical basis to understand SWB in children.

Delineation of the Study

The chapters have been outlined as follows.

1. Introduction: This chapter gives an overview, conceptualization and the theoretical framework of the research study.
2. Review of literature: This chapter gives the background, historical review and the systematic review of the related literature.
3. Methodology: This chapter provides an overview of the research design, sampling, pilot study, procedure and ethical guidelines.

4. Results: This chapter includes the quantitative and qualitative data analysis, interpretation and gives findings of the study.

5. Discussion: This chapter discusses the study results. It includes the implications of the study findings, study contributions, limitations, direction for future research and conclusion.

Delimitations of the Study

- The study is restricted to urban India.
- The context of the study is Bangalore which is a cosmopolitan place.
- Data gathering is confined to self-report measures for children.
- The study is limited to the children whose parents gave consent for their participation, as well as, receiving the children's assent.
- Only children belonging to middle childhood years (8 – 11 years) are being considered for the study.

Assumptions

Assumptions about this research include the following.

- Children have responded to the questionnaires accurately and honestly.
- Children are capable of understanding and responding to the items in the questionnaires.
- The responses that parents have given for the questionnaire are true to the best of their knowledge.

- Respondents have responded to the surveys in an accurate manner and to the best of their abilities.
- All participants participated in this study of their own free will.
- The parenting style is similar across time with the child involved in the study, which may not always be the case.
- The diversity in Indian culture has been sufficiently captured.

Chapter 2: Review of Literature

The review of literature encompasses the following sections (a) socialization practices, specifically parenting styles; (b) subjective well-being of children; (c) parenting styles and subjective well-being of children.

The review of literature initially presents the historical perspective of the parenting styles and introduction to the subjective well-being of children. Following an overview of the important constructs in the present study, a systematic review of literature is then presented for each of the above sections.

Historical perspective

Historically, the research framework for parenting styles has been conceptualized in the western context. Factor-analytic studies have identified important dimensions in the typology. The two parenting dimensions identified by Symonds (1939; as cited in Asher & Coie, p. 192) are acceptance versus rejection and dominance versus submission. Schaefer (1959) further explored parenting styles along the two dimensions, love versus hostility and autonomy versus control. However, this dimensional approach lacked substantial theoretical basis.

Diana Baumrind's (1967, 1971; as cited in Berk, 2006) work was more theoretically based on one single parenting domain, parental control and she identified three distinct patterns of parental authority which were authoritative, authoritarian and permissive parental control. Further, Maccoby and Martin (1983; as cited in Steinberg, 2005) made a significant contribution by combining Baumrind's typologies with the dimensional approach and proposed two theoretical dimensions, responsiveness and

demandingness. Based on differences in the two parental dimensions, four parenting styles (Baumrind, 1991) were categorized. They were authoritative (high responsiveness and high demandingness), authoritarian (low responsiveness and high demandingness), permissive (high responsiveness and low demandingness), and uninvolved (low responsiveness and low demandingness).

Berk (2006) states that based on Baumrind's findings and other researchers who expanded on her work, three underlying features can be identified that distinguish between the parenting styles (a) acceptance and involvement, (b) control, (c) autonomy granting. Berk (2006) has given an interesting description of how these features correlate within the parenting styles. She states the following:

The authoritative child-rearing style—the most successful approach to child rearing-- involves high acceptance and involvement, adaptive control techniques, and appropriate autonomy granting...Parents who use an authoritarian child-rearing style are low in acceptance and involvement, high in coercive control, and low in autonomy granting...The permissive child-rearing style is warm and accepting. Rather than being involved, however, permissive parents are either overindulgent or inattentive. Permissive parents engage in little *control* of their children's behavior. Instead of gradually granting autonomy, they allow children to make many decisions for themselves at an age when they are not yet capable of doing so...The uninvolved child-rearing style combines low acceptance and involvement with little control and general indifference to issues of autonomy. (p. 564-565)

Application of Baumrind's typology in research studies

The Baumrind's typology which is the parenting traits approach is the most influential framework and has been used by numerous research studies on association between parents and the functioning of their children – from preschoolers through adolescence.

Authoritative parenting is linked to many aspects of competence throughout childhood and adolescence. These include “an upbeat mood, self-control, task persistence, and cooperativeness during the preschool years and, at older ages, high self-esteem, responsiveness to parents' views, social and moral maturity, and favorable school performance” (Amato & Fowler, 2002; Aunola, Stattin, & Nurmi, 2000; Herman et al., 1997; Luster & McAdoo, 1996; Mackey, Arnold, & Pratt, 2001; Steinberg, Darling, & Fletcher, 1995 as cited in Berk, 2006).

Subjective Well-being in Children

The term well-being is a concept borrowed from positive psychology and has no consensual definition. It is generally used within the research literature as an overarching concept regarding the quality of people's lives (QOL). The International Wellbeing Group (IWG) in 2013 stated that, “The quality of life (QOL) construct has a complex composition, so it is not surprising that there is neither an agreed definition nor a standard form of measurement”. Being a multidimensional phenomenon, it can be measured by objective as well as subjective indicators.

Objective measures are external and quantifiable conditions which include social indicators like poverty, income, infant mortality rates and so on. The second category

includes measures of subjective well-being which refers to an “assessment of well-being that is performed by the individual themselves” (Strappazzon, 2001, p. 97, as cited in Hanafin & Brooks, 2005). Within the field of psychology the study of “happiness” generally falls under investigations of subjective well-being (SWB) (Diener, 1994). Tomy (2013) states “also referred to as ‘personal wellbeing’ or ‘happiness’, SWB concerns people’s affective and cognitive evaluations of their life and personal circumstances” (p. ix). Thus, subjective measures of well-being are internal evaluations of life circumstances and are based on the individual’s personal values and opinions. It encompasses a wide range of components, such as happiness, life satisfaction, hedonic balance and holds at its core affective and cognitive evaluation of one’s life.

The present research is concerned with the subjective well-being of young children or their evaluation of their lives as a whole as well as particular aspects as domains.

Systematic Review of Literature

A systematic review of literature was done where both quantitative and qualitative findings were evaluated. In the current review, Gough’s (2007) model for the stages of a systematic review was followed (Figure 4).

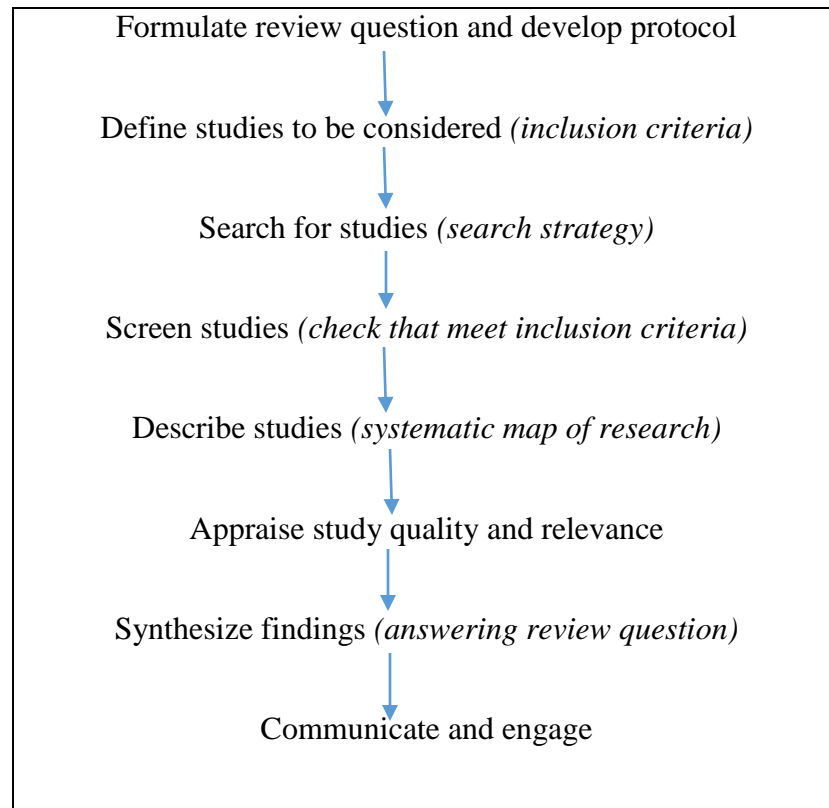


Figure 4. Stages of a systematic review.

Source: Gough (2007, p. 5).

Review Questions

The review questions were as follows.

- What does the existing literature, Indian and International tell about parenting styles?
- What does the existing literature, Indian and International tell about subjective well-being in children?
- What does the existing literature, Indian and International tell about the relationship between parenting styles and subjective well-being of children?

Search Strategy

A comprehensive search of the published and unpublished national and international literature was performed using bibliographic databases, selected journals, books and grey literature sources.

Searches of the published literature were performed using the following databases from the relevant disciplines of social sciences and psychology as APA PsycNET, EBSCO (Psychology), JSTOR, Directory of Open Access Journals (DOAJ). Some full-text books were accessed online through Google Scholar and Amazon.

Hand searches of key journals and books were performed to identify further relevant studies. Copies of journals from the previous 30 years (1985-2015) were checked accordingly. Books were accessed through the library as well as purchased.

A search of grey literature was conducted to identify relevant unpublished works such as theses, reports, and on-going research projects. The databases of grey literature were searched through Google, Google Scholar web search engine, conference proceedings and Dissertation Abstracts International, ProQuest Theses and Dissertations.

Search terms/ Keywords

The search terms used for the main concepts for finding literature are shown in the table below.

Table 1

Search terms used for literature

Main Concepts	Search terms / Keywords
Parenting styles	Parenting in India, Parental acceptance-rejection Theory and India, Parental acceptance-rejection Theory and Indian parenting, Interpersonal acceptance-rejection theory and India, Psychological control, Behavioral control, Control in the Indian context, parenting styles, warmth dimension of parenting, control dimension of parenting
Subjective well-being of children	subjective well-being of children, subjective well-being of children in India, well-being, subjective well-being
Parenting styles and subjective well-being	Parenting styles and subjective well-being, parental warmth and subjective well-being, parental control and subjective well-being, parenting styles and life satisfaction, parenting styles and quality of life

Study selection

The collection of references from the literature searches were carefully examined to identify if they met the inclusion criteria for the review. Following the study selection phase, ancestry search was performed on each of the selected study by checking the reference list for relevant earlier works, where possible.

Study selection process

The titles and abstracts of the studies were evaluated in terms of the inclusion and exclusion criteria listed below in Table 2.

Table 2

Details of inclusion and exclusion criteria for quantitative and qualitative studies

Feature	Inclusion Criteria	Exclusion Criteria
Type of Publication	Peer reviewed journals, books, dissertations, thesis, reports	magazines, conference abstracts
Language of Publication	English	All other languages
Participant Sample	Parents belonging to the middle age, i.e. 35-40 years of age, children are in the middle-age group (8 – 11 years of age) or pre- adolescent, traditional parenting in India as joint or extended families, parenting in urban India as in nuclear families	Gay or lesbian parenting or recent variants of parenting, parenting of specific population groups as adult children, very old parents
‘Subject’ of the Articles	Parenting as a socialization process in Asia, specifically South Asia and Western countries, cross-cultural studies on parenting, well-being in children, subjective well-being in children, subjective well-being in children in India, parenting and subjective well-being in children	Objective well-being

Description of the studies

The following description will present a general map of the quantitative research evidence reviewed, discuss the strengths and limitations of the studies as a whole and detail some key features of individual studies (See Table 3 for overview of studies).

Table 3

Characteristics of reviewed quantitative studies

Author and Year	Theoretical and Conceptual Framework	Research Questions and Hypothesis	Methodology	Data Analysis	Results
1. Chao, R. (1994)	Parenting style of Asians	Investigates whether important broad cultural concepts, <i>chiao shun</i> and <i>guan</i> , distinguish the Chinese from the European-Americans <i>beyond</i> the concepts of “authoritarian” and “restrictive.”	Between-groups design	<i>M</i> , <i>SD</i> , <i>ANOVA</i> , post-hoc analysis, <i>MANCOVA</i>	The concept of “training” has distinctive features that more adequately describes the Chinese beyond the authoritarian concept, because the “training” concept evolved in the Chinese sociocultural context.
2. Barber, B. K. (1996)	Parental psychological control of children	To demonstrate that the construct can be measured accurately, test hypothesis about its specialized relationship with youth internalized problems, to explore its relationship (compared to behavioral control) with adolescent problem behaviors.	Study I: Questionnaire administration Study II: Psychological control Scale – Observer Rating (PCS-OBS); subscale administration after 1 year Study III: Survey	<i>ANOVA</i> , hierarchical regression analysis, <i>M</i> , <i>SD</i> , Cronbach alpha, factor analysis, structural equation analysis	The construct of psychological control can be reliably measured, psychological control is a significant predictor of youth problem behaviors, psychological control has developmental relevance

3.	Stewart et al. (1999)	Pakistani parenting practices	To identify the dimensions of parenting, and to assess the prediction afforded by these dimensions to a range of psychosocial adjustment measures.	Quantitative. Questionnaire administration	Factor analyses, Pearson correlation, <i>t</i> -test	Warmth and training behaviors combined into a factor that correlated positively with adjustment measures, whereas dominating control factor correlated negatively. “training” can play an important role in functional parenting in some non-western cultures.
4.	Balda, S., Irving, K., Berthelsen, D. and Catherwood, D. (2001)	There exists differences in parental beliefs, parental control and expectations and parenting styles across cultures.	examines parental control, expectations for mature behavior and parenting style across Australian and Indian cultures	Between-groups design	<i>3-way MANOVA</i> , <i>ANOVA</i> ; post-hoc Scheffé` tests, <i>F</i> statistics for Wilk's Lambda, correlation	More harsh control used by Indian mothers, permissive parenting style category high among parents of both cultural groups
5.	Kim and Rohner (2002)	Korean American parenting	To explore the relationship between Baumrind's parenting prototypes and the academic achievement, judged by GPA of Korean American adolescents	Quantitative. Questionnaire administration	<i>t</i> -test, chi-square, <i>ANCOVA</i> , multiple regression, correlation	Baumrind's parenting prototypes maybe only marginally applicable (26%) to Korean Americans or to numerous other ethnic groups within the USA

6.	Jambunathan, S. and Counselman, K. P. (2002)	Parenting attitudes, Asian Indian, Asian Indian immigrants in the US	compares the parenting attitudes of Asian Indian mothers living in the US with those living in India	Between-groups design	<i>M, SD, 1-way ANOVA</i> on each subscale score, post-hoc analysis	mothers living in the US seem to have more authoritative parenting attitude mothers living in India were more authoritarian
7.	Garg, Levin, Urajnik and Kauppi, (2005)	Role of culture in parenting	3 hypothesis, focuses on parenting styles found in Indian and Canadian adolescents, relationship of parenting styles with family interaction and academic achievement	Quantitative. Questionnaire administration	Descriptive statistics, chi-square, <i>ANOVA</i>	There were differences in parenting styles, no relationship between parenting style and academic achievement
8.	Rudy, D. and Grusec, J. E. (2006)	to investigate the correlates of authoritarian parenting in individualist and collectivist cultural groups, examine how authoritarian parenting and parental emotions and cognitions are related to children's self-esteem	Six Hypothesis, 3 concerning between-groups differences, Remaining 3 concerning within-group relationship	quasi-experimental, between-groups design, within-group relationship	Correlations, <i>M</i> and <i>SD</i> , <i>MANOVA</i> , <i>MANCOVA</i> , <i>ANOVA</i> , <i>ANCOVA</i>	Results supported <i>H1, H2, H3, H4, H6</i> , The result did not support <i>H5</i> Though correlation was found between parental emotions and cognitions in both cultures. The pattern varied in both cultures. No relationship was found between authoritarianism and self-esteem (<i>H5</i>), however mother's emotions and thoughts predicted self-esteem

9.	Dwairy et al. (2006)	Parenting styles among Arabs	parenting styles vary across Arab countries, to study the effect of gender, urbanization, birth order, socio-economic status	Quantitative. Questionnaire administration	<i>One-way ANOVA</i> , Pearson chi-square, 2 * 2 multivariate <i>ANOVA</i> , <i>M</i> , correlation	<i>Major result:</i> Significant differences in parenting styles across the Arab societies, identified 3 parenting patterns: <i>controlling-oriented, flexible, inconsistent</i> , Significant effect of country, gender, sibling order no significant influence of urbanization, parents' education, and the family economic level on parenting styles
10.	Natarajan, A. D. (2010)	Parenting in cultural context and child outcome	to examine the relationship between parenting styles and academic as well as interpersonal functioning in Indian and American college students	Quantitative. Questionnaire administration	<i>ANOVA</i> , correlation, regression analysis, confirmatory factor analysis	Results were evaluated in terms of gender and cultural differences
11.	Barnhart, Raval, Jansari and Raval, (2013)	Perception of parenting styles	Hypothesis: group differences in perception of parenting styles across culture, gender, parent gender	Quantitative. Demographic and vignettes questionnaire	<i>ANOVA</i> , Chi-square	Group differences found for culture & gender. No group difference for parent gender.

The review on parenting styles included eleven quantitative research studies.

Their characteristics were as follows:

Nature and focus. Some of the research studies focused on the indigenous conceptualization of parenting styles (Chao, 1994; Stewart et al., 1999; Kim & Rohner, 2002; Dwairy et al., 2006). One study focused on parental control (Barber, 1996). There were six cross-cultural studies on parenting styles (Balda, Irving, Berthelsen, &

Catherwood, 2001; Jambunathan, & Counselman, 2002; Garg, Levin, Urajnik & Kauppi, 2005; Rudy, & Grusec, 2006; Natarajan, 2010, Barnhart, Raval, Jansari & Raval, 2013).

Aim. The research studies varied in their aim. Some of the research studies further explored the parenting dimensions in Asian and Arab cultural contexts. They also tried to find the correlates of parenting styles with academic and psychosocial measures. The research study on psychological control tried to investigate if it could be measured accurately. The cross-cultural studies investigated the various aspects of parenting styles and its correlates with various measures. The focus of a few cross-cultural studies were perceived parenting styles.

Design. The research designs used in the studies were between-groups design, within-group design, survey method and observation.

Findings. The findings of the studies can be grouped under the following categories (a) parenting styles: the articles were empirical research studies and gave an indigenous conceptualization of parenting styles. The cultural contexts were the Chinese, Pakistan, Korean American and Arabs. Barber's (1996) study conceptualized psychological control as well as provided empirical evidence for measurement and relationship with adolescents' functioning, (b) parenting styles and India: six cross-cultural studies gave empirical evidence of parenting styles as it exists in the Indian cultural context.

The following description will present a general map of the qualitative research evidence that has been reviewed (See Table 4 for overview of studies).

Table 4

Characteristics of reviewed qualitative studies

Author and Year	Theoretical and Conceptual Framework	Research Questions and Hypothesis	Methodology	Emerging Themes
1. Saraswathi and Pai, (1997)	Socialization	To understand the process of socialization in the Indian cultural context	Conceptual synthesis	Role of traditional cultural ideals, features of socialization in the contemporary context as the role of agents, girl child, education and occupation, forms of transitional stress
2. Kapur and Mukundan (2002)	Traditional rituals in Indian childhood	To examine the ancient child care system	Conceptual synthesis	Samskaras that mark important developmental phases
3. Sinha, D. (2003)	Indian family in contemporary context	To understand family dynamics, social and psychological processes, human development in contemporary India	Conceptual synthesis	Evaluate the effect on health of family dynamics in terms contemporary changes of structure, child rearing and woman's role
4. Berk, L. (2006)	Family – the context of child development	To understand aspects of socialization within the family on child's development	Conceptual synthesis	Baumrind's parenting styles

5.	Paiva, N. D. (2008)	Use of “praise” in childrearing in South Asian minority ethnic community in UK	To explore South Asian immigrant parents' constructions of praising their children and focus on the positive interactions they used to shape preschool children's behavior	qualitative research design, thematic analysis of 13 semi-structured interviews	<p>“Praise” is in 3 forms towards the goal of childrearing:</p> <ul style="list-style-type: none"> • Expressing approval • Expressing disapproval • Potential risks of praise
6.	Keshavarz, S. and Baharudin, R. (2009)	Parenting styles and cultural context	Aims to explain parenting styles with regard to Malaysian cultural context	Literature review	Malaysian parents (i.e., Malay, Chinese and Indian) use authoritarian parenting as normative for rearing their children and promoting optimum development.
7.	Pomerantz and Wang, (2009)	Role of parental control in children’s development	Similarities and differences in the effects of parental control in Western and East Asian countries	Literature review	<p>The major principle behind culture-specific perspectives is that Western and East Asian countries have distinct cultures that shape the effects of parental control on children’s development leading the effects to be less negative in East Asian contexts.</p> <p>Evaluating empirical evidence, elucidating circumstances and understanding the mechanisms underlying the process.</p>
8.	Chadha, N. (2011)	Child development in a cultural context	To examine aspects of social and emotional development in the Indian cultural context	Conceptual synthesis	<p>Child rearing and socialization in the Indian context in terms changes and variation</p> <p>Development of self in the Indian context</p> <p>Prosocial reasoning in the Indian socio-cultural context</p> <p>Socialization of emotions in the cultural context</p>

9.	Kakar, S. (2012)	Childhood in India	Psychosocial and traditional viewpoint of Indian childhood	Conceptual synthesis	Stages of childhood, Psychoanalytic viewpoint of the Indian childhood
10.	Raj and Raval (2012)	parenting and socialization	Role of culture in parenting & family socialization	Conceptual synthesis	Cultural model, Hindu and Confucian worldview, parenting ethnotheories, socialization goals, use of praise and corporal punishment in two cultures
11.	Rohner and Khaleque (2015)	Modification of an existing theory	Aims to explain that why the previous theory needs to be expanded	Construct explanation with research evidence	Parental acceptance-rejection theory is now interpersonal acceptance-rejection theory

The characteristics of the eleven qualitative research studies that were reviewed have been outlined below:

Nature / Focus. Five studies focused on the parenting styles in the cultural context (Keshavarz, & Baharudin, 2009, Saraswathi & Pai, 1997; Kapur & Mukundan, 2002; Sinha, 2003; Chadha, 2011) and one study focused on the cross-cultural context (Rohner & Khaleque, 2015). Two studies focused on the role of parental control in child development (Paiva, 2008; Pomerantz & Wang, 2009). Relevant chapters from three books were also referred (Berk, 2006; Kakar, 2012; Raj & Raval, 2012).

Aim. Six studies explored parenting styles in context. One study explored the Malaysian cultural context and four studies explored the Indian cultural context. One study gave theoretical constructs with cross-cultural research evidence.

On parental control, one study explored the similarities and differences of parental control in Western and East Asian countries. Another study explored the South Asian

immigrant parents' constructions of praise and use of positive interactions in shaping preschool children's behavior.

Berk's chapter focused on socialization within the family of parent-child relationship, Kakar focused on the psychosocial and traditional viewpoint of Indian childhood, Raj and Raval focused on parenting and family socialization in Indian as well as the Chinese cultural context.

Methodology. Majority of the studies used conceptual synthesis. Some studies used literature review as the methodology whereas one study used qualitative research design.

Findings. The findings can be grouped under the following categories.

(a) Parenting styles: Berk (2006) gave a general overview of Baumrind's parenting styles. Another study highlighted the parenting style found predominantly among Malaysian parents which promoted optimum child development. Rohner's (2015) study gave the changes supported with research evidence to his theory, (b) parenting and the Indian cultural context: Raj and Raval (2012) gave theoretical conceptualization of models, worldviews, ethnotheories, goals and methods for parenting and family socialization in predominantly Hindu and Chinese cultures. Kakar (2012) gave the traditional viewpoint of childhood in India and evaluated it from the psychosocial viewpoint. Four studies focused on child development and parent-child socialization in the Indian cultural context (Saraswathi & Pai, 1997; Kapur & Mukundan, 2002; Sinha, 2003; Chadha, 2011). They highlighted the *samskaras* and evaluated socialization resulting from contemporary changes in the Indian society, (c) parental control: A study stated that the Western and East Asian countries have distinct cultures that shape the effects of parental control on

children's development leading the effects to be less negative in East Asian contexts.

A study explored "praise" as a control measure used to shape children's behavior and stated that it is used in three forms towards the goal of childrearing which is expressing approval, expressing disapproval and the potential risks of praise.

Quality Assessment

In the present study, Gough's (2007) "weight of Evidence" (WoE) framework has been used to assess the quality of the research evidence. Gough (2007, p. 10-11) has given "generic" and "review specific judgement" and combined them to give an "overall assessment" as shown in figure 5.

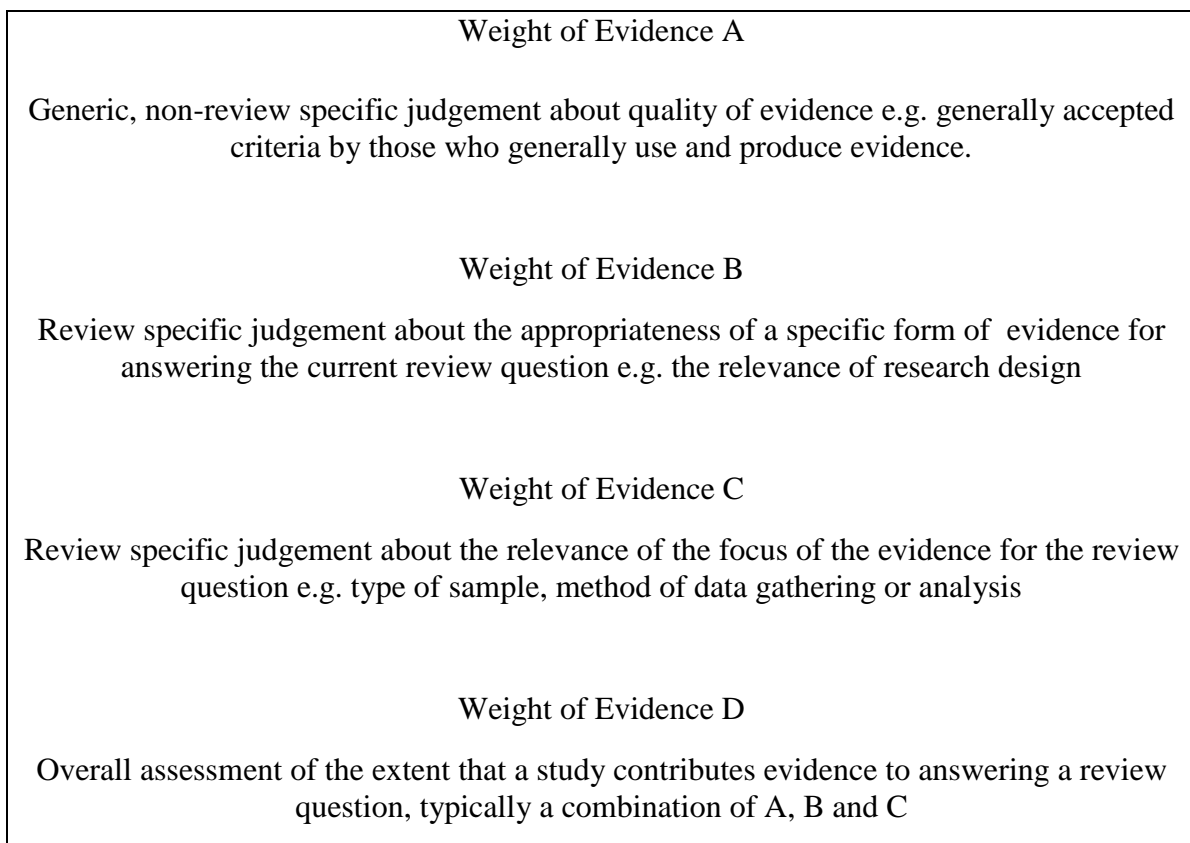


Figure 5. Weight of Evidence Framework.

Source: Gough (2007, p. 11)

Table 5 outlines Gough's (2007) framework, which supports the review process.

Table 5

Application of Weight of Evidence Framework

Weight of Evidence Criteria	Implications for current review
A–Quality of research	Research which has been peer-reviewed
B–Research Design	Between-groups design, survey, cross-sectional, qualitative research design, literature review, observation
C--Relevance to participants in the current study	Parents belonging to the middle-adulthood age group, i.e. 35-40 years; children are in the middle-childhood age group (8 – 11 years)

All qualitative and quantitative research studies were evaluated using Gough's (2007) WoE framework. Most of the studies were of high quality, however information from less rigorous studies were also included.

Synthesis of the quantitative and qualitative findings

The following synthesis integrates the findings from both the quantitative and qualitative evidence to address the review objective of examining parenting styles in Indian and the International context. The methodology of thematic synthesis was followed which was sub-divided into three stages: (a) coding the text; (b) organizing codes into descriptive themes; (c) developing analytical themes. The following section presents the findings.

Limitations of Baumrind's typology. There are limitations to Baumrind's typology. It has been validated on the western population, particularly the North American population. Hence, its applicability is limited cross-culturally. Its applicability to the minority population in the United States and Asian countries have been questioned by the researchers who have obtained contradictory results. For example, Dwairy et al. (2006) cited Kim and Rohner (2002) and Rohner (2000) as finding that about 26% of Korean Americans and about a third of African American families fit into Baumrind's categories.

Authoritarian parenting style which has been associated with negative adjustment in western countries has produced different correlations in Asian countries. Chao (1994) has found authoritarian parenting to be effective among the Chinese. She has proposed an alternative parenting type, 'training' found in the Chinese and has argued that Chinese parenting is guided by the concepts of *chiao shun* (teaching) and *guan* (governing).

Similar results have been obtained for other Asian populations. Keshavarz and Baharudin (2009) in their study of parenting styles in Malaysia established that the variation in parenting style is a function of culture. They found that Malaysian parents from the three ethnic groups (i.e., Malay, Chinese and Indian) considered the authoritarian parenting to be a norm and did not consider it as an unfavorable style of parenting in promoting optimum development in their children. Stewart et al. (1999) in their article on Pakistani parenting stated that training items were equivalent to Pakistani notion of 'warmth'. It reinforces "Chao's suggestion that 'organizational control' frequently is perceived as warmth by Asian young people."

Notably, different parenting patterns have emerged in Arab societies.

Dwairy et al. (2006) noted “three combined parenting patterns (wide-range orientations) based on cluster analysis: *inconsistent* (permissive and authoritarian), *controlling* (authoritarian and authoritative), and *flexible* (authoritative and permissive).” Studies on parenting done in collectivist cultures show that parental control and warmth are compatible components (Maccoby & Martin, 1983; Rohner & Pettengill, 1985; Kagitcibasi, 1970, 2005; as cited in Dwairy et al., 2006). Thus, culture plays a very prominent role in structuring parenting practices.

Studies have shown that among the minorities in the United States, high control is associated with reduction in child and adolescent problems. High control buffers the stress and disorganization caused by poverty. Thus, the outcome of Baumrind’s typology cannot be generalized worldwide. Another limitation of Baumrind’s parenting style is that it does not cover all the dimensions of parenting. Kim and Rohner (2002) have noted that Baumrind’s categories assesses only low / lax, firm, and strict / restrictive control and does not include moderate control. Hence, parenting styles as applicable in Asian countries needs to be looked at from a different perspective. One of the goals of the present study is to understand parenting styles as applicable in India. Interpersonal acceptance-rejection theory (IPARTheory) has been used as a novel approach. The measure developed from this theory, the parental acceptance-rejection / control has been widely used in cross-cultural research. It measures warmth, in terms of acceptance-rejection and behavioral control in parents.

Parental (Behavioral and Psychological) Control. Two other constructs of importance in parenting styles are behavioral and psychological control. Behavioral

control focuses on regulation of behavior and activities without impeding or manipulating others' thoughts and ideas (Barber, 1996). In contrast, *psychological control* refers to intrusions on the psychological and emotional development of children (Barber, 1996). Parental behaviors that are intended to manipulate children's behaviors through guilt, shame, love-withdrawal, or criticism are examples of psychological control. Research has found behavioral and psychological control to be embedded in authoritarian parenting style. The difference between the two lies in the strategies parents employ to control children's behavior versus their psychological experiences. Behavioral control has positive, rather than negative effects on children's psychological development. While some indices of psychological control are imbedded in the parenting styles measures described thus far (such as the authoritarian construct), most researchers have not clearly examined the unique contribution of psychological control on development, particularly in the non-Western cultures. Most of the earlier studies on psychological control have focused on adolescents.

Culture shapes control behavior. In Interdependent cultures, researchers have documented more control in parent-child relationship. However, this has not led to negative effects as found in independent cultures. Iyengar and Lepper (1999; as cited in Pomerantz & Wang, 2009) state that East Asian parents make decisions for their children which is more valued over autonomy. Chao (1994) has given the concept of *guan*, which means 'to govern as well as to care for' is not be experienced as rejecting by children.

Hence, there is a need to understand the role of psychological control independently. Researchers (Paiva, 2008; Raj & Raval, 2012) have noted that South Asian parents use some forms of psychological control as shame and guilt induction. In

the present study the construct of psychological control has been measured to understand how it works in the Indian context. Also, it is important to distinguish between behavioral and psychological control and how it applies in the Indian context. A measure of psychological control is used in addition to the Parental Acceptance-Rejection / Control Questionnaire in the present study.

Traditional parenting practices and childhood in India. Socialization in Indian families has taken place through various means. “Cultural script” of which cultural belief system or parental ethno theories are a part is a favored method and become evident in daily discourse and action of the parents. Found in myths, rituals, philosophy and the history of a culture, ancient Hindu notions such as dharma (truth, moral duty, or right actions) or karma (rebirth and destiny) are examples of the cultural scripts of Hindu society. Other means of socialization are religious doctrines and Indian sacred values.

As a socialization process, the child is molded into a social being through a number of *samaskaras*, that is, rituals. The Hindu model of stages of life and related developmental tasks, Ashram Dharma elucidates certain samskaras which is defined as “the expressive and symbolic performances, including rites and ceremonies that are so to speak held over the child and mark his transition from one stage to another” (Kakar, 2012) which are performed during childhood. The following table depicts these samskaras.

Table 6

Stages of Childhood: The Hindu Scheme of Social Development

Childhood period	Stage	Central mode of relationship	Rite marking transition into following stage	Assessment
I. Garbha	1. Foetus	Symbiotic (' <i>dauhridya</i> ')	Jatakarma	Rooting and sucking reflex
II. Ksheerda	2. Early infancy (0 – 1 month)	Dyadic intimacy	Namakarana	Appropriate period for general examination of infants
	3. Middle infancy (1 – ¾ months)			
	4. Late infancy (¾ – 6/9 months)	Dyad in family	Nishkramana	a) Macular fixation and papillary adjustment b) Reaction to sound c) Head control
		Dyad in world	Annaprasana	a) Appearance of first tooth b) Functioning of digestive system c) Proper time

				for weaning
				Karnavedhana
				A type of active immunization (yukti krtabala) initiated with external trauma
III. Ksheerannada	5. Early childhood (6/9 months– 2/3 years)	Dyadic dissolution (psychological birth)	Chudakarana	Examination and care of anterior fontanelle
IV. Bala	6. Middle childhood (2/3 – 5/7 years)	Familial	Vidyarambha	
V. Kumara	7. Late childhood (5/7 – 8/12 years)	Familial dissolution (social birth)	Upanayana	a) Fit for education b) Assessment of intellect

Source: Kakar, S. (2012), Kumar, A. (1999; as cited in Kapur & Mukundan, 2002).

Thus, numerous samskaras are performed during the childhood. They are jatakarma (ceremony at birth) and namakarna (naming ceremony) where the mother and infant come out of seclusion (customary practice after childbirth). In nishakarma (outing ceremony), the infant is exposed for the first time to the sun and the moon. The annaprasana (feeding of the solids) is the onset of weaning which marks the separation

and individuation of the child from the mother. Tonsure or the shaving of the head is performed in the chudakarna rite and marks the completion of the individuation process. The child is ready for learning and writing on the performance of the vidyarambha ceremony. The upanayana (sacred thread) ceremony performed between the ages of five and ten confers on the child the status of a social human being.

According to Kakar (as cited in Saraswathi & Pai, 1997), the principles of gunas, samskaras, and ashram dharma have implicit assumptions. They are (a) nature is more important than nurture. The main components of nature being the samskaras and the three fundamental gunas which are sattva (clarity and light), rajas (passion and desire), and tamas (dullness, darkness). They play a prominent role in human development and personality formation thus de-emphasizing individual difference as a potentiality; (b) socialization through “palna-posna” or protective nurturance where growth and development proceeds at its own pace rather than through conscious and deliberate training; (c) belief that life starts with conception rather than birth; (d) rites and ceremonies performed to mark the developmental transitions. They symbolize the child rearing attitudes and behavioral techniques to be taken up by the caretakers.

Traditional parenting practices atypical of the Indian culture are a prevalent means in socializing the growing child. Sinha (2003) quotes Ramanujam “separation and individuation of self do not take place in the Indian child as it does in the West” (1972, p. 14) and notes that the child is totally dependent on the mother during infancy and early childhood and does not function independently. Sinha (2003) further states that there is nurturance and indulgence by Indian mothers during the first two to three years and there is a lot of body contact; there is little pressure for toilet training and mastering skills as

eating, walking and dressing as the child proceeds at its' own pace. Kakar (1979, p. 33 as cited in Sinha, 2003) states that this indulgence to the wishes and demands of the infant is often extended well beyond the time when he is ready for independent functioning in many areas.

Sinha (2003) remarks that the concept of “conscious socialization” is non-existent and the entire process of growing is considered natural as is “apparent in such expressions as ‘lalan-palan’ (loving and protecting) or ‘palan-poshan’ (protecting and caring).” He supports it by stating an Indian observer’s significant remark “you bring up your children; we live with ours” as quoted by Murphy (1953, p. 14, cited in Sinha, 2003). Overall, researchers largely generalize that child socialization in India is typically within an extended family, with little emphasis on encouraging autonomy.

Empirical research on parenting styles in India. Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. Baumrind recognized the problem of fitting traditional cultures into her scheme and in 1987 proposed the term “traditional parenting style.” It is characterized by high responsiveness and high demandingness. However the nature of demandingness varies in traditional cultures. Arnett, J. J. (2004) explains “. . . a kind of demandingness that does not encourage discussion and debate but rather expects compliance by virtue of cultural beliefs supporting the inherent authority of the parental role” (slide 20). Chadha (2011, p. 184) further states “. . . control tends to be perceived as ‘care’ and a manifestation of affection; which can be evidenced in the Indian context as well.”

Only a few studies have examined parenting styles in India. Authoritarian parenting style has emerged as a predominant pattern among Indian parents (Balda,

Irving, Berthelsen, Catherwood, 2001; Jambunathan and Counselman, 2002; Garg, Levin, Urajinik & Kauppi, 2005; Rudy & Grusec, 2006; Natarajan, 2010; Barnhart, Raval, Jansari & Raval, 2013).

Rudy and Grusec (2006) studied authoritarian parenting in cultural context in terms of parental cognitions and emotions and their effect on children's self-esteem. Using a between-groups design, tools were administered to mothers belonging to individualist cultures (Canada, Europe) and collectivist cultures (South Asia, Middle East). The children (7 – 12 years) completed the self-esteem scale. It was found that authoritarianism was higher in collectivist group but the correlation with parental cognitions and emotions were higher for the individualist groups. Thus, culture plays a very important role in determining the dynamics of authoritarian parenting. Results also showed that there was no significant relationship between authoritarianism and self-esteem; however it was found that thoughts and emotions of mothers predict self-esteem in their children to a certain extent.

Jambunathan and Counselman (2002) conducted a cross-cultural study on the parenting attitudes of Indian mothers living in the United States and India. It was measured in terms of role reversal, empathy, developmental expectations and corporal punishment. It was found that Asian Indian mothers living in US were lower on role reversal and inappropriate expectations from their children whereas Asian Indian mothers living in India were higher on use of corporal punishment. Thus, the researchers concluded that the Indian mothers living in the United States had an attitude towards authoritative parenting style whereas Indian mothers living in India had an attitude towards authoritarian parenting style.

In their study (Balda, Irving, Berthelsen & Catherwood, 2001) examined parental control and parenting style and maturity demands from their preschool children across Australian and India cultures. Questionnaires were administered on the Australian sample whereas interviews were conducted on the Indian sample. A high proportion of Australian (above 35%) and Indian parents fell into the permissive category (33%). A high proportion of Indian fathers (42.6%) were classified as “mixed” (authoritarian / authoritative). In both the cultural groups a higher percentage of parents belonged to permissive parenting style category. This means they were more likely to have permissive attitudes towards their pre-school-aged children. In India, Bhogle (1990) also reports that “mothers are more likely to have permissive attitudes toward their young children” (as cited in Balda, Irving, Berthelsen & Catherwood, 2001). Indian parents were found to have higher demands of mature behavior from their preschool children than Australian parents.

Garg, Levin, Urajnik and Kauppi (2005) conducted a cross-cultural study on parenting style and academic achievement in Canadian and Indian adolescents. They found that Indian adolescents perceived authoritarian parenting more than Canadian adolescents. There was no significant difference between parenting style and academic achievement, however authoritative parenting was associated with family cohesion and parent concern in both the cultures.

Natarajan (2010) studied the role of gender and culture in the relationship between parenting styles with academic and interpersonal functioning in Indian and American college students. It was found that Indian males mostly perceived their mothers as authoritarian and Indian females mostly perceived their parents as

authoritative. It was found that there was a significant relationship between authoritarian parenting styles and academic/interpersonal problems.

In another study (Barnhart, Raval, Jansari & Raval, 2013) parenting styles as perceived by college students was examined in terms of culture, gender and parent gender. Researchers administered parenting style vignettes questionnaire on college students in India and the United States. Results showed that authoritative parenting was found more among US participants and females across cultures perceived their parents as more authoritative. Indian students perceived their parents as permissive. US students perceived their parents as more authoritarian than Indian students. No significant difference was found in terms of parent gender.

The above review highlights the gaps existing in the literature on Indian parenting. Most of the studies that have been done to study Indian parenting are cross-cultural studies. The methodology that has been used in these studies is Baumrind's typology. As already pointed, Baumrind's typology has its limitations when applied to non-western context. Hence, parenting styles in India needs to be studied by using a new methodology.

Another interesting observation is that though most of the studies have found authoritarian parenting styles among Indian parents, a few studies have found contradictory results, for example, permissive parenting style and Indian females perceiving their parents as being authoritative. Hence, it is necessary to obtain a clear picture. It is important to look at the role of gender. This study aims to find if any difference exists in the parenting styles of mothers and fathers. Thus, this perspective has also been taken into consideration in the present study.

Parental Acceptance-Rejection / Control Questionnaire (PARQ / control) have been used as research studies have found the scale to be more culturally sensitive and reliable. A few Indian studies (Sandhu, R. & Bhargava, M., 1987; Saxsena, V., 1992) have been done using the above scale. They have studied perceived parental style (as cited in Rohner, 2005b). A classic study has been done by Rohner and Chaki-Sircar's (1988, p. 31 cited in Rohner & Khaleque, 2015) 18-month study of *Women and Children in a Bengali Village* that combines ethnographic description and analysis with interview results as well as data from the PARQ and Personality Assessment Questionnaire (PAQ). The present study aims to study maternal and paternal style using Rohner's scale.

Empirical research on parental control in the Indian context. Parental control is an important dimension of parenting behavior. Parental control is primarily of two types, parental behavioral and parental psychological control. Rudy and Grusec (2006) state that “numerous studies have found that collectivistic cultures that emphasize interdependence (e.g., Turkish, Indian, Latin American, Asian, and Puerto Rican) commonly use higher levels of control over children. . .”

Research studies have found that Indian parents maintain a high level of control over their children. India being a collectivistic culture has extended families and many important decisions are made by the parents for their children. Literature shows that training for Indian children begins at 6 years of age. Indian parents have been shown to exert psychological control on their children. Shaming, scolding and physical punishment are common forms of control by parental figures for later childhood years (Roland, 1988; Sallah, 2006; as cited in Paiva, 2008). Roland (as cited in Paiva, 2008) specifies that whereas “bad behavior is immediately met with shame and punishment,

good behavior is only confirmed with subtle, nonverbal expressions” and “overt praise is assiduously avoided” (Anandalakshmi, 1978, 1981; as cited in Paiva, 2008).

In the study (Balda, Irving, Berthelsen & Catherwood, 2001) it was found that in contrast to Australian parents, Indian parents, particularly Indian mothers, reported more harsh control. A possible explanation for the apparently greater harshness of the Indian parenting style is that, although parents tend to be “harsh” with their children, within the Indian cultural context, parents may not perceive harsh control in the same way as it is perceived in Australian culture. The researchers also conclude that the Indian mothers are more harsh in control than Indian fathers is also evident from the Indian literature.

Children also interpret the meaning of authoritarian parenting on the basis of what is normative. Kagitcibasi (1996, as cited in Rudy & Grusec, 2006, p. 69) “has argued that in more interdependent cultures, children see strong parental control as normal and not necessarily as reflecting parental rejection, whereas in individualist cultures it is perceived as not normal and therefore reflecting hostility or rejection on the part of parents.”

Though the review shows the existence of control among the Indian parents, there is no clear picture which emerges. Though there are evidences of the existence of psychological control among the Indian parents, more in-depth understanding is required. There is also a need to understand the difference between psychological and behavioral control. This study attempts to do so. Studies show that Indian mothers exercise more control than Indian fathers. This study tries to look at the difference.

Subjective well-being in children

A systematic review of literature was conducted to address the second review question. Gough's (2007) model (Fig 4) was accordingly followed and the researcher used similar search strategy and inclusion and exclusion criteria outlined above.

Description of studies

The following description will present a general map of the quantitative research studies that were reviewed (See Table 7 for overview of studies).

Table 7

Characteristics of studies – Quantitative

Author and Year	Theoretical and Conceptual Framework	Research Questions and Hypothesis	Methodology	Data Analysis	Results
1. Gilman, Huebner and Laughlin (2000)	Adolescent life satisfaction	To investigate the psychometric properties of Multidimensional Students' Life Satisfaction Scale (MSLSS) with a sample of adolescents in grades 9 – 12	Tool validation	Confirmatory factor analysis, convergent validity, internal consistency reliability, demographic correlates of adolescent life satisfaction	Preliminary psychometric support: MSLSS can be used with adolescents from grades 9 – 12
2. Huebner and Gilman (2002)	Life satisfaction in childhood and adolescence	To demonstrate the characteristics of the MSLSS scale	Tool validation	Reliability, factor structure, convergent and discriminant validity	MSLSS can be used effectively as a research tool

3.	Hanafin and Brooks (2005)	Child well-being indicators	To develop the national set of child well-being indicators in the Republic of Ireland	Compilation of key indicators, domains and selection criteria, feasibility study, study “children’s understandings of well-being”, Delphi technique	Analysis by using statistical analysis: mean, median, <i>SD</i> , percentage	The agreed indicator set comprises 42 child well-being indicators and 7 demographic indicators, which will help contextualize children’s lives in Ireland.
4.	Singh, Ruch and Junnarkar (2014)	Subjective well-being of adolescents	Tool (PWI-SC) validation in Indian context, effect of demographic variables	Survey	Descriptive analysis, confirmatory factor analysis, multivariate analysis	Valid and reliable tool that can be used in the Indian setting, relationship with demographic variables: residence, gender, school type, age

The characteristics of the four quantitative research studies that were reviewed have been outlined.

Nature and focus. Two studies focused on assessment, one study on child well-being indicators and another study on subjective well-being of adolescents.

Aim. One study demonstrated the characteristics of the MSLSS scale and the other study was on the application of MSLSS on a population. The study by Hanafin and Brooks (2005) study aimed to develop a national set of child well-being indicators in the Republic of Ireland. Singh, Ruch and Junnarkar (2014) study aimed at tool validation and relationship with demographic variables.

Design. Quantitative methodology was used.

Findings. The findings are: (a) Psychometric evidence for MSLSS as a research tool; (b) child well-being indicators for the Republic of Ireland; (c) tool found to be valid and reliable and relationship with demographic variables outlined.

The following description will present a general map of the qualitative research studies that were reviewed (See Table 2.8 for overview of studies).

Table 8

Characteristics of studies – Qualitative

Author and Year	Theoretical and Conceptual Framework	Research Questions and Hypothesis	Methodology	Emerging Themes
1. Diener, Ed (1994)	Assessing subjective well-being	To review advances in psychology as they relate to assessment of well-being	Conceptual synthesis	Measurement of SWB, demographic correlates, advances in emotion theory and cognitive psychology on SWB measurement, situational factors can influence responses on the self-report measure, suggesting theoretical advances and nontraditional methods measures for assessing SWB
2. Huebner (2004)	Life satisfaction assessment research with children and adolescents	Reviews extant research on assessment of the life satisfaction of children and adolescents: informs the conceptualization, measurement, and importance of life satisfaction.	Literature review	Psychometric evidence for life satisfaction scales, relationship with other well-being measures, external, environmental circumstances, demographic variables; equivalence of the measure across race and culture, more research needed for predictive utility of reports.
3. Ben-Arieh, A. (2005)	Children's role in measuring their well-being	What should be the role of children in measuring and monitoring their well-being? What is the role of children in assessment of their well-being?	Sequence of arguments and findings to answer the research question	Active role of children in assessment of their well-being. Evaluated in terms of their right to be involved in research, differences from adults, ways of being part of research process, their opinion on ways of effective involvement and ethical issues.

4.	Bhatnagar and Gupta (2007)	Subjective well-being in the Indian context	To explore the factors that determine the SWB amongst children in India	Interview schedule, Content Analysis	<i>positive and negative</i> determinants of SWB in urban India, urban slums and rural areas <i>positive</i> determinants of SWB in terms of gender
5.	Chaplin, L.N. (2009)	Children's happiness	2 studies designed to explore the question: "What makes children happy?"	Study 1: open-ended task Study 2: semi-structured thought listing task, collage task probing	5 themes on content analysis: "people and pets", "achievements", "material things", "hobbies" and "sports". Developmental issues and children's life satisfaction: age differences in children's perceptions of what makes them happy, gender differences in children's reported sources of happiness
6.	Proctor, Linley and Maltby (2009)	Life satisfaction of children and adolescents	To review extant research on youth life satisfaction, and detail how it relates to other important emotional, social, and behavioral constructs	Systematic literature review	Areas include: personality, physical health, productivity, relationships, environment, culture, risk-taking behavior, disabilities, psychophysiology, psychopathology, extremely high life satisfaction, and character strengths. A brief discussion of youth life satisfaction being more than an epiphenomenon along with conditions fostering positive life satisfaction.

7.	Saith and Wazir (2010)	Social indicators and child well-being	To review and provide a comparative overview of the recognition and measurement of child wellbeing in global versus Indian context	Conceptual synthesis	The field of child wellbeing in India is well short of the current global state of art. Double paradigm shift necessary in the Indian context. Review of 3 initiatives in India: “Bristol Approach”, Childhood Poverty Research and Policy Centre, “Young Lives Project”
8.	Exenberger and Juen (2010)	The study is part of a larger project to elicit trauma symptoms, behavior difficulties and resources of children five years post-tsunami.	Aims to develop a set of indicators of well-being specifically of tsunami-affected children in Tamil Nadu and Union Territory of Puducherry.	An applied qualitative methodology (focus group discussion as described by Lamnek, 1995). Analysis – “Grounded Theory” (Glaser & Strauss, 1967)	Context was very important in determining subjective well-being. Contributors towards SWB: <ul style="list-style-type: none"> • Neighborhood • Safe & structured environment • Economic resources • Coping strategy

The characteristics of the eight qualitative research studies that were reviewed have been outlined below.

Nature and focus. Two studies are conceptual synthesis and two studies are review studies. Two studies focus on assessment (Diener, 1994; Huebner, 2004), one study reviews life satisfaction research in children and adolescents (Proctor, Linley & Maltby 2009). Another study focuses on the social indicators in global versus Indian context (Saith & Wazir, 2010). Two studies are an empirical study on assessment (Chaplin, 2009; Exenberger, & Juen, 2010). One study focuses on the role of children in

assessing their well-being (Ben-Arieh, 2005). One study is on subjective well-being among children in India (Bhatnagar & Gupta, 2007).

Aim. There are two review studies. Huebner's study focuses on life satisfaction assessment and another study (Proctor, Linley & Maltby 2009) reviews extant research on youth life satisfaction, and explains how it relates to other important emotional, social, and behavioral constructs.

Two studies have a conceptually wider focus. Diener's study focuses on the assessment of SWB and on the role of children in assessment of their well-being. Another study reviews and provides a comparative overview of the recognition and measurement of child wellbeing in global versus Indian context.

Three studies have empirical focus. One study explores the factors that determine the SWB amongst children in India (Bhatnagar & Gupta, 2007). Chaplin's study (2009) uses two studies designed to explore the question, "What makes children happy?" Another study aims to develop a set of indicators of well-being specifically of tsunami-affected children in Tamil Nadu and Union Territory of Puducherry (Exenberger, & Juen, 2010).

Design. Two studies have used conceptual synthesis. One study uses systematic literature review whereas another study uses literature review. One study uses sequence of arguments and findings to answer the research questions. Three studies have used qualitative methodology. They are interview schedule, open-ended task, and semi-structured thought listing task, collage task, probing and focus group discussion.

Findings. The findings can be grouped under the following categories:

- Assessment: review has been done on life satisfaction and SWB assessment.
- Correlates: review has been conducted on youth life satisfaction and its' relation with various constructs.
- Children as Researchers: a very important research article on the role and participation of children in research on measuring their well-being.
- Outlining Indicators: in one study in India, social indicators were developed for child well-being. Another research aimed to develop indicators for well-being of Tsunami affected children.
- Factors of SWB or happiness: one research study explores the factors that make children happy. Another study explored the SWB factors in Indian children.

Synthesis of the quantitative and qualitative findings

The assessment of the quality of research studies was evaluated using the WoE framework (Table 2.5). After assessing, the following synthesis integrated the findings from both the quantitative and qualitative evidence to address the review objective of examining subjective well-being of children in Indian and the International context. The methodology of thematic synthesis was used. The findings have been given below.

Philosophical underpinnings. There are two broad paradigms defining well-being, that is, “hedonism” and “eudemonism.” The hedonic tradition highlights the individual and is based on the philosophical tradition expounded by Hobbes, Locke, and Rousseau. The hedonic approach typically inquiries into the individual experiences to subjective well-being (SWB, or happiness) and many psychologists have adopted to

conduct empirical research on well-being using this approach. While developing a national set of child well-being indicators adopting this approach, the focus is on feelings, happiness, contentment and attaining pleasure resulting in subjective measurements of well-being. This approach has been criticized, as Tiberius (2004, p. 4, as cited in Hanafin & Brooks) writes, “Hedonism does not do justice to the deep and important goal of life that well-being is supposed to represent; there are things we care about, for the sake of our own well-being and the well-being of others, that are not the same as pleasure.”

An alternative paradigm, “eudemonism” has been proposed where well-being is described as “the striving for perfection that represents the realization of one’s true potential” and takes account of “self-development”, “personal growth” and “purposeful engagement” (Ryff, 1989, as cited in Hanafin & Brooks). The eudemonic tradition derives from the Aristotelian tradition and the goal is to have people flourish or to function to meet their full potential and to achieve the highest standards of morality. The indicator sets measure both happiness and fulfillment.

However, it is not clear about the extent to which these philosophical underpinnings are coherent with children’s understandings of well-being and this may be an area for future development. In the present research, the hedonic approach has been adopted.

Assessment of SWB in children. The review shows that there has been an abundance of research studies on the subjective well-being of adults. However, the area of subjective well-being of children has been largely neglected (Park & Peterson, 2006, as cited in Chaplin, 2009). Researchers have only started to systematically examine

children's happiness or Perceived Quality of Life (PQOL) in the 1990s. "In the past decade, increasing attention has been paid to the determinants, correlates and consequences of individual differences in PQOL among children and adolescents" (for reviews see Huebner et al. 2004, 2006, as cited in Chaplin, 2009). Park and Peterson (2006, as cited in Chaplin) points out that there is a conceptual gap of about "what makes children happy?" as well as a dearth of measures for this abstract concept in children across the age range. As Chaplin (2009) states the studies conducted by Huebner and his colleagues (e.g., Ash & Huebner 1998; Huebner 2004; Huebner & Dew 1996; Huebner et al. 2004, 2005, and 2007) is the most prominent in the area of children's life satisfaction.

A few measures have been developed by the researchers to assess the subjective well-being of children. Some examples (as cited in Huebner, 2004) are Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS, Seligson et al. 2003), Comprehensive Quality of Life Scale-Adolescent Version (COM-QOL, Cummins, 1997), Multidimensional Students' Life Satisfaction Scale (MSLSS, Huebner, 1994a), Perceived Life Satisfaction Scale (PLSS, Adelman et al., 1989), Students' Life Satisfaction Scale (SLSS, Huebner, 1991a), Quality of Life Profile-Adolescent Version (QOLP-Q, Raphael et al. 1996).

These measures have notable features. They have demonstrated good psychometric properties as validity and reliability. Further, the researchers have established convergent validity between the measures through two ways. They have either shown correspondence between self-reports and non-self-reports (e.g., friends, parents, etc.) or have explored the relationship between pairs of different measures of life satisfaction.

Most of these measures use participatory methodology and hence, children are actively involved. This approach agrees with the United Nation Convention of the Rights of the Child, Article 12, which states that “children are full-fledged persons who have the right to express their views in all matters affecting them and requires that those views be heard and given due weight in accordance with the child’s age and maturity.” Ben-Arieh (2005) argued that children should be involved “in measuring and monitoring their own well-being” (p. 574).

Another characteristic feature is that the majority of these measures are multidimensional, that is, various domains such as family, school, friends of child satisfaction or happiness is measured. Very few of the measures are unidimensional, that is, they focus on global satisfaction and thus include items that are context-free (e.g., Overall, I am happy vs. I am happy with my school). Researchers agree that the multidimensional measures may offer a more complete assessment. Another characteristic of these measures is that have shown evidence of equivalence across race and cultures, thus demonstrating substantial construct validity.

However, these measures are still in the preliminary stages of development. Some researchers note that these measures need to be more rigorously evaluated. More attention needs to be paid to basic psychometric properties, such as normative samples, reliability, and validity (Gilman & Huebner, 2000; as cited in Huebner, 2004). Research is also needed to understand the influence of response distortions, importance ratings and take into account of the developmental changes, cultural differences and disabilities.

Studies of child and adolescent life satisfaction has been largely limited to correlational studies. More advancements can be added to the research process in the

area by conducting studies on the predictive validity of life satisfaction scales. An example is a study conducted by Suldo and Huebner (in press) and Lewinsohn et al. (1991, as cited in Huebner, 2004), in which low life satisfaction was shown to precede the occurrence of psychopathology, thus demonstrating the usefulness of life satisfaction scales in clinical situations. Longitudinal research also holds considerable promise for child and adolescent satisfaction.

It is notable to pay attention to the summary given by Ben-Arieh (2006, 2008; as cited in Saith & Wazir, 2010) of the direction of the evolution of child indicators movement. Ben-Arieh states, “from mapping survival to mapping wellbeing, from negative to positive indicators, from a focus on well-becoming (the status of the child in future) to wellbeing (the current status), from traditional to new domains, from using children as subjects of study to involving them as active participants, towards a composite index of child wellbeing and towards a more policy-oriented effort” (p. 390).

Assessment of child well-being in the present study. The multidimensional approach has been used in the present study for measuring subjective well-being (SWB). There are many assessments available to measure SWB. IWG (2013) states that “it is generally agreed that subjective wellbeing can be measured through questions of satisfaction directed to people’s feelings about themselves.” Personal Wellbeing Index – School Children (PWI – SC) has been developed for the purpose. The Personal Wellbeing Index-School Children (PWI – SC, Cummins and Lau, 2005) measures SWB and is a parallel version of the Personal Wellbeing Index – Adult (PWI – A) that has demonstrated adequate psychometric properties cross-culturally.

The scale includes a global assessment through the measure of life satisfaction (LS) by a single-item that asks “How satisfied are you with your life as a whole (0 = Very Dissatisfied; 5 = Neutral; 10 = Very Satisfied).” Apart from the above single item, it comprises seven items (life domains) of satisfaction that are theoretically embedded and represent the first level deconstruction of satisfaction with “life as a whole”. Each domain represents an area of life as satisfaction. The scale gives a composite variable which is calculated by averaging satisfaction scores on the life domains. It is to be noted that the response scale in PWI – SC replaces “satisfaction” used in PWI – A with “happiness.” The researchers state that both the terms yield similar data.

Table 9

Personal Wellbeing Index – School Children

MODEL
1. Happiness: about the things you have
2. Happiness: with your health
3. Happiness: with the things you want to be good at
4. Happiness: about getting on with the people you know
5. Happiness: about how safe you feel
6. Happiness: about doing things away from your home
7. Happiness: about what may happen to you later on in your life

Source: Cummins and Lau (2005).

The present study focuses on measuring subjective well-being of school children belonging to the ages of 8-11 years, especially in context of parent-child relationship. Hence, an additional question will be added in the fourth domain: How happy are they with their parents? This will assess the subjective well-being of children in terms of their relationship with the parents. The family subscale of the Multidimensional students' life satisfaction scale (MSLSS) has been used apart from the above scale in order to get a more in-depth understanding of children's satisfaction with their family.

Researchers have found acceptable psychometric properties for the MSLSS with elementary and middle school students. The alpha coefficients for the MSLSS have been found to be ranging from 0.90 to 0.92 for the total score and 0.77 to 0.85 for the domain scores (Huebner & Gilman, 1998, as cited in Gilman, Huebner & Laughlin, 2000), thus demonstrating adequate reliability. The stability coefficients for each of the MSLSS subscales and the total score have ranged from 0.78 to 0.90 (Huebner & Gilman, 1998, as cited in Gilman, Huebner & Laughlin, 2000). The internal consistency estimates for the five domains are acceptable for research purposes. Alphas ranged from 0.79 to 0.85 for the Family domain, 0.81 to 0.85 for the Friends domain, 0.83 to 0.85 for the School domain, 0.72 to 0.84 for the Self domain, and 0.79 to 0.83 for the Living Environment domain. Thus, the scale demonstrates adequate psychometric properties for research purposes (as cited in Huebner & Gilman, 2002).

SWB and India. Scholars believe that though “happiness as a state of mind is universal, its meaning takes culture-specific forms.” Cross-cultural studies have conceptualized differences in the meaning of happiness exclusively in terms of individualism versus collectivism and the self is construed accordingly.

A few studies have been done on subjective well-being of children in India.

Young Lives Project which is located in Andhra Pradesh measures well-being in children of India in the context of poverty. It uses both objective and subjective indicators. It is the most comprehensive attempt at collecting data on multiple dimensions of children's wellbeing in specific locations in India. "India remains a prime case of underachievement in the field of child well-being" as stated by Saith and Wazir (2010).

Another study (Exenberger & Juen, 2010) focuses on measuring subjective well-being in Tsunami affected children using qualitative methodology. The author emphasizes on contextual factors determined by Bronfenbrenner's theory and says that it is helpful in the development of five indicators which are cognitive, social, psychological, physical and economic for child well-being. The context is very important in determining subjective well-being. Moreover the developed set of indicators exhibit some clear cultural characteristics. However, the importance of children's neighborhood as one contribution to their well-being was discussed by Coulton & Korbin (2007, as cited in Exenberger & Juen, 2010). Different cultural characteristics are found in the identified domains of child well-being with the most prominent category being the psychological domain. As the researchers quote "nature seemed to be a high value for children on the one hand as source of relaxation, on the other hand as coping strategy for clearing the mind."

Another study on the subjective wellbeing of children in India, Bhatnagar and Gupta (2007) has tried to determine the level of SWB in school children of India. The researchers have explored the factors that determine subjective well-being amongst children in India. They have used qualitative methodology. They have identified the

positive and negative determinants of subjective well-being in urban India, urban slums and rural areas. They have also given the domain classification and have explained the determinants of well-being as a function of gender. The positive urban determinants are health, recreation, affiliation, achievement and emotions. The negative urban determinants are largely individual factors as beating, scolding, hurting, and being hurt, getting hurt physically and failures. They have opined that “context is very important in determining well-being.” The study aims to help in increasing the quality of life of the children.

In yet another study, Singh, Ruch & Junnarkar (2014) measured subjective well-being in school children. They translated the PWI-SC scale into Hindi. The researchers administered three scales – PWI-SC (both Hindi and English versions), the Flourishing scale and the Brief Multidimensional Students Life Satisfaction Scale on a sample 1380 adolescents (13 – 18 years) in Delhi – NCR and adjoining areas of Haryana. The results validated the psychometric properties for the Hindi version of PWI-SC in the Indian setting. Positive correlation were obtained with other scales as well, thus establishing convergent validity. Thus, PWI-SC was found to be a valid and reliable measure that can be used in the Indian setting. Relationship with some demographic variables were also determined. It was found that: (a) well-being declined with age among the adolescents; (b) SWB was higher in males than females; (c) higher in rural than urban residents; (d) higher in adolescents who attended private schools. Thus, this study gives more insight into the well-being of adolescents in the Indian context.

Parenting styles and Subjective Well-being in Children

The third review question aimed to find a relationship between parenting styles and subjective well-being in children. A systematic review was done accordingly. The quality of the research studies were evaluated using the WoE framework (Table 5) and the search strategy as well as the inclusion and exclusion criteria outlined in the respective sections were followed.

Description of quantitative studies

The following description gives a general map of the research evidence reviewed (See Table 10 for overview of studies).

Table 10

Characteristics of quantitative studies

Author and Year	Theoretical and Conceptual Framework	Research Questions and Hypothesis	Methodology	Data Analysis	Results
1. Petito and Cummins (2000) [Abstract]	Homeostatic process that maintains subjective quality of life (SQOL)	To investigate the effect on SQOL stability of perceived control, social support and parenting styles	----	-----	Higher SQOL found among adolescents who perceived an authoritarian parenting style

2.	Suldo and Huebner (2004)	Relationship of life satisfaction with authoritative parenting style and problem behavior of adolescents	Relationship between LS of adolescents and authoritative parenting dimensions; mediating role of LS between parents' behavior and adolescents' problem behavior; relationship between parenting, LS and adolescent development.	Survey; Questionnaire administration	Descriptive, correlational, multiple regression,	3 dimensions of authoritative parenting significantly related to LS in early, middle, late adolescents; development has important role in parenting and LS relationship; LS serves a mediating role between authoritative parenting dimensions and adolescent behavior.
3.	Kazarian, Moghnie and Martin (2010)	Relationship between humor styles, subjective happiness and parental warmth versus rejection	Examined perceived maternal and paternal warmth (acceptance) and rejection (hostility and aggression, indifference/neglect, and undifferentiated rejection) in young adults and its relationship presently with humor styles and subjective happiness.	Arabic versions of Questionnaires administered	Descriptive statistics, <i>t</i> -test, and correlation and mediation analysis.	Positive correlation between parental warmth and subjective happiness; negative correlation between parental overall rejection as well as specific rejection scores and subjective happiness. The relationship between parental acceptance-rejection and subjective happiness was mediated by humor styles.

4.	Shweta (2010)	Parent-child relationship in India	To assess the relationship of temperament, parenting styles, parenting stress on social competence and subjective well-being among children.	Correlational design; Questionnaire administration on both mother and children	<i>t</i> -test, Pearson product-moment coefficient and multiple regression.	Positive correlation between authoritative parenting style and subjective well-being; negative correlation between authoritarian parenting style and subjective well-being; no correlation between permissive parenting style and subjective well-being.
5.	Chan and Koo (2011)	Parenting style and youth outcome in UK	Parent-child interaction	Survey	Latent class analysis	Strong relationship between parenting styles and various youth outcomes.
6.	ÖZDEMİR, Y (2012)	Family relationships and parenting behaviors of mothers and fathers affect adolescents' well-being.	Investigates how well maternal warmth, maternal control, paternal warmth, paternal control, gender, age, parental education and parental income predict the dimensions of SWB (positive and negative affect, life satisfaction) among Turkish adolescents.	Quantitative. Questionnaires were administered	Multiple regression analysis, Pearson correlation	Parental warmth has important implications for adolescents' well-being whereas parental control plays a restricted role.

7.	Önder, F. C. (2012)	Parenting styles and life satisfaction in adolescents	To study among Turkish adolescents where their perception of satisfaction from various life domains was examined according to gender and parenting styles.	Quantitative. Questionnaires were administered	mean, standard deviation and <i>MANOVA</i>	<p>A significant difference was found between the perceived satisfaction with the life domains and gender as well as parenting styles.</p> <p>Males reported a significantly higher perceived family satisfaction than the females.</p> <p>Adolescents from authoritative and indulgent families obtained higher scores on life satisfaction domains than the adolescents from authoritarian and neglectful families.</p>
8.	Deniz et al. (2013)	Parental attitudes, SWB and life satisfaction	Aim is to study that SWB & life satisfaction are predicted by parental attitudes	Quantitative. Questionnaires were administered	Multiple regression analysis, Pearson correlation coefficient	<p>Significant relations between parental attitudes, SWB and life satisfaction</p> <p>Positive relation between democratic parental attitude and SWB, life satisfaction</p> <p>Negative relationship between protective and authoritarian parental attitude and SWB, life satisfaction</p>

The characteristics of the quantitative studies are given below.

Nature and focus. The studies can be broadly divided into two categories

- (a) Studies on relationship between parenting styles and life satisfaction as well as subjective well-being (Suldo & Huebner, 2004; Önder, 2012; Deniz et al., 2013);
- (b) Remaining studies on relationship between parenting styles and subjective well-being.

Aim. One study looked at the direct relationship between parenting styles and life satisfaction (Önder, 2012). Another study looked at the direct relationship between parenting styles and subjective well-being (ÖZDEMİR, 2012). A study was on the homeostatic process of the subjective quality of life (Petito & Cummins, 2000). Remaining studies looked at the relationship between life satisfaction and subjective well-being with parenting styles along with other variables.

Design. The research design used in the studies were survey or correlational design.

Findings. A sub-group analysis was done on the above research studies (Table 10) to get a more in-depth insight into the relationship of parenting styles and subjective well-being as well as relationship of parenting styles and life satisfaction for the present research. The studies, according to their focus were divided into three sub-groups: (a) parenting styles and subjective well-being; (b) parenting styles and subjective well-being where SWB is defined in terms of three components that are general life satisfaction (GLS), positive affect (PA) and negative affect (NA); (c) parenting styles and life satisfaction (LS). The analysis follows.

Table 11

Parenting styles and SWB

Study		Target sample	Variables	Results	Interpretation
			[correlation]		
1.	Kazarian, Moghnie and Martin (2010)	Young adults	Mother: Warmth and SWB	0.21	Significant positive correlation
			Father: Warmth and SWB	0.25	
			Mother: Rejection and SWB	- 0.24	Significant negative correlation
			Father: Rejection and SWB	- 0.28	
2.	Deniz et al. (2013)	University students	Mother: Democratic and SWB	0.44	Significant positive correlation
			Father: Democratic and SWB	0.42	
				Latent class analysis	
3.	Chan and Koo (2011)	15 year-olds interviewed between 1994 & 2001	Parenting styles and SWB	The odds of feeling sad is 60% higher for youth with authoritarian parents & more than double for youth with permissive parents as compared to those youth with authoritative parents	Statistical significant relationship

4.	Petito and Cummins (2000) [Abstract]	Adolescents (12 – 17)	SQOL homeostasis and parenting styles	Higher SQOL found among adolescents who perceived an authoritarian parenting style vs unengaged style	<i>Information not sufficient</i>
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Across the studies, a positive or higher correlation was found between warmth or authoritative or democratic parenting style and SWB or SQOL. Negative or lower correlations were found between rejection or authoritarian parenting style and SWB or SQOL.

Table 12

Parenting styles and SWB = LS, PA, NA

Study	Target sample	Variables	Results [correlation]	Interpretation
1. Shweta (2010)	8 – 10 year old children	authoritative and GLS	0.16	+ correlation
		authoritarian and GLS	- 0.20	- correlation
		authoritative and PA	0.21	+ correlation
		authoritarian and PA	-0.26	- correlation
		authoritative and NA	-0.17	- correlation
		authoritarian and NA	0.26	+ correlation
2. ÖZDEMİR, Y (2012)	adolescents	MW and LS PW and LS	0.42	Sig + correlation
		MC and LS PC and LS	-0.15 -0.10	Sig - correlation
		MW and PA PW and PA	0.21 0.19	Sig + correlation
		MW and NA PW and NA	-0.21	Sig – correlation
		MC and NA PC and NA	0.14 0.13	Sig + correlation

Note. MW: maternal warmth, PW: paternal warmth, MC: maternal control, PC: paternal control.

There was positive correlation between warmth or authoritative parenting style and GLS, PA and negative correlation with NA. There was negative correlation between control or authoritarian parenting style and GLS or PA and positive correlation with NA.

Table 13

Parenting styles and LS

Study	Target sample	Variables	Results [correlation]	Interpretation
1. Suldo and Huebner (2004)	Students (11 – 19 year old)	Authoritative parenting dimensions and LS		Significant positive correlation
		<i>Strictness – supervision</i>	0.21	
		<i>Social support</i>	0.49	
		<i>Autonomy granting</i>	0.17	
2. Deniz et al. (2013)	University students	Mother: Democratic and LS	0.35	Significant positive correlation
		Father: Democratic and LS	0.37	
3. Önder, F. C. (2012)	Adolescents (13 – 15 years)	Parenting styles and life satisfaction dimensions	<i>MANOVA</i> Above statistical method was used to obtain results	Significant relationship

There was positive correlation between authoritative or democratic parenting style and life satisfaction.

Implications for the present research study

The above analysis gives a clearer picture of the relationship between the two variables. It is to be found if similar results replicate in the present research study. The analysis shows that either Baumrind's typology or warmth-rejection dimensions has been taken in the above studies. One study looks at the relationship with the control

dimension, however the type has not been specified. The sample of children in the studies are 11 year-old and above except for one study (Shweta, 2010).

In the present research study, Rohner's methodology has been used to study parenting styles. Apart from the warmth-rejection dimensions, the control dimension has also been taken. Control dimension has been clearly distinguished between behavioral and psychological types. Hence, more parenting dimensions have been included in the current study.

The present study has taken a sample which constitutes children of 8-11 years. The children belonging to middle childhood period have been chosen. It is to be seen how the relationship is found in this age-group. On research for this age-group, Lamb and Lewis (2015) explain:

Few researchers have focused on parent-child relationships involving children between six and twelve years of age. . . Most research on socialization during this phase has been concerned with the influences of peers, teachers, and educational institutions on children's adjustment. . . Researchers who have examined parent-child relationships during the primary school years have focused largely on parents' influence on achievement and achievement motivation or on the competition between parents and peers, rather than on the relationship between the quality of parent-child relationships and aspects of children's socioemotional development. (p. 550)

Overall Summary

A systematic review of literature has been conducted in the areas of (a) parenting styles, (b) SWB, (c) their relationship. The gaps in each area has been

highlighted in the respective sections. Warmth and control dimensions instead of prototypes have been evaluated to measure parenting styles. Subjective well-being in terms of quality of life of children in various domains have been measured by using the PWI-SC which is a “subjective and positive indicator” (as cited in Singh, Ruch & Junnarkar, 2014, p. 572). Family subscale of MSLSS has also been evaluated as a life satisfaction measure as the present research focuses on parent-child relationship. Subgroup analysis has been conducted to understand the relationship between the two variables and rationale has been provided based on obtained evidence for the significance of the present research study.

Chapter 3: Method

The aim of this chapter is to describe the methodology used in the present research study. It outlines the design, sampling, tools, pilot study and data collection procedures.

Objectives of the Research Study

The main objectives of the research study are:

- A. Study acceptance-rejection, behavioral control and psychological control among urban Indian parents and analyze parenting patterns in recent years (Stage 1).
- B. Measure subjective wellbeing of school children (Stage 2).
- C. Investigate relationship between acceptance-rejection, behavioral control and psychological control among parents with subjective wellbeing of their children (Stage 3).

Research design

The design of the Study is as follows:

- a) To meet Objective B, *Quantitative design* has been done.
- b) To meet Objective A and C, *Sequential Mixed-design* (QUAN → QUAL) has been done.

Rationale. The quantitative and mixed methods approach was adopted to meet the objectives of the study. The quantitative approach uses quantitative research that is “designed to empirically identify the presence and magnitude of differences between individuals and / or groups of individuals...is also typically designed to test predetermined hypotheses that are formed based on existing theory (deductive

process)...” (Weathington, Cunningham & Pittenger, 2010). It uses “‘Quantification’ means to measure on some numerical basis, if only by frequency.” (Coolican, 2004).

The rationale for adopting the quantitative method to study the subjective well-being of children is the difficulty in accessing this population. The sample constitutes children of the age-group 8-11 years. It was difficult to access this population outside the school premises so the method of investigating was restricted to quantitative methodology.

The mixed methods approach can be understood from the following definition (Creswell, Clark, Gutmann & Hanson, 2003 as cited in Tashakkori & Teddlie, 2003):

A mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research.

However, the rationale for adopting the mixed method approach was to fully explore the aspects of parenting styles as well as the relationship between parenting styles and subjective well-being of children. The use of quantitative methods was chosen to first demonstrate “what” parenting styles and relationship exist. The use of qualitative methods was chosen to explore “how” and “why” of parenting styles, that is, acceptance-rejection, behavioral control and psychological control as well as the relationship that might arise. Thus, the study aimed to provide a more broad-based understanding of the phenomenon by using both the methods in combination.

Mixed methods design. Researchers have given many typologies of mixed research designs (Creswell, 2003; Creswell et al., 2003; Leech & Onwuegbuzie, 2009). The mixed methods design that has been used in the present research study follows the conceptualization of Teddlie and Tashakkori (2009). The criteria that the researchers have used to form their mixed method typology are: (a) both “(QUAN and QUAL)” methods; (b) “monostrand or multistrand” (c) outlining data-collection method (d) whether mixing occurs at the “conceptualization, experiential (methodological / analytical), or inferential stage” (Teddlie & Tashakkori, 2009).

The present research study uses the *sequential mixed design*. Tashakkori and Teddlie, (2003a, p. 715; as cited in Teddlie & Tashakkori, 2009) explain this design as follows:

Sequential mixed designs are designs in which at least two strands occur chronologically (QUAN → QUAL or QUAL → QUAN). The conclusions based on the results of the first strand lead to the formulation of design components for the next strand. The final inferences are based on the results of both strands of the study. The second strand of the study is conducted either to confirm or disconfirm inferences from the first strand or to provide further explanation for its findings. (p. 153)

In the present study, the quantitative phase was conducted first where survey data was collected from school children on their subjective well-being. Parental questionnaires were given to the respective school children to be completed by their mothers and fathers. These questionnaires were analyzed and a sample was identified for the qualitative study. The qualitative phase which was the second part of the study

further explored the underlying factors of the phenomenon in the urban Indian context. Semi-structured interviews were conducted with a sample of twelve families to fulfil the purpose. Findings from the quantitative and qualitative phases of the study were then synthesized to provide an understanding of parenting and the relationship between the variables of warmth and control dimensions of parenting with subjective well-being of children in contemporary India.

The notation system developed by Morse (1991, 2003; as cited in Teddlie and Tashakkori, 2009) is widely used in mixed methods research. The notation for the current design is QUAN → QUAL, where capital letter denote priority, the '→' sign represents a sequential relationship. The graphic model in Figure 6 illustrates the study design used in the present research.

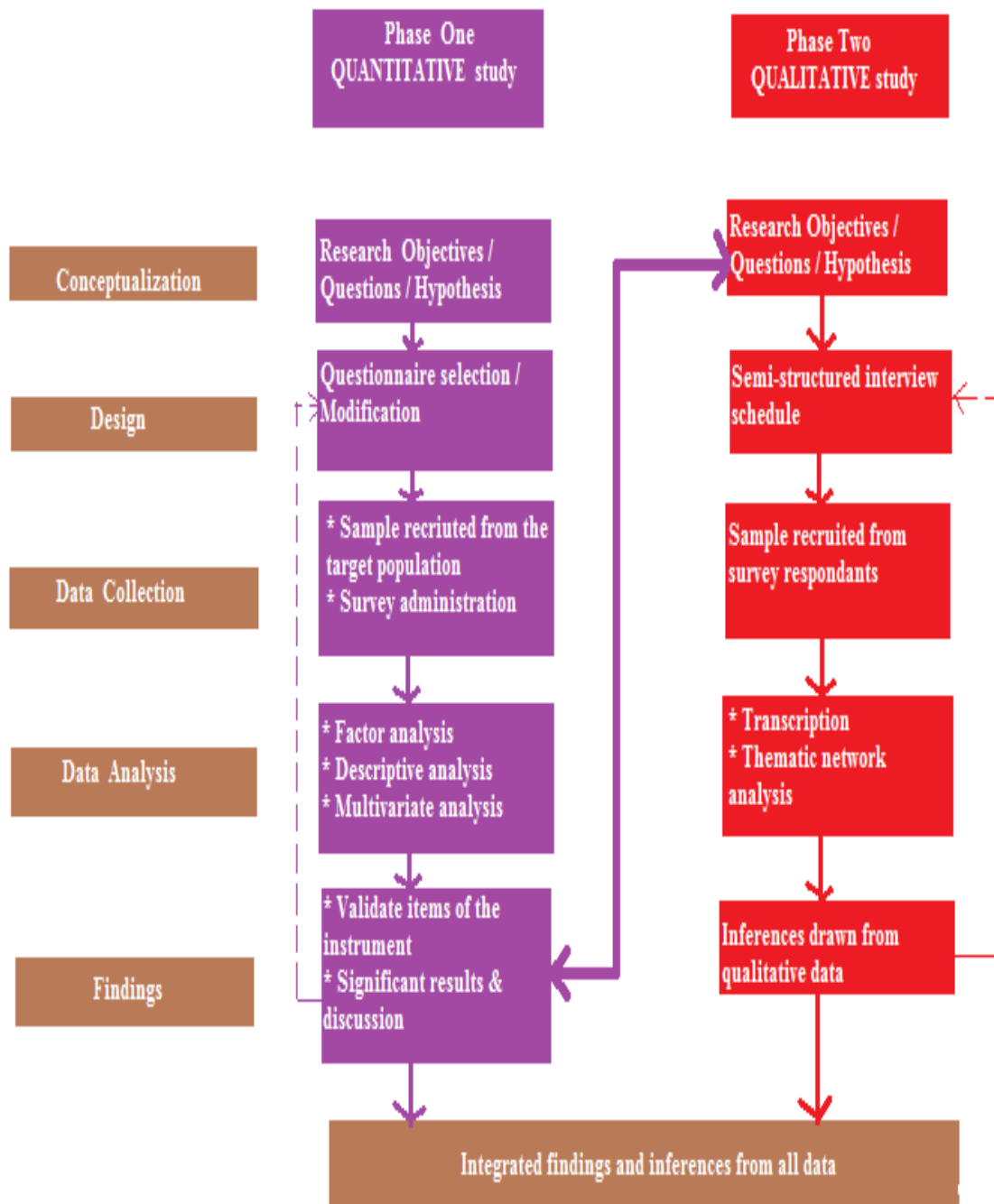


Figure 6. Graphic model of the mixed methods study design.

Source: Adapted from Teddlie and Tashakkori (2009).

I: Quantitative Phase

Sample

A list of English-medium schools in Bangalore was compiled. English-medium schools following the *Indian Certificate of Secondary Education* (ICSE) syllabus or *Central Board of Secondary Education* (CBSE) syllabus were shortlisted. They were contacted via phone. Details of the research study, data-collection procedure and list of tools were e-mailed to the respective schools requesting for permission from the school authorities. Some schools called the researcher to meet with the relevant authorities while others sought more detail about the study over the phone. Finally, permission was obtained from the following five schools as given in table 14.

Table 14

List of Schools

School	Location in Bangalore	Curriculum Syllabus	Medium of Instruction
School I, <i>K. R. Puram</i>	East	ICSE	English
School II, <i>Horamavu, Banaswadi</i>	North	CBSE	English
School III, <i>Indiranagar</i>	East	CBSE	English
School IV, <i>HSR Layout</i>	South-east	ICSE	English
School V, Garden City Road, <i>Virgonagar</i>	East	ICSE	English

The demographic characteristics of the parents of children who were sampled is given in the following table. It is to be noted that the annual income range taken in this research study follows the income-slab given by the *National Council for Applied Economic Research* (NCAER) that states that the Indian middle class comprises of annual household income of Rs. 2,00,000 – Rs. 10,00,000 (2 – 10 lakh) as per 2000 – 01 prices (Shukla et al., 2004). According to a recent NCAER report (2011), the middle-class category consists of those families whose annual household income falls within Rs. 3.4 lakh to Rs. 17 lakh (at 2009 – 2010 price levels).

Another feature to be noted is that the structure of the joint families are found to be of two types: (a) where only grandparents reside with parents and children;

(b) traditional joint families. Most of the joint families in the present study were of the former type.

Among the earning members, 6.06% consisted of joint earning members in the family. These members comprised of parents and grandparents, parents and uncles or all three, parents, grandparents and uncles.

Table 15

Demographic characteristics of Parents

Variables	Parents	
	Mother	Father
Total Number: (N)	166	164
Age (M)	34.55	39.97
Range	26 – 50	32 – 54
Missing (N)	3	8
Religion		
Maximum (%)	Hinduism (74.23)	Hinduism (74.69)
Minimum (%)		
Others (%)	Christianity (7.98)	Christianity (6.79)
Missing (N)	Islam (12.27)	Islam (12.35)
	3	2

State: (range %)		
Maximum	Karnataka, Andhra Pradesh, Kerala, Tamil Nadu (59.63 – 9.32)	Karnataka, Tamil Nadu, Kerala, Andhra Pradesh (57.86 – 8.81)
Minimum	Bihar, Jharkhand, Orissa – Gujarat, Haryana, Maharashtra, Jammu and Kashmir, Madhya Pradesh, Punjab, Rajasthan, Uttar Pradesh, Uttarkhand (1.2 – 0.6)	Bihar, Orissa, Uttrakhand – Delhi, Gujarat, Haryana, Jammu and Kashmir, Jharkhand, Madhya Pradesh, Rajasthan, Uttar Pradesh (1.2 – 0.6)
Missing (N)	5	5
Education: (%)	Graduate (28.9) P.U. or vocational (17.5) Postgraduate (16.9) Below P.U. (16.9) Professional (9.6) Graduate & Professional (4.8) Postgraduate & professional (2.4)	Graduate (28.3) Postgraduate (18.7) Professional (18.1) Below P.U. (14.5) P.U. or vocational (12.7) Graduate & Professional (3.6) Postgraduate & Professional (1.2)
Missing (N)	4	2
Occupation: (%)	Home and family care (61.4)	Full-time paid employment (89.8)
	Full-time paid employment (30.1)	Home and family care (1.2)
Missing (N)	11	8
General demographic characteristics		
Family Composition:		
Maximum (%)		Nuclear (76.51)
Minimum (%)		Single (1.2)
Others (%)		Joint (21.1)

Marriage Type:	
Maximum (%)	Arranged (92.8)
Minimum (%)	Others (7.2)
Language: (%)	Kannada (21.1) Tamil (16.3) Telugu (14.46) Urdu (9.04) Malayalam (9) Hindi (7.2) English, Marathi, (1.2) Gujarati, Konkani, Oriya, Saurashtra, Tuli, Beary (0.6)
Number of siblings of Sampled child (%)	One (39.8) Two (5.4) Three (1.8) Four (0.6) None (50.6)
Missing (N)	2
Earning Members:	
Maximum (%)	father (58.4)
Minimum (%)	mother (2.4)
Others (%)	father and mother (32.5) Joint (6.06)
Missing (N)	1
Annual Income: (%)	2 – 4 lakhs (30.63) Less than 2 lakhs (24.38) 4 – 6 lakhs (16.25) 6 – 8 lakhs (7.5) 8 – 10 lakhs (7.5) Above 12 lakhs (7.5) 10 – 12 lakhs (6.3)
Missing (N)	6

The demographics of the sample from the five schools is as follows:

Table 16

Demographic profile of children participants

SCHOOL	CLASS	SECTION	No. of Responses Obtained	PWI-SC Sample	MSLSS – Family subscale Sample	MSLSS – Family subscale [III, IV class] four-point response format (sample)	MSLSS - Family subscale [V, VI class] six-point response format (sample)
School I	III	B	35	9	17	17	
		C	31	18	21	21	
	IV	B	33	10	17	17	
		D	25	12	19	19	
	V	B	32	11	17		17
		C	25	12	12		12
	VI	A	28	16	26		26
		B	28	12	7		7
Total			237	100	136	74	62
School II	III	A	19	6	11	11	
		B	27	10	17	17	
	IV	A	29	14	18	18	
		B	28	13	15	15	
	V	A	22	11	15		15
		B	18	9	10		10
	VI	A	17	9	10		10
		B	16	8	13		13
Total			176	80	109	61	48

School III	III		21	4	9	9	
	IV	A	10	8	9	9	
		B	16	11	9	9	
	V		20	11	18		18
	VI		24	11	14		14
Total			91	45	59	27	32
School IV	III	A	24	3	13	13	
		B	23	2	13	13	
	IV		30	9	21	21	
	V		27	14	18		18
	VI	A	6	3	4		4
		B	20	9	11		11
Total			130	40	80	47	33
School V	III	A	12	3	7	7	
	IV	A	14	4	8	8	
	V	A	10	7	7		7
	VI	A	11	4	4		4
Total			47	18	27	15	12
Overall Total			681	283	410	224	186

Table 16 gives the description of the classes and the respective sections from which the data was collected. School I had four sections for each class, however data was collected from only the two sections mentioned in the table. In School V, data was collected from 'A' section which comprised of day scholars only.

It also shows the total number of responses that were obtained. Some data had to be rejected due to incomplete responses, double responses, lack of parent consent and in PWI-SC as Cummins and Lau (2005) state due to “data cleaning... *consistently* maximum or minimum scores on all 8 domains should be eliminated prior to data analysis”. The table also shows the final sample for PWI-SC as well as MSLSS – Family subscale used in the present research study.

The following table gives a gender distribution of the school respondents.

Table 17

Gender distribution of children respondents

SCHOOL	CLASS	SECTION	PWI-SC Sample			MSLSS – Family subscale [III, IV class]			MSLSS - Family subscale [V, VI class]		
			Boy	Girl	Unknown	Boy	Girl	Unknown	Boy	Girl	Unknown
School I	III	B	5	4		13	3	1			
		C	10	7	1	11	10				
	IV	B	7	2	1	13	3	1			
		D	8	4		13	6				
	V	B	5	5	1				10	6	1
		C	8	4					8	4	
	VI	A	8	8					11	15	
		B	7	5					6	1	
Total			58	39	3	50	22	2	35	26	1

School II	III	A	2	4		3	8				
		B	3	7		9	8				
	IV	A	7	6	1	9	7	2			
		B	6	7		7	8				
	V	A	6	4	1				5	8	2
		B	3	4	2				3	6	1
	VI	A	6	2	1				7	2	1
		B	3	4	1				5	7	1

Total			36	38	6	28	31	2	20	23	5
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School III	III		3		1	6	2	1			
	IV	A	2	5	1	3	5	1			
		B	5	6	---	4	5				
	V		2	9					5	13	
	VI		3	7	1				6	7	1

Total			15	27	3	13	12	2	11	20	1
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School IV	III	A	2	1		7	6				
		B	2			7	5	1			
	IV		7	2		12	8	1			
	V		8	6					11	7	
	VI	A	3						5	2	
		B	4	4	1				4	3	1

Total			26	13	1	26	19	2	20	12	1
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School V	III	A	1	2	2	5					
	IV	A	1	3	3	4	1				
	V	A	5	2				5	2		
	VI	A	1	3				1	3		
Total			8	10	5	9	1	6	5		
Overall Total			143	127	13	122	93	9	92	86	8

The following table shows the age distribution of the children respondents.

Table 18

Age-distribution of the respondents

Age (in years)	PWI-SC	MSLSS – Family subscale
8 – 9	55	108
9 – 10	81	116
10 – 11	75	97
11 - 12	72	89

Sample Size determination

The sample size used in the present study is with reference to the published tables providing sample sizes on the criterion of precision, confidence levels, and variability (Yamane, 1967, as cited in Israel, p.3). The sample size of parents for PARQ / Control and Psychological control scale-Parent Report (PC-PR) is 290 and 307 respectively. The sample size of children for PWI-SC and MSLSS–family scale (four-point response

format) is 283 and 224, respectively. According to Yamane (1967, as cited in Israel) table, these sample size are appropriate at $\pm 7\%$ precision level at 95% confidence level and $P = 0.5$. However, the sample size for MSLSS–family scale (six-point response format) is 186 making it appropriate at $\pm 10\%$ precision level at 95% confidence level and $P = 0.5$.

The sample of parents was further sub-divided into the sub-groups of mothers and fathers with the sample of 148 mothers and 142 fathers for PARQ/control. For PC-PR, the sample for mothers is 157 mothers and 150 fathers. The sample for PWI-SC was further divided into the subgroups of 143 boys and 127 girls. The sample size for all the sub-groups was found to be appropriate at $\pm 10\%$ precision level at 95% confidence level and $P = 0.5$ according to table (Yamane, 1967, as cited in Israel). However, the MSLSS – family subscale sample on dividing into subgroups gave a sample size smaller than 100 making it inappropriate for statistical analyses.

Tools for Data Collection

The tools that were used to measure parenting dimensions are:

1. **Parent – parental acceptance-rejection questionnaire/control: child version (Rohner, 2005).** It is a self-report questionnaire where the parents (mother, father) respond to their perceptions about the way they treat their child in terms of accepting – rejecting and controlling (permissiveness – strictness) behaviors. It contains five scales. The PARQ portion of the PARQ / Control includes four scales:
(a) warmth / affection (20 items; e.g., “I make it easy for my child to confide in me”);
(b) hostility / aggression (15 items; e.g., “I make fun of my child”);

(c) indifference / neglect (15 items, e.g., “I try to stay away from my child”), and (d) undifferentiated rejection (10 items; e.g., “I do not really love my child”). These four scales assess parents’ accepting – rejecting behaviors. The fifth scale assesses parents’ perceptions of the behavioral control (13 items) on a continuum of permissiveness – strictness (e.g., “I always tell my child how (s) he should behave”).

Respondents are instructed to find if an item is true or untrue about the way they treat their child and mark their responses under any the four categories of “almost always true”, “sometimes true”, “rarely true”, or “almost never true”. These responses are scored on a four-point Likert-type scale with the scores ranging from 4 to 1 for the above categories. A high score on the PARQ / Control indicates high perceived rejection and restrictive behavioral control.

This tool has been validated cross-culturally with acceptable psychometric properties. The alpha coefficient for the Parent PARQ and behavioral control scale has been found to be 0.84 and 0.69 respectively (Rohner, 2005).

2. **Psychological control scale – parent report (Kuppens et al., 2009):** The scale has been adapted from the Barber’s (1996) Psychological Control Scale–Youth self-report. It is a parent self-report which measures psychological control in Flemish –speaking parents with Cronbach’s alpha ranging from 0.70 – 0.71 (Kuppens et al., 2009).

3. **Social desirability scales** have also been used as the above measures are parent self-reports. Two tools chosen were:

- ***Marlowe-Crowne social desirability scale – short form C (Reynolds, 1982).*** The original Marlowe-Crowne Social Desirability Scale (1960) has 33 items. Reynolds (1982) created three short forms from the original scale of which Form C, a 13-item scale has proved to be the most reliable with an internal consistency of 0.76 (Reynolds, 1982) and test-retest reliability of 0.74 (Zook & Sipps, 1985). It correlates at 0.93 (Reynolds, 1982) with the full scale.
- ***Social desirability scale – 17 (Stöber, 1999, 2001).*** The scale is applicable to adults of 18 – 80 years. It has a *Cronbach's alpha* of 0.72. A test-retest correlation across intervals of four weeks has been found to be 0.82 (Stöber, 2001).

Through the pilot study, it was proved that MC-C was more effective, so it was used for the majority of the data-collection.

The tools used with children are:

1. ***Personal wellbeing index-school children (PWI – SC; Cummins and Lau, 2005).*** The scale measures subjective well-being in school children and is a parallel version of the PWI-Adult (Cummins & Lau, 2005). It comprises seven items (domains) of satisfaction that are theoretically embedded to represent the first level deconstruction with the global question of satisfaction with 'life as a whole'. Researchers have conducted wide-spread psychometric analyses and have shown that PWI has adequate validity and reliability. The *Cronbach's alpha* lie between 0.70 and 0.85 (PWI; International Wellbeing Group, 2006). It is found to be cross-culturally valid.

For the present study, a sub-domain item has been added to the *Relationship* domain: 4a. How happy are you with your parents?

2. **Multidimensional students' life satisfaction scale: family Sub-scale**

(MSLSS; Huebner & Gilman, 2002). The MSLSS provides a multidimensional profile of life satisfaction judgements of children in five domains (family, friends, school, living environment, self). It also assesses overall life satisfaction. In the present study the family domain has been taken. The scale can be administered on children of grades 3 to 12 (Huebner, 2001).

For the present study, the family subscale consisting of 7 items was taken. Two versions of the sub-scale was used. Both the versions had the same items but the first version had four response options and the second version had a six-point agreement format. There was no negatively-keyed item. The total score is calculated by adding the item responses and dividing by the number of total items in the domain. The alpha coefficients for the MSLSS have been found to range from 0.90 to 0.92 and 0.79 to 0.85 for the family domain.

Pilot Study

Three pilot studies were conducted in the quantitative phase of the study. They are as follows.

Pilot Study I. The following pilot study was done on the tools administered on the parents.

Checking instructions. The sample consisted of parents whose children were going to CBSE / ICSE schools, so that they could easily understand English. However, following check was done (a) language comprehension, (b) difficulty level of the tools, (c) understanding of demographic details.

Feedback, both oral and written was taken from ten parents. Based on the feedback, no major changes were made in the tools that were administered. As a precautionary measure, all the parents were telephoned and were asked if they found any difficulty with the tools after they were distributed. No major complaints were received.

Pilot study II. A pilot study was conducted to find that which of the two tools, Marlowe-Crowne Scale-Short Form C (MC-C) or the Social Desirability Scale-17 (SDS-17) is more effective in evaluating social desirability bias in self-report assessments. The two tools were administered along with other parental measures (PARQ / Control and PC-PR) on 121 middle-class and upper middle-class parents (60 mothers and 61 fathers). A between-subjects design was used in the study. The ‘Mann-Whitney u test’ and ‘*t*’ test was done on the sample. It was found that the MC-C was more effective than the SDS-17 in evaluating social desirability bias in parents in the present study. Thus, MC-C was used for further data collection.

A total of 312 data was collected from the parents, that is, mothers and fathers belonging to different family types as nuclear, single and joint families. MC-C data was = 209 and SDS-17 data was = 103. SDS-17 was also administered on lower SES, joint and single-parent families. However, for the majority of the cases MC-C was used.

According to Yamane (1967, as cited in Israel) table, the sample size for MC-C was found to be appropriate at $\pm 7\%$ precision level at 95% confidence level and $P = 0.5$. However, the sample size for SDS – 17 was found to be appropriate at $\pm 10\%$ precision level at 95% confidence level and $P = 0.5$. On further sub-division into subgroups, MC-C data for mothers is 107 and for fathers is 102 making it appropriate at $\pm 10\%$

precision level at 95% confidence level and $P = 0.5$. However, the SDS-17 sample on dividing into subgroups gave a sample size of 53 mothers and 59 fathers making it inappropriate for statistical analyses.

Pilot Study III. The following pilot study was done on the tools administered on the children.

Checking instructions and mode of administration. It was very important to find if the instructions are clear to the children as well as the mode of administration is appropriate. For the purpose, a pilot study was conducted on one batch of students of class III and class V comprising of about forty students.

Instructions were made as simple as possible. Appropriate instructions were given to the children by the researcher, for example, information about the tools, Likert- scale response formats and how to answer the tools. After explaining, feedback was taken from the students. If some doubts were raised, they were clarified through examples or drawing diagrams on the blackboard.

Group administration was followed. For lower classes (III, IV), the items were read out loudly. Higher classes (V, VI) answered on their own. It was found that this mode was appropriate for the two groups. In the pilot study, when the items were read loudly, it was easier for the children of class III to give their responses as a group. Also, the entire class could give the response at one time. For class V, when the researcher said that she would read the items loudly, they showed resistance. They found it more comfortable in reading on their own and responding to the items.

Hence, the above method was followed throughout the administration of the tools on children. It was found that the respondents, the children largely did not have difficulty in answering the questions.

Procedure of Data Collection

Five English-medium schools following either the Indian Certificate of Secondary Education (ICSE) syllabus or Central Board of Secondary Education (CBSE) syllabus were chosen for the study in Bangalore City. After obtaining permission from the school authorities, the two measures of subjective well-being were administered on the school children of classes III, IV, V and VI and respective sections. Total number of students were 681. Group administration was done. Ethical guidelines of informed consent and confidentiality were followed. These students were given the questionnaires to be filled by their parents, that is, the mother and the father. Two forms were given to the students, one for the father and another for the mother respectively. Some parents requested that the forms be sent via the e-mail. Parental consent was obtained prior to giving forms to the students. Follow-up was done by contacting the parents via telephone. The return rate was average to low. There were more respondents via the hard copy as compared to the email mode of data collection.

Inclusion criteria:

- Normally developing children (as found out in the school)
- Mothers and fathers of the children
- Urban population restricted to Bangalore city
- Parents should be able to read and understand English

Exclusion criteria:

- Children with any kind of disability
- Other family members, i.e. uncle, aunt, grandparents and so on.
- Parents residing outside Bangalore City

Ethics

Permission was obtained from the school authorities. Parental consent was obtained for the participation of the children in the research study. Assent from children was also taken. Ethical guidelines of informed consent and confidentiality were followed for children as well as their parents. Those forms which were not accompanied with parental consent were excluded from the analysis.

Intermediate Phase

Identifying Quantitative data to do Qualitative exploration

The criteria for collecting the qualitative data was based on the quantitative data. The researcher collected qualitative data on the following basis:

- Middle childhood, 8-11 years.
- Parents who completed the PARQ/Control, PC-PR and the social desirability tool.
- Availability of SWB and MSLSS scores.
- Family types. Three family types were chosen (a) joint, (b) single, (c) nuclear families.

II: Qualitative Phase

Setting

The qualitative data was collected from Bangalore City. The research site was the participant's "home".

Qualitative Sampling

Twelve semi-structured interviews were conducted with families. The sampling frame was as follows.

- Parents of school children of classes III, IV, and V, VI of 8 – 11 years of age.
- Family structure. Either, (a) nuclear (single wage or double wage), (b) single parent, (c) joint family (single wage or double wage).
- Different socio-economic status strata: high, medium, low.
- 8 – 11 year old children with their SWB and MSLSS scores.

Measures were taken so that during the interview, all members were present together. In one interview, the grandfather could not be present due to unavoidable circumstances.

Tool

A semi-structured interview schedule was prepared along the lines of enquiry of parenting dimensions, warmth and control as well as the changes in Indian parenting.

The interview guide was given to five experts for validation. Please refer to the appendix J for the interview guide.

Pilot Study IV

A pilot study was done with a single-child nuclear family comprising of mother, father and their son. The aim was to check for language comprehension, that if the questions elicit adequate responses from the parents and to test the probes used by the interviewer. Feedback was taken from the parents. There was no difficulty in language comprehension. However, from the responses of the parents the researcher got insight into the way questions ought to be asked as well as in the use of probes. This case was also included in the final analysis.

Procedure of Data Collection

The parent (usually the mother) was contacted over the phone. Permission was sought for the interview. The researcher faced numerous field-work difficulties as difficulty in obtaining informed consent, unavailability of clients due to change of phone, residence – relocating outside Bangalore city, busy schedule, lack of faith or simply refusing, unable to understand the purpose of the research or the interview.

On obtaining permission, the researcher made a preliminary visit to the homes of the prospective participants. The researcher explained the purpose and the procedure of the interview process. In a few cases, some of the participants declined to give an interview at this stage. However, in the case where the participants agreed, the researcher scheduled a meeting time for the interview where the concerned family members would be present. This preliminary visit also helped to build rapport with the participant and induce familiarity. Most of the interviews were scheduled over the weekend when the fathers would also be present at home.

The interviews were held at the scheduled time. Informed consent was taken from all the participants and confidentiality was assured. After giving a brief introduction the interview process was started. The following matrix presents the profile of the participating families:

- Single-wage Nuclear families – 2
- Double-wage Nuclear families – 4
- Single-parent family – 1
- Joint Families - 4

All the interviews were recorded. The participants were accordingly informed about it. The length of the interviews varied from 31 minutes to 1 hour and 25 minutes.

Methodological Quality

Lincoln and Guba's (1985) criteria for trustworthiness, namely, credibility, transferability, dependability, and confirmability was followed to enhance the methodological quality of this phase of the study.

Credibility is equated with internal validity. The techniques that have been used in the present study for establishing credibility is constant comparison and peer debriefing. Member checks have been done during the interview process by using probes as well as restating, paraphrasing and summarizing during and at the end of the interview to get confirmation from the participants if the researcher understood what the participants stated correctly. The transcribed interview data was given back to the participants for their review and feedback.

Transferability refers to the generalization of the findings to other contexts or situations and is equated to external validity. This was done through the method of “thick description” where the setting, sample, methods and procedure have been described in detail.

Dependability is equated with reliability. Audit trail has been developed for dependability. Interview guide, peer debriefing notes, reflexive journal, research log, data collection chronology, recording data analysis procedures constitute the audit trail.

Confirmability is equated with objectivity. The researcher maintained reflexive notes to ensure confirmability. Here, the researcher documented her reflections during data-collection and analysis so that she could differentiate the findings from her biases and motivations and instead, get the participants’ view.

Ethics

Ethical guidelines were followed while conducting the study. Informed consent were taken from the participants prior to the interview. All the participants were informed that the interview would be recorded. The risk of causing harm or distress to the participants during the interview process were minimized. Questions of sensitive nature were asked indirectly. The participants were free to withdraw at any time of the interview and participation was entirely voluntary. Confidentiality was assured to the participants. Their personal detail information such as name or official designation and so on were removed from the interview transcripts and subsequent analyses. Thus, steps were taken to protect anonymity.

Chapter 4: Results

The aim of this research study is understand the relationship between parenting behavior (specifically, parenting styles) and subjective well-being of children in urban Indian families. This chapter presents the results of the analyses that address the research questions and hypothesis that meet the objectives of the study. Quantitative and qualitative analysis has been done to obtain the results of the study. The quantitative analysis follows the order of preliminary analysis, psychometric analysis, descriptive statistics and inferential statistics. The qualitative analysis presents the results of thematic network analysis.

Section I: Objective A

Objective “A” aims to measure the warmth and control dimensions of parenting as well as analyze parenting patterns in recent years. The control dimension is of two types, behavioral and psychological control. The warmth dimension on the acceptance-rejection continuum and behavioral control is measured by using the Parent – Parental Acceptance Rejection Questionnaire/Control: Child version (Rohner, 2005). The results are given below.

Preliminary Analysis: Warmth and Behavioral Control

The following preliminary analysis was done on the obtained data.

Missing data. Rohner’s method was followed in computing scores for scales with the missing data. Rohner (2005) has stated that:

As long as no more than 10-15% of the items on any given scale are left unanswered, it is possible to compute a scale score. More specifically, on the standard forms as many as 3 items maybe left unanswered on the lack of warmth/affection scale; 2 items maybe left unanswered on the hostility/aggression and indifference/ neglect scales; and, 1 item maybe unanswered on the undifferentiated rejection scale. But no more than 6 items maybe left unanswered on the entire questionnaire... In order to compute a scale score given these missing items: (1) compute the sum of scores for all remaining items in that scale; (2) divide by the number of items on the scale that were answered (creating a mean item-score for that scale); (3) round off the mean item-score to the nearest whole integer, with a decimal of 0.5 or higher being rounded to the next higher whole number, (4) enter that newly-created mean score in place of the missing value(s) for that scale; and, (5) compute a total score for the scale, as you would if the item(s) had not been missing -- doing whatever reverse-scoring is normally required on that scale. (p. 46 & 48)

The above steps were followed to compute the missing data for the Control Scale in the PARQ/ Control Scale. As Rohner has stated that as long as no more than 10-15% of the items on any given scale are left unanswered, it is possible to compute a scale score. So, for the Control scale if 1 item was left unanswered the missing data was calculated as outlined above by Rohner.

Items deleted. Those items which had *cancel, double response, not applicable* were deleted from the original dataset. Also, those items which had missing responses that failed to meet Rohner's guidelines outlined above were also removed from the dataset.

Normality assumptions. Shapiro-Wilk test was used, $p < .05$. The data failed to meet normality assumptions. However, as the sample size was 287 the non-normal distributions were not corrected. Tabachnick and Fidell (2001) note that skewness does not have a substantive effect on analyses when the sample size is sufficiently large, and underestimation of variance as the result of positive or negative kurtosis disappears in samples of 100 and 200 cases respectively.

Psychometric analysis: Warmth and Behavioral Control

Reliability analysis was done. Table 19 shows the *Cronbach's Alpha*.

Table 19

Reliability Analysis

Tool	No. of Items	<i>Cronbach's Alpha</i> (mothers and fathers)
PARQ/Control	73	0.77
<u>Scales</u>		
Warmth/Affection*	20	0.82
Hostility/Aggression	15	0.81
Neglect/Indifference	15	0.67
Undifferentiated Rejection	10	0.63
Behavioral Control	13	0.53

*scale was reverse scored

Preliminary analysis: Psychological Control

The parenting dimension of psychological control was assessed using Psychological Control Scale--Parent Report (Kuppens et al., 2009). The preliminary analysis that was done on the obtained data has been presented below.

Missing data. There were 11 missing values. *Little's MCAR test* was conducted. The results were as follows:

Whole Group: *Little's test*, X^2 (29.296, $N = 307$), $p = .082$

Mother Group: *Little's test*, X^2 (19.637, $N = 157$), $p = 0.142$

Father Group: *Little's test*, X^2 (18.231, $N = 150$), $p = 0.572$

Split file method was followed to divide the *Whole Group* into parent type, that is, mother and father. The results show that the data were missing at *Random*. Hence, the expectation-maximization algorithm method was used for imputation.

Normality assumptions. The Shapiro-Wilk test showed that $p < .05$. Thus, the data failed to meet the normality assumptions. The responses were based on the Likert-type scale, hence giving *ordinal* data. The total score was calculated by summing the items.

Psychometric data. *LISREL* was used to determine reliability and do the confirmatory factor analysis. The results of the reliability analysis are shown in the following table.

Table 20

Polychoric correlations of the tool PC--PR

Item	PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8
PC1	1.000							
PC2	0.191	1.000						
PC3	0.280	0.514	1.000					
PC4	0.096	0.592	0.350	1.000				
PC5	0.243	0.393	0.386	0.480	1.000			
PC6	0.115	0.460	0.376	0.534	0.427	1.000		
PC7	0.086	0.428	0.221	0.541	0.537	0.640	1.000	
PC8	0.204	0.364	0.371	0.371	0.407	0.547	0.567	1.000

The factor loadings are positive, indicating a strong correlation between the items and the latent variable. The polychoric correlations are found to be moderate for most of the items.

The following table shows the results of Confirmatory Factor Analysis (CFA).

Table 21

Fit statistics for PC--PR

Model	SBS X^2	df	RSMEA	CFI	SRMR
Four-factor Model	25.77	14	0.052	0.99	0.049

Note. SBS X^2 = Satorra-Bentler--Scaled X^2 , df = degrees of freedom;

RMSEA = root-mean-square error of approximation, CFI = comparative fit index,

SRMR = standardized root-mean-square residual.

The above fit statistics (table 21) were obtained on doing *CFA* analyses using *LISREL*. The obtained chi-square is significant at ($p = 0.028$). Since it is more than .01 and chi-square fit statistics are highly sensitive to sample size, several alternative goodness-of-fit statistics were used to assess the model's fit: CFI, RMSEA and SRMR. CFI values equal to or higher than 0.95, RMSEA values equal to or lower than 0.06, and SRMR values equal to or lower than 0.08 are usually considered as indicating adequate fit (Hu & Bentler, 1999). Hence, the model is an adequate fit to the sampled population.

Preliminary Analysis: Social Desirability Bias

Since the parental measures were self-reports, social desirability tools to measure bias were used. The two tools used were Marlowe-Crowne Social Desirability Scale--Short Form C (Reynolds, 1982) and Social Desirability Scale--17 (Stöber, 1999, 2001). The following preliminary analysis was done on the obtained data.

Missing data. For MC--C, *Little's MCAR test* was done. The results X^2 (337.031, $N = 207$), $p < .01$ showed that it was significant, being *NMAR*, that is, non-random

distribution. Similarly, the SDS--17 data was analyzed. *Little's MCAR test* showed that $X^2 (277.876, N = 103), p < .01$

The pattern of the missing data was examined for both the sets of data. It was found that some participants had one data missing whereas other participants had more than one data missing. So for each of the data set, the participants were divided into three groups. Group I participants had one missing response. Group II participants had more than one missing response. Group III participants had no missing data. Split file method was followed. Little's MCAR statistic was calculated for Group I and Group II. The results were as follows.

MC—C, Group I: *Little's test*, $X^2 (60.168, N = 21), p = .839$

MC—C, Group II: *Little's test* $X^2 (33.72, N = 8), p = 1.000$

SDS—17, Group I: *Little's test* $X^2 (450.619, N = 6), p = 0.000$

SDS—17, Group II: *Little's test* $X^2 (58.323, N = 6), p = 0.766$

The results show that for the SDS—17, Group I is “not missing at random”. Hence, the six cases with one missing value on SDS--17 were deleted and not included in the final analysis. Three cases in the MC--C data were deleted as they had a “not applicable” response or a “cancel” response. One case was removed as the imputed value was inflated after performing expectation-maximization algorithm. Two cases in SDS--17 were deleted as one had a “not applicable” response and the other had a “cancel” response. For the remaining data on the two scales the expectation-maximization algorithm method was used for imputation. The final score was obtained for both the scales by summing the scores on all items for both the scales. It is to be noted that the

final score on imputed data for MC--C was obtained up to two decimal points after summing.

Research Question 1

What is the level of acceptance-rejection found in urban Indian parents?

Statistical analysis was conducted to find results for the above research question.

The following tables show the mean and standard deviation of the PARQ scores and the scales as found in the sample.

Table 22

Mean and SD in total sample

Tool	Minimum Score	Maximum Score	Mean	SD
PARQ	63	191	97.18	17.48
<u>Scales</u>				
Warmth/Affection*	20	57	27.61	6.15
Hostility/Aggression	15	56	28.42	7.13
Neglect/Indifference	15	45	22.79	5.11
Undifferentiated Rejection	10	35	18.36	4.28

*scale was reverse scored

Table 23

Mean and SD in the scores of mothers and fathers

Tool	Parent	N	Minimum Score	Maximum Score	Mean	SD
PARQ	Mother	147	66	191	97.09	17.79
	Father	140	63	144	97.29	17.21
<u>Scales</u>						
Warmth/Affection*	Mother	147	20	55	27.35	5.96
	Father	140	20	57	27.89	6.35
Hostility/Aggression	Mother	147	15	56	29.09	7.21
	Father	140	15	54	27.72	7.00
Neglect/Indifference	Mother	147	15	45	22.14	4.84
	Father	140	15	37	23.46	5.32
Undifferentiated	Mother	147	10	35	18.50	4.05
Rejection	Father	140	10	35	18.21	4.51

*scale was reverse scored

The *M* and *SD* scores for the total sample as well as the mothers and the fathers show that the scores are low. This indicates that overall there is greater acceptance, greater warmth, lesser hostility, neglect and rejection among urban Indian parents towards their children.

Results were analyzed using an independent-samples *t-test*. No significant difference was found between the scores of mothers ($M = 97.09$, $SD = 17.79$) and the scores of fathers ($M = 97.29$, $SD = 17.21$) on PARQ, $t(285) = -.095$; $p = .924$, $\alpha = .05$.

Similarly, no significant differences were found between the scores of mothers and fathers on the lack of Warmth/Affection scale, $t(285) = -.732$; $p = .465$, $\alpha = .05$; Hostility/Aggression scale, $t(285) = 1.628$; $p = .105$, $\alpha = .05$ and the undifferentiated rejection subscale, $t(285) = 0.572$; $p = .568$, $\alpha = .05$.

However, a *t-test* for independent samples revealed a significant difference between the mothers and fathers on the Neglect/Indifference subscale, $t(285) = -2.203$; $p = .028$, $\alpha = .05$. The scores of fathers ($M = 23.46$, $SD = 5.32$) were significantly higher than the scores of mothers ($M = 22.14$, $SD = 4.84$) on this scale.

The following tables show the distribution of scores on PARQ and the scales in the total sample as well as the mothers and fathers.

Table 24

Distribution of PARQ scores

PARQ Scores	Total Sample of Parents		Mothers		Fathers	
Range	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
60 – 69	6	2.09	3	2.04	3	2.14
70 – 79	36	12.54	16	10.88	20	14.29
80 – 89	58	20.21	32	21.77	26	18.57
90 – 99	69	24.04	36	24.49	33	23.57
100 – 109	62	21.60	33	22.45	29	20.71
110 – 119	27	9.41	14	9.52	13	9.29
120 – 129	10	3.48	4	2.72	6	4.29
130 - 139	15	5.23	6	4.08	9	6.43
140 – 149	3	1.05	2	1.36	1	0.71
150 – 159						
160 – 169						
170 - 179						
180 – 189						
190 – 199	1	0.35	1	0.68		
200 – 209						
210 – 219						
220 – 229						
230 – 239						
240 - 249						

The distribution of scores show that 99.65% of the parents have overall greater perceived acceptance. Only 0.35 % have overall greater perceived rejection. Among the mothers, 99.32% were found to have overall greater perceived acceptance whereas 0.68%

were found to have overall greater perceived rejection. 100% of the fathers were found to have overall greater perceived acceptance.

Table 25

*Distribution of Warmth /Affection scale scores**

Warmth/Affection Scale	Total Sample of Parents		Mothers		Fathers	
Score Range	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
20 – 29	210	73.17	109	74.15	101	72.14
30 – 39	64	22.30	32	21.77	32	22.86
40 – 49	11	3.83	5	3.40	6	4.29
50 – 59	2	0.70	1	0.68	1	0.71
60 – 69						
70 – 79						
80 - 89						

*reverse scoring was done

The distribution of the above scores show that 0.70% of the total sample, 0.68% of the mothers and 0.71% of the fathers were found to have greater perceived parental coldness/lack of affection as compared to 99.30% of the total sample, 99.32% of the mothers and 99.29% of the fathers.

Table 26

Distribution of Hostility / Aggression scale scores

Hostility/Aggression Scale	Total Sample of Parents		Mothers		Fathers	
Score Range	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
15 – 19	33	11.50	15	10.20	18	12.86
20 – 29	139	48.43	67	45.58	72	51.43
30 – 37	86	29.97	49	33.33	37	26.43
37.5 - 39	9	3.14	5	3.40	4	2.86
40 – 49	17	5.92	9	6.12	8	5.71
50 – 59	3	1.05	2	1.36	1	0.71
60 – 69						

Note. 37.5 is the midpoint given for this scale (Rohner, 2005, p. 48).

10.10% of the total sample, 10.88% of the mothers and 9.29% of the fathers had greater perceived hostility/aggression as compared to 89.90% of the total sample, 89.12% of the mothers and 90.71% of the fathers.

Table 27

Distribution of Neglect / Indifference scale scores

Neglect/Indifference Scale	Total Sample of Parents		Mothers		Fathers	
Score Range	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
15 – 19	84	29.27	49	33.33	35	25
20 – 29	167	58.19	86	58.50	81	57.86
30 – 37	35	12.20	11	7.48	24	17.14
37.5 - 39	0	0	0	0	0	0
40 – 49	1	0.35	1	0.68		
50 – 59						
60 – 69						

Note. 37.5 is the midpoint given for this scale (Rohner, 2005, p. 48).

The distribution of scores show that 0.35% of the total sample and 0.68% of the mothers had greater perceived neglect/indifference as compared to 99.65% of the total sample, 99.32% of the mothers and 100% fathers.

Table 28

Distribution of Undifferentiated Rejection scale scores

Undifferentiated Rejection Scale	Total Sample of Parents		Mothers		Fathers	
Score Range	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
10 – 19	188	65.51	93	63.27	95	67.86
20 – 24	80	27.87	48	32.65	32	22.86
25 - 29	16	5.57	5	3.40	11	7.86
30 – 39	3	1.05	1	0.68	2	1.43
40 - 49						

Note. 25 is the midpoint given for this scale (Rohner, 2005, p. 48).

The distribution of the scores show that 6.62% of the total sample, 4.08% of the mothers and 9.29% of the fathers had greater perceived undifferentiated rejection as compared to 93.38% of the total sample, 95.92% of the mothers and 90.71% fathers.

Demographic variables and Acceptance -Rejection

Statistical analysis was done to find a relationship between demographic variables and PARQ and each of the four scales. The findings are given below.

Parental acceptance-rejection. A *t*-test for independent samples revealed a significant difference between the gender of the child, that is, boys and girls on PARQ scores of parents, $t(285) = 3.925$; $p = .000$, $\alpha = .05$. The scores for boys ($M = 100.88$,

$SD = 18.96$) were significantly higher than the scores for girls ($M = 92.96$, $SD = 14.56$) on PARQ.

A 2 (family religion: Hindu, Muslim, Christianity) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the PARQ scores. A two-factor analysis of variance showed a significant effect of family religion, $F(5, 276) = 6.308$, $p < .05$, indicating that there were higher PARQ scores for Muslims as compared to Hindus and Christians. There was no significant main effect for the parent factor, $F(1, 276) = .589$, $p > .05$; there was no significant interaction between family religion and parent, $F(4, 276) = .662$, *ns*.

A 2 (parent education: below Pre-University (P.U.), P.U. or vocational, graduate (G), post-graduate (PG), professional, graduate and professional, post-graduate and professional) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the PARQ scores. A two-factor analysis of variance showed that there was no significant effect of parent education, $F(7, 271) = 1.770$, $p > .05$; there was no significant main effect for the parent factor, $F(1, 271) = 0.001$, $p > .05$; there was no significant interaction between parent education and parent, $F(7, 271) = 0.203$, *ns*. The mean PARQ scores were not significantly different across the parent education groups but there was significant difference in the mean PARQ scores between the parent education group of below P.U. and PG, G, Professional, G and Professional, P.U. or vocational. The mean scores of parents with below P.U. education was higher as compared to the other education groups mentioned above.

A 2 (earning members: both (father and mother), joint (other members of the family as uncles, grandparents and so on), others (other family members and not parents), father, mother) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the PARQ scores. A two-factor analysis of variance showed a significant effect of earning members, $F(5, 275) = 2.908, p < .05$, indicating that there were higher PARQ scores for Joint members as compared to both as well as Others as compared to fathers, mothers and both. The scores for fathers were higher than both. There was no significant main effect for the parent factor, $F(1, 275) = .366, p > .05$; there was no significant interaction between earning members and parent, $F(5, 275) = .501, ns$.

Lack of warmth / affection. A *t*-test for independent samples revealed a significant difference between the gender of the child, that is, boys and girls on lack of warmth scores of parents, $t(285) = 3.008; p = .003, \alpha = .05$. The scores of boys ($M = 28.62, SD = 6.99$) were significantly higher than the scores of girls ($M = 26.46, SD = 4.79$) on lack of warmth scores of parents.

A 2 (number of siblings of the child: zero, one, two, three, four) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the lack of warmth scores. A two-way factor analysis of variance showed that there was no significant effect of the number of siblings of the child, $F(5, 276) = 1.386, p > .05$; there was no significant main effect for the parent factor, $F(1, 276) = .573, p > .05$; there was no significant interaction number of siblings and parent, $F(4, 276) = .702, ns$. The mean lack of warmth scores were not significantly different across the number of siblings but

there was a significant difference in the mean lack of warmth scores for two siblings and zero siblings. The mean scores for two siblings were higher as compared to zero siblings.

A 2 (family religion: Hindu, Muslim, Christianity) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the lack of warmth scores. A two-way factor analysis of variance showed a significant effect of family religion, $F(5, 276) = 2.999, p < .05$, indicating that there were higher lack of warmth scores for Muslims ($M = 30.18, SD = 8.67$) as compared to Hindus ($M = 26.93, SD = 5.47$). There was no significant main effect for the parent factor, $F(1, 276) = .731, p > .05$; there was no significant interaction between family religion and parent, $F(4, 276) = .949, ns$.

A 2 (parent education: below P.U., P.U. or vocational, graduate, post-graduate, professional, graduate and professional, post-graduate and professional) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the lack of warmth scores. A two-factor analysis of variance showed that there was no significant effect of parent education, $F(7, 271) = 1.552, p > .05$; there was no significant main effect for the parent factor, $F(1, 271) = 0.012, p > .05$; there was no significant interaction between parent education and parent, $F(7, 271) = 0.642, ns$. The mean lack of warmth scores were not significantly different across the parent education groups but there was significant difference in the mean lack of warmth scores between the parent education group of below P.U. and PG, G, Professional, P.U. and vocational. The mean scores of parents with below P.U. education was higher as compared to the other education groups mentioned above.

A 2 (earning members: father, mother, both, joint, others) x 2 (parent: mother, father) ANOVA was conducted to examine differences in mean of the lack of warmth scores. A two-factor analysis of variance showed a significant effect of earning members, $F(5, 275) = 2.764, p < .05$, indicating that there were higher lack of warmth scores for Joint members as compared to mothers and both; higher scores for Others as compared to fathers, mothers and both. There was no significant main effect for the parent factor, $F(1, 275) = .020, p > .05$; there was no significant interaction between earning members and parent, $F(5, 275) = .137, ns$.

Hostility / aggression. A *t*-test for independent samples revealed a significant difference between the gender of the child, that is, boys and girls on hostility scores of parents, $t(285) = 3.476; p = .001, \alpha = .05$. The scores for boys ($M = 29.76, SD = 7.40$) were significantly higher than the scores for girls ($M = 26.89, SD = 6.50$) on hostility scores of parents.

A one-way analysis of variance revealed significant differences between the age groups of children (seven, eight, nine, ten, eleven, twelve), $F(6, 133) = 2.755, p < .05$ on the hostility / aggression scores of fathers. The scores of fathers for seven year-old ($M = 44.50, SD = 13.44$) was significantly higher than that of eight year-old ($M = 28.41, SD = 7.48$); nine year-old ($M = 27.12, SD = 5.58$); ten year-old ($M = 28.07, SD = 6.82$); eleven year-old ($M = 25.48, SD = 6.22$) and twelve year-old ($M = 28.56, SD = 9.38$).

A 2 (number of siblings of the child: zero, one, two, three, four) x 2 (parent: mother, father) ANOVA was conducted to examine differences in mean of the hostility scores. A two-way factor analysis of variance showed that there was no significant effect

of the number of siblings of the child, $F(5, 276) = 0.994, p > .05$; there was no significant main effect for the parent factor, $F(1, 276) = 1.792, p > .05$; there was a significant interaction between the number of siblings of the child and parent, $F(4, 276) = 2.701, p < .05$. The mean scores of mothers were higher for zero, one, two siblings than for three and four siblings. The mean scores of fathers was lower for two siblings than zero, one and three siblings.

However, one-way ANOVA for fathers and mothers on number of siblings showed no significant relationship.

A 2 (family religion: Hindu, Muslim, Christianity) x 2 (parent: mother, father) ANOVA was conducted to examine differences in mean of the hostility scores. A two-way factor analysis of variance showed a significant effect of family religion, $F(5, 276) = 4.396, p < .05$, indicating that there were higher hostility scores for Muslims ($M = 31.27, SD = 8.41$) as compared to Hindus ($M = 27.64, SD = 6.53$). There was no significant main effect for the parent factor, $F(1, 276) = 2.273, p > .05$; there was no significant interaction between family religion and parent, $F(4, 276) = .673, ns$.

A 2 (parent education: below P.U., P.U. or vocational, graduate, post-graduate, professional, graduate and professional, post-graduate and professional) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the hostility scores. A two-way factor analysis of variance showed that there was no significant effect of parent education, $F(7, 271) = 1.117, p > .05$; there was no significant main effect for the parent factor, $F(1, 271) = .562, p > .05$; there was no significant interaction between parent education and parent, $F(7, 271) = .528, ns$. The mean hostility scores were not

significantly different across the parent education groups but there was significant difference in the mean hostility scores between the parent education group of below P.U. and P.U. or vocational. The mean scores of parents with below P.U. education ($M = 30.64$, $SD = 6.62$) was higher as compared to the other education group ($M = 27.60$, $SD = 8.22$) mentioned above.

A 2 (earning members: father, mother, both, joint, others) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the hostility scores. A two-way factor analysis of variance showed no significant main effect of earning members, $F(5, 275) = 1.616$, $p > .05$. There was no significant main effect for the parent factor, $F(1, 275) = 1.271$, $p > .05$; there was no significant interaction between earning members and parent, $F(5, 275) = .821$, *ns*. The mean hostility scores were not significantly different across the earning members group but there was significant difference in the mean hostility scores between the earning members group of others and both. The mean scores of others ($M = 35$, $SD = 6.38$) was higher as compared to both ($M = 27.14$, $SD = 6.84$).

Neglect / indifference. A *t*-test for independent samples revealed a significant difference between the gender of the child, that is, boys and girls on neglect scores of parents, $t(285) = 3.137$; $p = .002$, $\alpha = .05$. The scores for boys ($M = 23.66$, $SD = 5.49$) were significantly higher than the scores for girls ($M = 21.79$, $SD = 4.45$) on neglect scores of parents.

A 2 (age of the child: seven, eight, nine, ten, eleven, twelve) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the neglect scores. A

two-way factor analysis of variance showed that there was no significant effect of the age of the child, $F(6, 273) = 0.562, p > .05$; there was a significant main effect for the parent factor, $F(1, 273) = 5.687, p < .05$, indicating that the scores of fathers ($M = 23.46, SD = 5.32$) were higher than the mothers ($M = 22.14, SD = 4.84$). There was no significant interaction between age of the child and parent, $F(6, 273) = .655, p > .05$.

A 2 (number of siblings of the child: zero, one, two, three, four) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the neglect scores. A two-way factor analysis of variance showed that there was a significant effect of the number of siblings of the child, $F(5, 276) = 2.640, p < .05$, indicating that the mean scores of one ($M = 23.41, SD = 5.26$) and two siblings ($M = 26, SD = 6.80$) is higher than zero sibling ($M = 22, SD = 4.68$); there was no significant main effect for the parent factor, $F(1, 276) = 1.849, p > .05$; there was no significant interaction between the number of siblings of the child and parent, $F(4, 276) = 0.121, p > .05$.

A 2 (family religion: Hindu, Muslim, Christianity) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the neglect scores. A two-way factor analysis of variance showed a significant effect of family religion, $F(5, 276) = 5.304, p < .05$, indicating that there was higher neglect scores for Muslims ($M = 25.21, SD = 5.39$) as compared to Hindus ($M = 22.29, SD = 4.70$) and Christians ($M = 20.63, SD = 5.61$). There was no significant main effect for the parent factor, $F(1, 276) = 0.288, p > .05$; there was no significant interaction between family religion and parent, $F(4, 276) = 0.337, ns$.

A 2 (parent education: below P.U., P.U. or vocational, graduate, post-graduate, professional, graduate & professional, post-graduate & professional) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the neglect scores. A two-way factor analysis of variance showed that there was no significant effect of parent education, $F(7, 271) = 1.554, p > .05$; there was no significant main effect for the parent factor, $F(1, 271) = 1.180, p > .05$; there was no significant interaction between parent education and parent, $F(7, 271) = 0.293, ns$. The mean neglect scores were not significantly different across the parent education groups but there was significant difference in the mean neglect scores between the parent education groups of below P.U. ($M = 24.45, SD = 5.84$) and PG ($M = 22.25, SD = 4.32$), G ($M = 21.84, SD = 4.66$). The mean scores of parents with below P.U. education was higher as compared to the other education groups mentioned above.

A 2 (parent occupation: paid employment, home/family care) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the neglect scores. A two-way factor analysis of variance showed that there was no significant effect of parent occupation, $F(2, 281) = 1.203, p > .05$; there was a significant main effect for the parent factor, $F(1, 281) = 3.982, p < .05$, indicating that the scores of fathers ($M = 23.46, SD = 5.32$) were higher than the scores of mothers ($M = 22.14, SD = 4.84$); there was no significant interaction between occupation group and parent, $F(2, 281) = 0.952, ns$.

A 2 (earning members: father, mother, both, joint, others) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the neglect scores. A two-way factor analysis of variance showed a significant effect of earning members, $F(5, 275) = 2.664, p < .05$, indicating that the neglect scores were higher for fathers

($M = 23.09$, $SD = 5.35$), joint ($M = 25.21$, $SD = 5.47$), others ($M = 28.25$, $SD = 4.50$) than both ($M = 21.78$, $SD = 4.54$) and Others had higher scores than fathers, mothers ($M = 21.40$, $SD = 2.97$) and both. There was no significant main effect for the parent factor, $F(1, 275) = .101$, $p > .05$; there was no significant interaction between earning members and parent, $F(5, 275) = .455$, *ns*.

A 2 (socio-economic status: upper, middle, lower) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the neglect scores. A two-way factor analysis of variance showed that there was no significant effect of socio-economic status, $F(2, 271) = 1.869$, $p > .05$; there was a significant main effect for the parent factor, $F(1, 271) = 5.660$, $p < .05$, indicating that the mean scores of the fathers ($M = 23.56$, $SD = 5.34$) were higher than the mothers ($M = 22.09$, $SD = 4.81$); there was no significant interaction between socio-economic status and parent, $F(2, 271) = 1.028$, *ns*.

Undifferentiated rejection. A 2 (number of siblings of the child: zero, one, two, three, four) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the rejection scores. A two-way factor analysis of variance showed that there was no significant effect of the number of siblings of the child, $F(5, 276) = 1.329$, $p > .05$; there was no significant main effect for the parent factor, $F(1, 276) = .263$, $p > .05$; there was a significant interaction between the number of siblings of the child and parent, $F(4, 276) = 2.520$, $p < .05$. The scores of mothers were lower for zero and four siblings whereas the scores of fathers were lower for two siblings.

A 2 (parent education: below P.U., P.U. or vocational, graduate, post-graduate, professional, graduate and professional, post-graduate and professional) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the rejection scores. A two-way factor analysis of variance showed that there was no significant effect of parent education, $F(7, 271) = 1.253, p > .05$; there was no significant main effect for the parent factor, $F(1, 271) = 0.000, p > .05$; there was no significant interaction between parent education and parent, $F(7, 271) = 0.363, ns$. The mean rejection scores were not significantly different across the parent education groups but there was significant difference in the mean rejection scores between the parent education group of below P.U. ($M = 19.81, SD = 3.98$) and PG ($M = 17.94, SD = 4.42$), professional ($M = 17.61, SD = 3.84$) and graduate and professional ($M = 16.83, SD = 3.69$). The mean scores of parents with below P.U. education was higher as compared to the other education groups mentioned above.

A 2 (socio-economic status: upper, middle, lower) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the rejection scores. A two-way factor analysis of variance showed that there was a significant main effect of socio-economic status, $F(2, 271) = 3.636, p < .05$, indicating that the scores of lower socio-economic status ($M = 19.40, SD = 4.88$) was higher as compared to middle ($M = 18.08, SD = 3.90$) and upper ($M = 17.28, SD = 4.74$) socio-economic status; there was no significant main effect for the parent factor, $F(1, 271) = 0.86, p > .05$; there was no significant interaction between socio-economic status and parent, $F(2, 271) = 0.570, ns$.

Research Question 2

How is warmth dimension expressed in urban Indian parents?

Semi-structured interviews were conducted with twelve families comprising of single, nuclear and joint families. Following identification for the purpose of analyses were given to the families.

Table 29

Identification given to interviewed families

Families	Identification
1. Single-parent family	S
2. Single-wage, one-child nuclear family	N1
3. Single-wage, two-children (girls) nuclear family	N2
4. Single-wage, two-children (boys) nuclear family	N3
5. Dual – wage, one-child (girl) family	N4
6. Dual-wage, one-child (boy) family	N5
7. Dual-wage, two-children (older boys) family	N6
8. Dual-wage, two-children (younger boys) family	N7
9. Joint family (grandmother, dual-wage, one-child)	J1
10. Joint family (grandparents, single-wage, two-children)	J2
11. Traditional Joint family (Muslim)	J3
12. Traditional Joint family (Hindu)	J4

Data analysis was iterative that involved the development of codes through coding the data (transcribed semi-structured interviews). Peer debriefing was done to achieve consensus in coding. The coded data was explored for patterns and themes following the guidelines of thematic network analysis (Attride-Stirling, 2001). Basic, organizing and global themes were developed as illustrated in the network below.

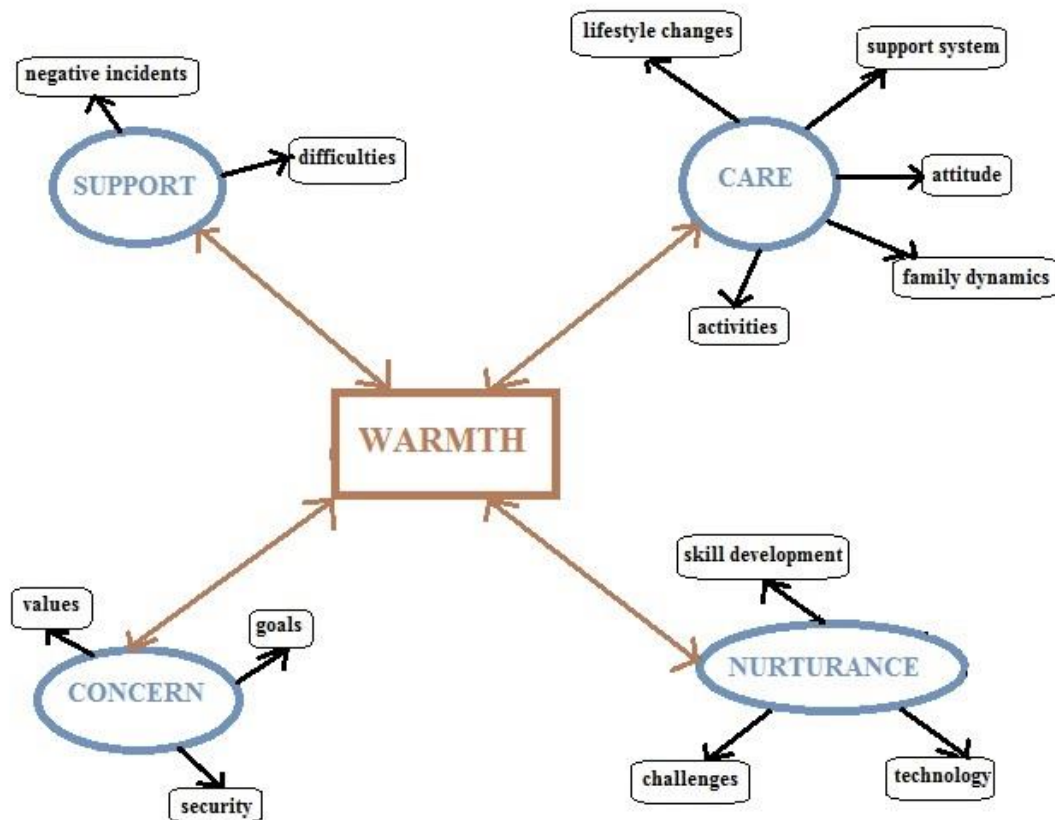


Figure 7. Thematic Network for Warmth dimension.

Organizing theme: Care

Attitude. Care is defined as taking positive responsibility. Across the families, parents had a positive attitude towards care, as a father (N2) says, “we have one reason – to live”. And as the mother (N6) says, “actually it is a very good experience. We have the children and we are thankful.” And as mother (J1) says, “we are not doing parenting kind. We are moving around as friends only. Till now, yeah we’re having a great time” and as the father (J1) says, “Yeah, that’s what – we’re not bonding as parents – only friendly to her – she is also interacting in such a way.”

Activities. The activities that parents usually take care of is cooking, cleaning, and making the children do their homework, looking after their studies and play.

Family dynamics. The pattern of taking care varies across the types of families. In the single-parent family, the mother has established a support network to take care of her child. The support network consists of her sister and a maid to take care of her child. The mother (S) says, “My elder sister is staying in Bangalore. We are staying separate. Recently we shifted. Along with her husband, we’re managing to take care.”

About the maid, the mother (S) says, “In the evening, there is one lady she’ll take care from small, some 3 ½ - she’s taking care that’s why she’s happy with her. She takes care very personally like her daughter she’ll take care”

In single-wage, nuclear families the mother is the primary caretaker “normally, she only will take care” (father, N1). However, there has been a change in this role in double-wage nuclear families. In one family the mother is a government employee and works as an engineer. She says, “We had to leave her in another care. Only in the

morning we had little time to care for her; after we come home we look after her” the arrangement that she had made is, “A maid - she was there and my in-laws – they were there.”

As both the parents are working, there has been an alteration in couple dynamics, as the mother (N5) says, “we should not be dependent upon like that, so thinking like that we both will adjust and go, but we need not - we thought – whatever our child we’ve to take care - so, like that.” The mother (N7) says, “Whenever he gets time he’ll help.” However, a mother (N7) generalizes, “and then they don’t have that much of patience to sit, mothers only - when they are very small mothers will take care – after that they will help.”

In double-wage, two-child nuclear family, apart from the couple dynamics there is another aspect of family dynamics, that is, relationship with children that is playing a role, as the mother (N7) says:

We are same for both the kids – we will never – bifurcation will never come. We will treat them same but that age-group is different so they will feel they are doing some – like they are giving him more – this is coming in them.

Another parent (father, N6) says, “ both of them are boys and I firmly believe personally that they need to be the leaders of tomorrow; so little bit of – we are bringing them up in that particular mould exactly – that is what.”

The issues that parents will face is sibling rivalry, as the father (N7) says, “When fighting happens, after the fighting, compromise – then that bonding will be more strong. It will become strong.” Another father (N6) says:

no, they are not - of course, we keep a watch but then nothing. Nothing of that sort.

Whatever fight is there, it is on that pencil, pen – why you took mine - who wants to take my notebook – I want to watch this movie, why are you watching that.

Parents also tell about other instances of sibling behavior. The mother (J4) says, “she wants to play with her sister always” and the aunt adds, “She’ll help her to do homework – her sister – but she is not interested to study.” The mother (N6) recounts her experience:

The elder one was very distinctly taking care of the child... he was very affectionate... Go out and play – something I scolded the the elder one - then very distinctly he got, he was asking me – he is one very nice brother for me – why have you scolded him? ...At the age of 4 he was asking in such a way.

Parents tell how the children altered their lifestyle, as father (N6) says:

nothing as far. For H – let me be open about it – see, for the elder one he was little – he was the only one and we used to get stressed up. Because both of us were working. But as H came all those stress and all came down. Because the elder one was looking after himself and the younger one. In a way I would say that we sobered down. That is in my case I don’t know about her. But I sobered down because children – ok, to some extent we also – माफ़ कर देते हैं – we forgive.

The family dynamics in joint families has three generations, that is, grandparents, parents and their children. In the present research study, the joint families were found to be of two types, (a) parents, children and grandparent or grandparents; and (b) traditional joint families.

In double-wage, one-child family, the grandmother was more directly involved in the care of the child, as the mother (J1) says:

[The grandmother] she is involved...we both are working... more than us; she's involved now (laughs)... ok, because we go by 9 o'clock... then we come back sometime by 6.30; then 6.30-8.30...it varies; sometime it'll go till 10 o'clock also. So, she plays a major role in bringing her up.

Explaining the grandmother's experience, the father (J1) says, "She didn't feel any tough situation kind of a thing" (grandmother speaking in the background). The mother (J1) adds:

[The] maid is there to take care of household work. She'll take care of the daughter. Starting time it was very difficult; she was of age – to feed her, run behind her - very difficult- no other way. We don't have any other choice. She has to manage. She had a tough time at the starting level but my daughter also if we are going for some far distance and all she'll walk – in that age itself – she'll walk. She won't tell – you've to carry me. She's very adjustable and understandable, it's' not a big deal.

A mother (J3) tells about her experience in a traditional joint family:

I've a very excellent support from the family; and I did not have any problems in raising my kids, as I live in a joint family, they are very supportive... my kids are at times naughty, they are pampered by all the family members... whatever is needed – my in-laws will give

A mother (J4) of another traditional family says, “Its’ good, ma’am. Everyone will help me. When I’m not feeling well – everyone will help me. All of them will cooperate – if I’m alone, its’ difficult for me to manage two kids.”

The aunt (J4) of the family tells about the experience of the children, “they are very happy living with their grandmother and grandfather. They enjoy more with them only. We are also very close to them. I’ve to be very close to them from last - I like them very much.”

The father (J4) adds:

See even for them it’s a very good experience; they feel attached to everyone, for example lot of time I’m not at home. They are more with my mother and sister-in-law than me. That always – I think - one challenge is for sure is that I don’t know if they can be as independent as somebody who is brought up in a nuclear family. That always becomes a challenge I feel - when they will get exposed they will have a shock - it can be like this. Today, the support system is so strong that if anything happens there are people to take care. I see that as a disadvantage.

Thus, family dynamics varies in different family structures.

Availability of Support System. India is a still a collectivist society. Parents believe in leaving their children with relatives, particularly grandparents rather than leaving them in daycare and crèches. Reasons being, as (N5) says, “attachment of the parent and the child will not be there...if we leave there we don’t know what kind of care will they take... and what they will teach the kid.”

Another parent (N4) adds:

They look after all children but it won't be exactly as how parents would do. So there would always be a slight difference - you won't get the same love and affection what at home you get it...daycare of course, there are so many others also.

The following quote reflects the belief system held by a mother (N6), "it is not good to such a small age – crèche' and all is not good. Someway or the other it is not good at all. Mother only have to take care of the child."

A father (N8) says, "I think it's a bad thing." And the mother (N8) adds, "Children will miss their parents' love and affection. I don't want my kids to miss that. That reason I'm not - before I like to work but I don't want my kids to miss my love and affection."

Father (J4) says:

It is actually helping the nuclear family – but in children's upbringing I think it's not right. Because I don't want somebody else to feed my kids rather than me. I would always have that preference. Second thing I would say – that's not daycare and there is a good saying – don't spend on your kids – spend time. So that is very important, I think today's world.

Other reasons being "timing", "I feel sort of commercialized", "I don't want that environment. I want to take care myself", said (N6) and left her job briefly to take care of her children; "we have our mother-in-law... Since we are out for job and evening time, we came late-that time she was there to take care. We didn't find difficult for us." (J1). The mother of this family says, "Mom is not there also we'll leave her at home. Alone

she'll stay at home but we'll never thought" And reasons, "we feel it safer to leave her with a neighbor than to some other daycare that we don't know... what they are doing with the kids we don't know and we're getting so many news day-to-day." (Father, J4) says, "It's a bad system what I mentioned – but in today's world we have to be practical. If a husband is working 30K it's not enough to run a family in Bangalore. People have to work – whether you like or not – people have to do that. So I cannot sit and comment what is bad and what is not. That's for me... Like that I think both parents working there is a disadvantage but people are forced to do-you cannot do much."

Parents do not have much exposure to daycare centers (N5) "how we see in the entertainment – videos, movies and all", "they haven't seen anyone doing like that." The mother (N4) says, "Actually I haven't left anybody there so I'm not very - only what I've heard."

Grandparents are preferred over other relatives as the mother (N5) says, "Because, everybody will be busy, ma'am...If any other relation means even they have their children - they have their household duties and all that. So they can't concentrate."

Another mother (N4) adds, "Grandparents...definitely...as I told you, grandparents, of course you'll know how love and affection – maximum grandparents will give."

As the mother (N6) says, "grandparents or somebody is there you can leave to them but going to crèche' and all is not... grandparents will only take care, that affection is there."

When asked about taking help from any other relative, the parents (N6) said, “no, as they have their own work. They won’t come up unless it’s a joint family or something.”

But the mother (N4) agreed that “if there is no other choice you’ve to leave your child at daycare.” A father (N6) says:

I have a different take on that. Crèche is something – it has its ‘good and bad thing. The good thing that children learn from others. Grandparents or parents – we try to give whatever values we have. So they learn from outside. It’s also convenient for these reasons, especially for nuclear families, it’s also convenient where both the parents are working, it would be convenient for them. But otherwise still I feel staying at home with grandparents or parents is a better option than sending them for daycare.

As a father (J1) says, “Certain daycares are good, certain daycares are taking their necessary- people who don’t have any other choice, and then we can’t comment on that - they have to go for that. But when we have some choices.”

Parents took some alternative steps in bringing up their children, as the mother (N6) says, “nobody was there, we - I, myself – that time 2-3 years I took the gap from my job and all” and the father (N6) adds, “yeah, she took a sabbatical from her job.” The father (N6) talks about an interim arrangement:

He was 4 years – we used to put him in a school. School we put him and I used to drop him when I used to go to my work and by 3.30 I just took a break – pick him up and bring home. By the time she will be at home. Never in a daycare. Not because there would be any bad influence. Just that she wanted to spend time with them. For both the

child. One more reason even today – the elder one is 17 and younger one is 11, she still works in a school nearby. She doesn't go very far. So that she can come by 3.30. She comes at 3.30, the elder one comes at 4.30, younger one comes at 5.30 – so, still she has got this thing that she should be here when the children.

The father (N6) continues, “in that case she was very accommodative... After that the elder one was there. Whenever there was a need – she used to put him in his care and go.”

Thus, the parents held a traditional attitude in bringing up children and did not support the use of outside services as crèche's and daycare centers.

Lifestyle changes. In double-wage families, parents maintain a work-life balance. They handle their household responsibilities along with their job responsibilities. As a result they have to make alternative arrangements in bringing up their children. A mother (J1) whose child is being looked by the grandmother says:

No, no - actually I'm not satisfied. That I'm not able to spend time with her. I've a guilty feeling for that. But no other way. Because each and every human being, now-a-days is running behind money. Money has become big for human, I feel.

Another mother (N4) describes her experience:

We had to leave her and go – that was the most difficult challenge, I should say. Because whenever we used to go, she used to cry and wanted her parents to be with her. We used to feel bad – we used to go out; we couldn't take care of her at that time. Subsequently, of course she even got adjusted to it.

And the mother emphasizes:

What I'm saying is that they want us to be there. That maybe - that's a drawback. Even the quality time of course, we do spend time with them; but still that sort of a security when they come home mothers are not there.

Work-life balance is maintained by a father (J4) who is working night-shift. He says, "Whatever time I'll have – I'll try to spend. It'll be very little because due to the recent change I'm not able to spend too much time with them"

Parents are finding ways to maintain work-life balance, as the father (J4) continues:

yeah, I can spend time only on weekends... I don't think they are seeing a big change because... and I make sure that on weekends I'm with them. They don't see a big thing but with both of them I spend 3-4 hours everyday... I myself am not able to do it. Both of us are working I don't know.

A full-time employed mother (J1) says:

I'll available on call. As soon as she comes – she'll call, she'll tell all her stories – I'll ask her any more thing is there – like that – somewhat adjusting -- how far it goes. Because when she's coming to 10th standard I hope I have to be there next to her – for her help. I don't know how far it will be possible also. As for now, we both will be available on call. She'll call even from school – she has the facility to call us. So that way we are coping up as of now.

Some of the challenges that the parents are facing are having a single-child, as a mother (J1) says, “Challenges – actually the big challenge for us was that she’s single kid. She’ll find very difficult – she’ll feel lonely; lot of time – that’s the biggest challenge; other things are manageable”. Another challenge is an expensive education system, as a father (J4) says:

For my little one, we are spending a little bit more than 4 K per month – that’s not easy. It’s not easy money. You would want to bring this up somewhere what I feel. In western countries everyone is in government school but we are only so fascinated about private schools brands – lot of those things.

The father continues and states a challenge of the joint family despite of a great support that it offers:

That concerns me. Because I feel - I’m a bit sentimental person. I see that they should be more attached to me and not to my dad. That bothers me. Not only my dad, it could be anybody else. I don’t want them to be more attached. Maybe I’m being very selfish here but.

Thus, the major lifestyle change is work-life balance and some of the challenges that the parents are facing is dealing with a single child and rising expenses.

Organizing theme: Concern

Values. Parents aspire to inculcate values in their children, “good-educated, well-educated and take care of herself, you know afterwards and be a good human being, we have good values” (N4); “first is moral character, ma’am. Then only the studies” (N5);

“sharing, being affectionate” (N7); “self-dependence” (N6); “learn sharing – they learn to get adjusted to everyone” (J4).

A father of joint family (J4) explains the difficulty in instilling values in his children, “for any - let us say for small decision-making – they don’t know, they approach – we might guide, I don’t know. If they face a tough situation – how they’ll react I’ve not seen it. So that maybe a - .” and says that he wants to overcome this difficulty by “in any situation I want them to start thinking, forget decision. I want them to think. We stop guiding. They have to start taking decisions - that’s one thing... I, I - kind of - preparing them to be independent.”

Other methods that parents follow to inculcate values are, “communication is the best thing I can do for my kids” (J3)

The mother (N7) says:

We want them to be affectionate because after still we will not be there, they will be there. We want that attachment to be built. So, we are trying our level best to make them to be together. Now-a-days, you know how the relations and all are there; no value for anything so I don’t want to happen with my kids. I want that bonding to be there with brothers, that is what we are trying and always we will be telling or we will show something – related to that – Mahabharata and all – like that our traditional this one is there, no – so, that one we will try to tell them; most of the time - we are trying.

And continues to emphasize that they have to be role-models for their children: more responsible; that time we can live our life however we want; now – we have to behave ourselves- we have to first behave in correct manner, then they will watch us and

they will grow with us – however we are – the same way they will come up. So we have to be more and more careful – how much ever we can – that much careful – we must not talk anything bad; we should not do anything; or we should not watch even TV – a few things; so that is how we have to be very much careful with the kids. Because they are very young; they will learn this from us. So I think we have to do – first we should be in some good way then automatically they will come up... because since they will come to know - elder means how to behave, how we should respect – smaller than us – how to love them. We are doing then automatically they will learn. First thing is we have to do that then it will come.

Mother (N5) says:

I just, TV and all they'll show or some other news or nearby somebody has got some good marks or something in sports or something like that; just set one example like that – see, like that we can come up like that – that he'll keep, he's – that's what I'll tell -- he'll understand very nicely.

A mother (J1) says:

incident means – when we are involving in some important work; which is very critical or something; maybe we're doing some official work; or cooking – anything; if we leave for that second – we flop; like that some work we are doing; that time the kids are coming and disturbing then पक्का (for sure) we'll show back our angriness. That thing they'll catch – and then they are doing something – पक्का (for sure) they will show; same way they'll react. When they react then only we get to know –ok, what I did was wrong. I should not do so. Like that it happens.

Parents also say that there has been a change of values since their time, as a father (N6) says, “Of course, values little bit – I never used to question my dad – even after I got married, I had two children – I never questioned my dad.”

Parents emphasize on inculcating values in their children though they agree that there has been a change of values since their times.

Long-term goals. Parents have long-term goals for their children such as “children to be good”; “they should not hurt anyone, they should not disturb – they are not helping anyone- it’s not a problem but they should never disturb anyone.” (N7).

Parents are open-minded in their kids choosing a career option. Reflecting on her aspirations, the mother (S) says further:

I won’t stick to her what she wants to study, let her be there. I’ll not stick to anything to her. Whatever she wants to learn, let her learn. Whatever she wants to be there -be there. I won’t tell you have to do like this – be there. I’ll tell you be but learn good education - that helps you a lot in your career. I’ll tell only that. You be on very good education otherwise very difficult now- a-days to stay - for job it is very difficult. I feel that because I’m facing. Because I did just my graduation, it is affecting a lot to my career. I’ll tell be good, just be knowledge-driven. It helps you to stay, however you can manage your life otherwise very difficult to manage your life. From my situation ...very, I’ll just tell study till one level, you can manage yourself. Otherwise now-a-days, it is very difficult. Only that guidance I’ll tell. I will not stick to be like this. Whatever be in one profession, you carry and grow forward. I’ll just tell her you study and take care of yourself. I don’t have anything whatever, she can be I will help her until final stage.

Emphasizing on her duty, she adds further:

I want her to be in good level – that is my expectation. Whatever pain I can take even though I've faced lot of problem in my life already. I don't want be anything to her-- she is not supposed to face any problem of my life.

And as the father (N7) says, "That's what – we do not expecting that they should having a very good leader – something like that. They should have some normal life. As of how we are living. That is"

And the mother adds:

What my – I'm not expecting to become that big and all – I want him to choose his career. Because we are no one to put our – because they will have their own thoughts, even kids - they have many thoughts, you should talk to them then only we come to know; I want to give them freedom in that; because whatever they want they should do; but they should never do any wrong things; and they should not disturb anyone; or treating someone like that one...we should never impose anything upon them. But I want them to choose their own things – whatever they want to be – we will support; we are there to support. We will tell that also - whatever you want to do – you do – we will support but you should never do any.

A mother (J1) says that she emphasizes on developing good study habits:

I'm not going to push her for anything. That should come on her own -- for her own. On her own it should come - not going to push. Only thing I'll make sure as I said I'll make sure is that as soon as she comes I'll make sure what all homework are there; what all things she needs to do. Only the work she will do. Homework she'll do, study part when

the exam comes – she’ll push herself and she’ll sit and study. That’s what I want the change to be. Daily basis if she’s studying that will be easy. I’ll keep telling that if you make it routine it will be easier for you. This much only I’ll tell her. More than this I’ll not force. I’ll make sure- in the weekends, I’ll sit with her – what all has happened – whether she’s up-to-date. If she is not – I’ll tell this is not correct - you’ve to make yourself up-to-date otherwise it will be difficult. More than that, we’ll not cross the line. We don’t want to push it.

Another parent (J4, mother) adds, “I want her to be independent. Whichever field – its’ ok. I want her to be independent. She should not depend on others. After she gets married – she should not depend on her husband. I want her to be independent.”

A grandfather (J3) says, “जी, हम चाहते हैं कि बच्चे अच्छी तालीम पाए।... अच्छा पढ़ें। Bangalore में ही पढ़ें। Bangalore में आके 43 years हो गए। हम चाहते हैं कि बच्चे अपने पढ़कर कुछ अच्छा बने।”

(“Yeah, we want that the children should have good education...study well. Study in Bangalore. It has been 43 years since we came to Bangalore. We want that the children should study and become something good.”).

Parents aspire their children to develop as responsible and independent citizens.

Safety and Security. Security for their children is a concern for parents. To maintain safety and security of their child parents either put restriction on the extent of time they are out of the house or the area to which they go outside home. As the mother (N5) says, “We won’t leave more time also, ma’am. We usually won’t leave him more time. 1 hour – that also he’ll be playing football here. Or cycling he’ll do and come.”

And says they don't leave the child outside "outside never. Rather in house he'll prefer. He'll be sitting and watching TV."

As the father (N7) says, "beyond that circle means we will collect."

They will make it a point that either of the parent or the "mother-in-law" is there, otherwise as the mother (N5) says "that landline is there, so at least we should have contact." Another parent (J1, mother) says, "I'll keep calling... After my meeting was over – I saw three missed calls were there. Then I called to school landline – they didn't pick up. Then I called and asked what happened? They said she's staying in school..."

The mother (N7) talks about the measures she takes for the safety of her child:

Yeah, of course, most of the time – I'll try to be with them because they are small. He is like not very small nor very elder– he is in the middle phase so most of the time I'll take care. I'll be with them – always. Anyone is going for outside playing also.

The family has a support network in emergencies so they'll adjust and take mutual help. Though the parents are concerned about the security of the child, they've given him house keys so that he can come and enter the house. The mother (N5) explains, "But he takes care, ma'am – that's half-an-hour he'll be alone here." The parents (N5) have given instructions to their child "not to touch the gas." Parents (N5) do not feel very secure about their child "once he was playing, he came and got accident here only....that too we will keep one watch whether the child is safe or what."

Parents do not prefer to leave their children at a friends' house. As the father (N7) says:

Yeah, friends' house – we allow but not very regular. Here we little bit conservative – we find out who the friend is – all those things are there. You are known by the company you keep. So we want to bring a healthy; if there is a group of children we like to - he contributes and he also learns from them.

Another parent (N6) tells how they make their children aware about the security issues:

We -- especially she is a little worried when the boys go out – she'll – if they don't come back within certain time she gets little worked up but then I say let the boys have a look at the world outside – of course they will come back. They come back. But one thing is there – about insecurity and all – we don't – Amir Khan's Satyamev Jayate episode we showed them. Especially child abuse and all that stuff. And we also tell them the dangers of using social media, the elder one as well as the younger one – both got Facebook account. But still we tell them what are the dangers – talking to strangers - going to that. Somebody asks you for company – you should check the credentials – find out – don't blindly listen to people. When someone tells you something – use your head to understand what the person is saying rather than blindly follow.

Hence, parents are worried for the safety and security of their children and take various measures to maintain it.

Organizing theme: Nurturance

Skill Development. Developing skills is a very important part in bringing up their children. Parents emphasize on developing various types of skills.

Academic skills. In studies, the single-mother's approach is:

Difficult, any other subject- I'll start learning myself and...no, she'll expect I've to sit with her for studies and all. I'll sit with her and make her to help. Something she feels difficult, I'll tell – just write, keep writing you'll get very soon. Instead of reading--reading will not help you, after that you write--instead of reading 4-5 times; just write 3-5 times--you'll get very soon.

Parents will set examples as the mother (N6) takes tuitions at home so the child has a model “Like social Work I was doing for him. I'll give his example – how nicely he'll read. So, he also wants to follow – he'll only tell ‘I will become like him.’” She feels that as she takes tuitions the child learns more “he'll see, no ma'am; I told you –I -- tuitions – that time he'll be – I've seen him rather than me telling him; he'll mingle with students those who'll read more.”

Parents (N4) use methods like:

small stories and all that, all that we have been telling her; so any good this thing, whatever is good for her – all that we have been incorporating into her mind that you should be good, how you should be towards the elders, how you should talk to, all that we've been telling her.

However, the parent feels that being a working woman she's not able to give time:

Because I'm not able to give full time for her studies. Because she comes home by afternoon and by the time I come home is quite late. I don't get enough time to sit with her and mainly I feel that particular area I am not able to help her.

Since the mother is working she has “hired one tutor.”

Parents (N6) have set a routine for their children to study, “But one hour morning – I’ve made that you’ve to read and go.” Daily routine the mother takes care, the father provides with a helping hand, “what all project is – he’ll tell me. That is -- That is there -- so I will help him to finish.”

In two-child families, the way skills are imparted differs. A mother (N7) says: Because elder one is ok, he won’t need much help from me, anything education-wise, he is little bit whenever the test – that time only I’m helping. Other than that he will take care of his homework, everything he will do. But he is small so I have to help him. Once he comes to home, I’ll ask him what he did in the school, tell me what happened today because he should practice now onwards, so I’ll ask him, if his mood is there - he’ll tell like that. I’ll make him to write. I’ll help him to do - finish his homework.

About the elder child, the mother says, “yeah, yeah. He will do his homework, everything on his own. If he has any problem, he’ll come and ask me. If he didn’t understand anything, then.” The father says that he contributes when “yes, yes, of course, if she could not then I’ll come.”

The attitude of parents is as both them say, “both are not expecting like,” as the father says and the mother continues, “be on the top. But I want them to learn things first. Then academics. They will learn things then automatically marks will come, so I’ll - I’m more on this one - learning.”

Another parent (N6, mother) says:

Academically – actually when he was very young, he himself was studying whatever the theory and all, poems and rhymes and all. When I was opting he was telling everything,

he was very fast in picking up everything – he was telling all; never sit with him and make him read - now also he is like that only. I will read – I will read. He will read and then I'll ask him the question then he will tell.

The father adds, “but we keep an eye on both of them... both of them study on their own.” And continues, “Nothing particular – he studies everything by himself. The only thing is that we need to - only supervision is required.”

The mother further adds:

First one you're giving more time, the thing is that only one was there. That itself is not sufficient. The elder one from 8th he is looking into himself... yeah, supervision... exam time – which I told he'll sit and study then I will ask him the questions. Any difficulty is there in math problem or like that he'll ask and we'll tell.

The mother (N6) describes the facility given at the school:

Actually there they are giving that study one hour – that time all the homework, whatever is there they are making them study there itself. In some work only – he's bringing here. Remaining all – sometime he's not studying anything at home. Sometimes he will sit like that and study everything; when I'm asking he'll tell. He comes at around 5.15 – 5.30, he's not facing much problem.

The father (N6) adds:

sometimes he goes out to play; sometimes he will be playing games on the computer and just to insure that he doesn't spend too much time – we ask him H, what are you doing,

what about studies – then he switch off that and come and do something. But we are still not pressurizing him – study, study, study. Nothing like that.

Another parent (J1, mother) corroborates the above academic routine at her home, “no, she’s doing her studies on her own. Nobody will sit with her. She has any doubts she’ll come to us. If she wants any explanations, any doubts. She’ll tell I want you people to sit with me” and adds, “... For each and everything we’ll not go and sit with her and she will not get her own interest. So, you believe her in making her more independent.”

The mother explains the scenario:

I’m not showing an interest in her studies, actually – I want her to come on her own. Whatever she likes, let her do. Till last year, she never showed interest in studying. I need to tell go sit-sit-sit. I told I’m not tell any more -- your subject, your studies-you’ve to see, I won’t interact with her studies at all, it’s like that -- she’s doing. Even last year she was going for tuitions, because we don’t know Hindi and I put her for tuitions, this year she’s doing on her own. I want that independence. She’s doing, she wants any help – even we had got some CDs; study materials which she can practice, like that we can help – if she wants anything- she was very clear that she won’t want to go for tuitions, she don’t want to sit with somebody who she doesn’t know and they will not promote interest also; out of the twenty number she’s the one. So, she don’t want to go there. If she wants anything, we are there. She’ll come and ask – I want like this, I want like that.

In the joint family, more family members are involved in imparting academic skills. As a mother (J4) says:

They will also help me, ma'am. If I have any doubts I'll ask my sister-in-law, she will also help me. When she has any competitions – she'll also prepare for her. Like that they'll help me. When we go out – yesterday also we went out – I left my kids here only – they will take care of them... the project – some material they want – the grandfather will search; pick and drop to school also grandfather will do for two babies; for everything madam they help very much for children.

The aunt reiterates, "I'm helping them little bit now only. My husband – they are helping in project work – and drawing. They help more - they help more."

Here the parents are worried about their daughter's academics. The aunt (J4) says, "Before she was very good – now, I think learning and all some difficulty –" and the mother adds, "actually, I think she is not interested to study. She has been diverted to other activities... they will also keep telling – her grandfather would be telling her to study."

Her father explains:

she's CBSE, I think one after SSC, she is kind of diverted a bit; more into watching TV, spending more time with--rather than taking book and studying, she's also finding difficulty with the CBSE, more I feel; she's not able to understand – one maybe the method of teaching; and even the content itself. I think she's little - she is not ready, what I feel – that way she is struggling.

And the mother adds:

Daily once when she comes back from school, I'll ask her what they did, what homework; tuition also - what they did, did you understand – I'll be asking. She won't respond properly, ma'am. They didn't do anything – tuition what did they do. When I ask she'll tell ma'am told me to do textbook reading; she would be telling – from last one week she was telling that only; I went to tuition ma'am and she told me that from one week I told her to bring answer sheets to give but she didn't tell to me. I didn't know – she'll tell some lies.

Thus, parents emphasize on developing academic skills in their children.

Social Skills. About the social skills of her daughter, the single-mother says:

Yeah, she can mix up well. Until 5 -10 minutes she will feel, she'll not open up. But once she'll start talking, very closely she will move with my friends or any new friends but first 10-15 minutes she will feel something but after that she'll be ok.

However, she observes that socialization with friends has decreased, there are fewer outings and only a few visits to parents. There have been no outings outside Bangalore for one and a half years as she is preoccupied with work most of the time.

Parents talk about social awareness in their children. The father (N7) says:

about that I can appreciate – I don't know where they have got – we were supposed to do a donation like that – from the school, sometimes they give one – they collect the money for fund. So he is used to – the elder one – he used to go all day and he used to collect – and he will give it to him. That kind of a things will come with very few kids

so, whatever the parent had given just they will go and give – this is what. That kind of things are there. Wherever he finds some mistakes I’m doing like crossing red signals – papa you are not supposed to do; you are disturbing some other people.

And the mother (N7) adds, “And like water – petrol – everything he will tell. He has that awareness -we should not waste.”

The mother (N7) is satisfied with the social skills of her children. She says:

He is good. Does not use any bad words. Many kids are there in the school, yeah, he will mingle with everyone. He want everyone to come to him and play. He will also go but he want everyone to come to him; he has that nature... home also he is very nice. And very helping. He is not there, I will get confused sometimes, and he is very helping to me.

However, the mother also says that her children get less opportunities to socialize. She says:

No, actually in this area no one is there, his age kids - no one is there. If not he’ll go, so that’s why both will go up; both will play up – terrace is free so they will play there... they will only play. Here, no one is there.

About the social skills of their child, a father (N6) says, “we feel it is enough but we feel there are certain things – he is slightly hesitant to talk to strangers immediately. We are attuning in him” and continues to explain about instilling values in their children.

Another parent (J1) spoke about the social constraints that her child faced:

she had only one neighbor - she was actually a baby, one and a half years old; very close to the baby – now also – girl baby – she feels so close to them; if they didn't call, she would be voluntarily going to their house and sitting; but she'll not get attracted to boy kids – I don't know why. She's like that. My past house – neighbor was having a girl baby; she was 24 hour there only. But here, she has her age friends.

She tells how she is unable to meet the social needs of her daughter as she is also in full-time employment:

yeah, I - she likes to go and mingle with the neighbor - I find hard time to talk to people; if I find time also – I'll be happy sitting at home watching TV or taking rest. I don't go out. Here actually she stopped telling to me – that old house – Saturday shouldn't come, she'll tell, 'come mama, today we'll have the get together, so we'll see that aunty.' More than me – like I got all my neighbors only because of my daughter. She will be moving with everyone. I'm not that much social – I will not go out. I'll not talk with people; feel like being at home - also I'll be like that but she will not be like that. She'll make me come out – and talk with everyone. Here also – after coming here – because of her friends – I got some neighbors. She's like that.

Hence, the parents reflect on the various aspects of developing social skills in their children.

Extracurricular activities. Parents focus on developing skills for extra-curricular activities. Stating their attitude, a mother (N7) says:

Each kid is unique and they are all different. You can't expect the same from him or someone is doing something – we can't expect from him. Each child is different – we have to find out. It's not that we are comparing them.

Most of the parents have a positive attitude towards their child participating in extra-curricular activities. As one parent (S, mother) says, "Whatever, wherever she wants to go, I'll leave her and to participate. She is very interested in all the extracurricular activities"; about sports, "she's very good. Sports and all she's very active. And everything she'll participate. She'll not tell I'll not. First thing, she'll tell - I'll participate in everything"; about fine arts, "She's very interested in dance, she's learning Bharatanatyam and she's very interested in drawing also. I put her for some classes but it is very far. I am not able to but she's learning Bharatanatyam from UKG itself."

About the extracurricular interests of her child, the mother (N7) says, "he will go for drawing class- I'm interested to send him for dance but he don't want, that's why I don't want to force him" and says that at home:

If they are that interested we are ready to give them whatever they want....sports and all – I don't mind he'll go. He wants - at school he will play shuttle and here. School also he will play cricket and everything. He will take the bat, ball everything sometimes. Because now-a-days, physical activity is very less. So I want them to improve that. Because instead of sitting in front - I'll only off and then I'll throw them out – you go and

play - whatever you want you play outside. I'll send them when they are free and watching long time TV and all - I don't like that.

The methods that the mother (S) uses are "evening thrice in a week, she'll go for class" and adds:

Any competition she's getting good at sports. But that is limited to what the school does. School - I'm not able to send her anywhere. I'm not getting time to. Here too in my colony, we do not have any options, otherwise -- she's learning now-a- days.

Other parents also said that there is interest in extra-curricular activities as sports. However, mostly they practice in the school premises. There is interest in drawing and reading "Birbal stories" (mother, N5). The parent encourages the child "I used to tell him -- eat nicely then only you can become strong and run like that. We used to tell him like that - encourage him like that." The child in (N4) family participates in every competition to which the mother says "we praise her in that."

Parents do not prefer to send their children for classes, reason being "pick up and drop" (N4). When asked about extracurricular activities, the father (N6) says, "everything in the school."

The mother adds, "School -- she is in sports club. At home she is going for" and the grandmother adds "drawing." The father (J1) says about his daughter:

No, recently we have put her in classes also, like music class. Her free time -- co-curricular activities -- she's more interested in drawing and so we buy lot of drawing activities for her and all; extracurricular activities -- so she's stuck to other things also.

The mother adds, “She’s getting friends.”

About the extracurricular activities of his daughter, the father (J4) says, “yeah, she does participate. She is quite interested.” And about his help, he says, “I encourage but may not help.” The mother adds further:

Only if she is interested in participating in extra activities. She won’t inform to us only. After she gave the name to participation – then she’ll come back and tell. Mummy I gave my name for drawing competition - like that. She is interested in other activities now. She has become a leader also. But in studies?

The mother (S) helps her daughter in the activities. She says:

She will bring some - see photos and bring start drawing. I’ll tell her to do like this, give her the guidance – I don’t know much of drawing also but I’ll try to help. She’s not able to manage, I’ll try to help. I’ll support her in that. Dance also, I’ll see and copy and come and just put her and tell her to do like this. I’ll make her to practice. For competitions also. Very interested in dance. She’s great at dance.

Thus, parents help their children in extracurricular activities at home as well as by providing with possible outside resources.

Challenges. The single-mother is experiencing a role strain while bringing up her daughter. The mother is finding it very difficult to meet the needs of her growing child. Her daughter wants her to spend more time with her which the mother is finding very difficult because of her office hours. Her daughter wants her to come early from the office. She says:

Yeah, I feel I've to give more attention because now she's growing her expectations are more as compared to before. Now, other parents are telling – so she is expecting a lot to be with her; to teach her and all. But that is the reason I'm can't able to give time to both the places. It is happening at both of places lot of compromise is happening. We are restricted to all that...see, because I'm also working, I've to leave house very early morning, 7.30 I'll reach, 7.30 only; she'll feel that I've to be there always, and that is not happening, sometime - one year back, she was very unhappy. She's telling change the job and all. One year I suffered a lot with her, then only I convinced her and everybody supported her; she's telling to change the job and come near, you stay and come by 5 o'clock so that you can concentrate on me always. But after that I convinced her that it is very difficult to do job; it is not so easy according to our convenience, so if I've to change the job, it will take some time to relate also. After that she understood now and she can understand better.

The mother explains her conflict which she's experiencing:

Sometimes we can't able give more time to her. That time I'll feel very bad. I'm can't concentrate on work. I am finding now as I'm not able to fully concentrate on my career also. I cannot concentrate on her also. Because whatever work is there I've to leave and come – that is affecting to my career now. They are telling you can't stay, you cannot take more initiative. I'll tell - I've my own reasons, I can't. That has affected to a lot to my career. I'm not very happy on that account.

The mother's daily schedule is very busy. She says, "I am under lot of pressure at office and at home. I won't get time to rest and all. Up to 10 I have to work, 5 o'clock I will get up, up to 10 I've to work".

The mother copes by confiding in a friend or crying.

Except for everything. Everything will not get to me. Understood that. What is happening I've to just take that? Personal - career – I can't give – whatever is getting I've to manage. I can't expect more career until she grows. I'm facing a lot at both the places. Sometimes, when I'm alone I'll just start crying. Crying - crying that's all. In front of anybody I will not show to anybody but when I'm still alone that time I'll cry myself.

There has been a change in the child's personality. Due to witnessing her mother's pressures, the child has become more mature. The mother is confiding in her daughter and sometimes the daughter is becoming a support for the mother:

Definitely, she has matured - lot of - if I compare to other children, I will say lot of she has matured. She will understand very soon about my situation and all. Sometimes she will feel but I'll convince her - you've to understand; explain my problems also – I'm facing this. I will also explain what the situation in the office is; I'll tell what is happening at the office, everything I'll tell. We both will discuss about everything, yeah, definitely she understands.

Further, the mother says, "If little upset she'll also feel upset." The daughter is supporting "housework and I'll finally finish. Sometimes she will help me. I'll tell her to do some work. She'll help me to do the work."

Thus, parents are facing new challenges as a result of changes in family structure in urban India.

Other Challenges. Parents are facing difficulty in making their children eat. As the mother (J1) says, “eating is a big deal, it is very difficult.” Mother (J4) adds:

Both of them are fussy - won't take food actually. I should force them, every time I should force them to have food. For my younger one I'll take more time to make her eat. She'll take 2 hours – once she comes back from school. She'll take – from 1.30 if I start, feed her – takes up to 3.30-4 like that. Then I should make her to go to bed. Then she'll wake by 6 or 6.30. I should make her drink milk or water. She will only take the book – mummy I'll do the homework; she'll say – she'll only do her homework – her sister will help her – like that.

The preferences of children have changed as parents (N1) stated that their child preferred fast-food like pizza, burger and so on as compared to traditional food. Mother (J1) explains, “No, no, it's not like that – she likes North-Indian food. She doesn't like South-Indian food. Now all the kids are like that only. North Indian kids like South-Indian food and South kids like North-Indian food” and continues to describe her daughter's food preference.

A father (J4) points out the consequences of changed food preferences:

I think technology is keeping us more than required. That you see even in kids today. I was studying one of the article where you have over 30% case of obesity. Why do they become obese? Because the way we are treating them. The kind of food intake they will take – everything, people won't exercise including us – lot of things. So used to junk

food – that way I think it is a very bad way – simple example – probably I can take the example of KFC and McDonald's. The amount of fat that is there in their food – and salt intake – it is so high that it can take care of salt intake for one week. But I see including parents, grandparents, kids eating French fries, burgers, pizzas, now-a-days rather than what they want to eat at home including me. We have to somewhere get away with it. And lot of people are making money because of us. If we look at McDonald's it is investing five hundred crore in next one year in India – they will make out of potatoes – we pay seventy rupees for normal regular French fries – it is not even hundred grams. So if you look at potato cost and what they are making of French fries where is this money going?

It is interesting to know the new challenges that the parents are facing.

Technology. Technology has become an integral part of growth as (N5, mother) says, "He'll watch half-an hour to one hour TV. Pogo Channel and sometimes Discovery Channel. Then Geographical Planet also, sometimes."

As father (N7) says, "it's very good actually, knowledge will be gained as early as possible. Not like earlier age, and technology is required."

And the mother (N7) adds:

But we should not misuse them. We are using it in some good... Facebook, what's App and all – all that is happening now-a-days. But that kind of misuse should not happen – we should use for some good thing. To gain knowledge or to help someone -- something like that.

Parents tell about the advantages of using technology. The mother (N7) says, “right now, they are only watching cartoons but they know more than us. When we were small we were not knowing many things because of lack of knowledge.”

The father (N7) continues:

Simple, he was teaching us a few words – which we have never come across - that is what the difference is. Even I’m almost thirty-forty and she’s also thirty-forty and she never heard of that word - which my kids now know - that makes a difference also.

The mother adds:

It’s good only, right now – till now we have not come across anything bad; good only because he learnt only in two months – he learnt Hindi. He speaks very fluent Hindi – that summer holidays come – before that he was not able to understand. Now he speaks in Hindi – that is what I like. Learning one language is also a big advantage. So he learnt – he can speak nicely, now. So like that if we are using nicely – it is good.

A joint family (J3) that stays very far from Bangalore city, has difficulty in accessing technology. The mother says:

means computer actually you have to see the area we are living in, we have tried for Wi-Fi connection, we have tried for each and every thing whatever possible things we can give them – but in this area we can’t get all these things... they watch TV. TV also – they watch only cartoons.

A mother (J1) says, “That has become one of family member now; not technology - everyone has got their own gadgets”, the mother continues and talks about the generation gap:

but now, kids are very fast. More than us, they are very fast in technology level. Gadget if you give to a kid and to me and to my mom– the difference you can see. Within an hour, she’ll learn everything – what to touch – where – what will get saved – everything she’ll get to know. Mom finds it difficult even now to operate a laptop.

Parents spoke about the disadvantages of technology. The father (J1) said, “One Saturday – she finished her project without help by talking to the gadget. She showed us the presentation also. She had not typed also. Through speaking itself – she had done all the thing.” And the mother said:

that is where technology, I feel it is making - lot of negativeness is there because now, simple thing – she wants to make a power-point presentation – if she’s writing – she’ll get each word of spelling – but now – no, talk is there. She can talk and it will type. So is now she’s talking – she is not making the presentation on her own. Where is the point of spellings or words – only she’ll know the pronunciation – what is the meaning of the word – where it go and sit – what is the exact spelling - that is not there... how much positiveness is there that much negativeness is also there. We’ll make sure she is sitting somewhere in our sight with laptop or whatever it is – so that it is safe – I also tell her also. If any irrelevant pictures or irrelevant paragraph comes – please avoid it or close it. Come and show it to us. That instruction we had given her.

TV also has an important role to play. The mother (J1) says, “Cartoon – story and National Geographic. If we - if we people are watching – if it is having some comedy sense then she’ll sit. Years to come we don’t know what channels we are going to face also.” Her opinion:

It’s negative - more negative than positive. Learning a lot. When we are not there – technology is helping us but lot of time she’ll spend for game – that is not correct. Not only she – we all people now; we are spending time on games.

She talks about the influence it is having on the child. She says:

Aware about her responsibilities, but she as all kids she’s more into games and fun things around. Everybody will get difficulty to focus into work from the fun view – for us it’s the need. We’ve to go for job – so we’re going. We’ve no other choice but for the kid, it’s not like that – TV is there; I-Pad is there; laptop is there, friends are there. Given all the fun - to sit with studies is difficult.

Another parent (J4, father) talks about the disadvantage of technology:

Not only fast food, technology as such. Today my little daughter is more addicted to phone and laptop. More phone games rather than playing herself. She doesn’t like cycling, she likes to spend on computer. So that way they become so addictive. They become lazy... yeah, she wants to watch TV, and play games instead of cycling. Because cycling – she has to do that work so she doesn’t like to do that.

Thus, parents agree that technology has become an important part of their children’s life and are aware about its advantages and disadvantages.

Organizing theme: Support

Parents give emotional, physical and financial support to their children. This theme is related to giving support when the child faces difficulties, failures and setbacks.

As a father (N6) says:

We tell we're investing so much in you – you insure that you stand on your feet using these resources. Ok, we are not doing because we want something back from you.

Whatever time, resource, amount, money we are investing make sure that you do something for yourself. Even yesterday, evening I told both of them – we as parents are there to support you-help you. Make sure that whatever resources we are investing make the best use of it and stand on your feet. Because we don't know at what age, what day we'll be alive because I've seen in many places office and all – the dad is not there, mom is not there – it is very difficult so we always try to bring that value. Please do it for yourself – we have to support you-our resources are there; whether we've the resources or not we try to create resource and make sure that at whatever level possible, we'll give you. But make sure that you stand on your feet using these resources.

Thus, the parents prepare their children for future.

Negative incidents and difficulties. Parents will explain how they help their children during difficult times. As a mother (N7) says:

Elder one, that time I'll ask what happened and how it happened. I'll ask him to explain – I will tell him that he should not worry for – I'll come to know what the reason is and I will tell him that he should not worry about small - small things. There are so many big things. Think about the big things not about small things – I'll say like that.

A father (N6) says, “‘वो जब जादू की झपपी लगाते है’ [when we hug our children] कोई बात नहीं बेटा - ऐसा होता है’ (It doesn’t matter, it happens). ये आज की बात है’, कल एक नया दिन है’। (This is a matter of today, tomorrow is a new day). There are new things which we can do in a new day, no problem.”

The following quote reflects the attitude of parents, as a mother (N7) says, “Because this is the age they will do all those things – if it is anything serious we feel then only we will interfere and then try to speak to that kid or their parents or something like that.” And the mother gives an instance where the parents intervened when their child had an argument outside home, “some bad words he was using, so we went and warned him.”

Parents will give emotional support during failures. As a mother (N7) says: guilty means, sometime when any competitions and all will happen – that time if he won’t get any prizes - something, like that, he will – first time he’ll start to cry – started to cry over there only and then I told him that it’s ok, there are many more chances, next year you will get – you don’t worry – that he had in his mind – he tried like anything – he got...he have that competitive – nothing is there in his mind, so first time he cried and then I tried to console him.

A parent states the issue over which her child will get upset and how she handles it. The mother (J1) says:

When she faces failures, I don’t think so she’ll be upset; she’ll take it easy actually – but when friends tease her... she hates to the core... Here, somebody teases – she’ll come inside and start painting; so somewhere, she’ll distract herself – she will watch and tell

you come and play – I don't want to play with those people – she'll go and they will play shuttle – like that – she'll get distracted. She's not like she'll keep on thinking about the bad thing happening, she'll distract and start the next work.

Apart from dealing with their children's difficulties parents spoke about how they handled stress at home, as a mother (J3) says:

Yeah, when there are tensions among the elders – we won't keep that in front of our children, they will get a negative, so, we – these kind of things when they are away from home – that time only – when they are in the school. That time we can talk about the matter.

This gives an insight into the ways parents help their children to deal with negative incidents and difficulties.

Holidays. Parents will find it difficult to handle the children during long holidays. As a mother (N7) says, “summer holidays – long duration comes then only – it's a problem.” And continues to say:

“That is what we should keep on changing things; I'll tell them to watch TV and then sometimes I'll ask them to switch off because you should not watch more. I'll ask them to play for some time. That alternate – I should be keep on telling.” An alternative is “to go my wife's place. Sometimes to my native... their cousins will come or they will go – its' like that.” (N7); “actually she will go to my sister's house. Mom and she will go to my sister's house. Around one month they will spend over there. Then those people will come here.” (J1); “After the annual examinations are over, we go to our native place. So again there they have their siblings – my brothers and all that.”(J3).

Sometimes, parents put their children for classes, as one mother (J1) says, “so we had accommodated her with swimming classes. She was happy with that”

A parent (N4) stated that how meeting with family members has reduced in present times:

Yeah, meeting time is not only reduced but what I feel that even children now they are like that. I’ve seen so many times that even though we meet over weekends, I’ve seen her taking her mobile and playing; my nephew – they would be doing their own; they also, it’s not like together they would chat – so that way. System itself is like that.

Yeah, not like-when we kids used to meet, we used to play, and play, and play; now it’s play but in a different way, play individually.

A parent says that short holidays like Diwali or Christmas is manageable, as mother (N7) says, “festival is – they will enjoy a lot. So vehicles and all they will clean and something like that.”

Weekends are spent in family outings, or get-togethers or simply spending time with the family. A family tells (N7) how they spend their weekends:

Sunday he will be there. They will wake up late and they will play on the bed for some time and then they will go for one round. After that we will go out or something like that. If not they will get some CDs and they will watch movies...At least one entertainment should be there, one shopping mall or...because whole week everyone are with their own work – so they wanted to spend time so we all will go outside. We will ask them whatever they want – something like that.

As a family (N5) they like spending time together, “we’ll plan that at least; weekly one day we’ll have to take him out.” And children enjoy when they go outside, “he enjoys all the vehicles outside.”

But some parents (N7) have concern, as the mother says:

Games in the malls they play. In the malls and all – games are there. He is very gadget-oriented guy. He likes all those things very much. But I’ll try to control those things because from now onwards they are addicted means they will never. That physical - anything physical games - nothing will be there. Only they will see; they will do – that’s all will come. So, he likes that very much.

Other families stated, (N6), “For outing and all we are not doing much. We go to church on Sunday morning and come back. Sometimes we go out.” and (J1) “weekends will go in washing, cleaning. And if she has any activities related to her – mostly with her studies – if exam got over; if she has some holidays – we’ll go out somewhere – temple or mall.”

Thus, parents tell about the various ways they use to manage children during holidays.

Integration of Quantitative and Qualitative Results

The quantitative results show that most of the parents are on the acceptance continuum. The qualitative results give an insight into the factors that form the dynamics of the acceptance continuum in the Indian cultural context. Following diagram represents the integration of results.

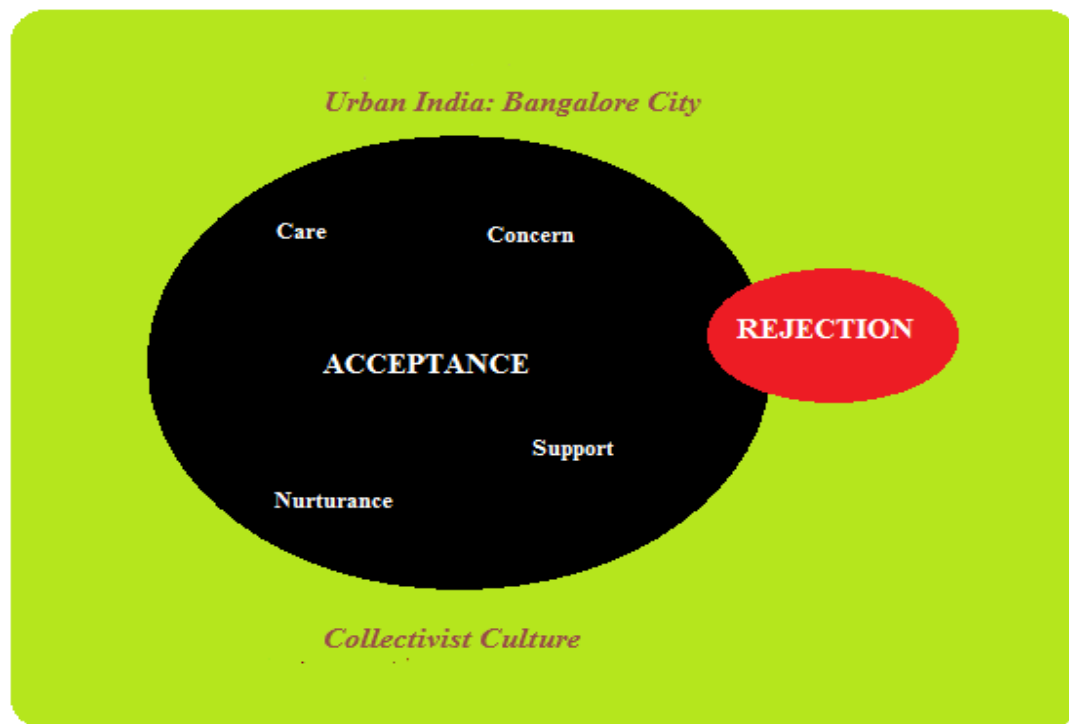


Figure 8. Integrated Results for Warmth Dimension.

Hypothesis test

H1: Control will be significantly high in urban Indian parents.

The following tables show the mean and standard deviation of the scores on the Behavioral Control Scale as found in the sample.

Table 30

Mean and SD (Behavioral Control Scale)

Scale	Parent	<i>N</i>	Minimum Score	Maximum Score	<i>Mean</i>	<i>SD</i>
Behavioral Control	Mother	147	29	48	39.43	3.77
	Father	140	28	48	38.87	4.47
	Total	287	28	48	39.16	4.13

The following tables show the distribution of scores on the behavioral control scale in the total sample as well as the mothers and fathers.

Table 31

Distribution of behavioral control scores

As given by Rohner (2005)		Application in Current	
<u>Score Range</u>	<u>Conceptualization</u>	Research Study	
		<i>N</i>	%
13 – 26	Low / lax control	0	0
27 - 39	Moderate control	143	49.83
40 - 45	Firm control	127	44.25
46 - 52	Strict / restrictive control	17	5.92

Note. The columns, “score range” and “conceptualization” has been taken from Rohner (2005, p. 108).

Table 32

Distribution of behavioral control scores in mothers and fathers

As given by Rohner (2005)		Application in current Research Study			
<u>Score Range</u>	<u>Conceptualization</u>	<u>Mother</u>		<u>Father</u>	
		<i>N</i>	%	<i>N</i>	%
13 – 26	Low / lax control	0	0	0	0
27 - 39	Moderate control	69	46.94	74	52.86
40 - 45	Firm control	71	48.30	56	40
46 - 52	Strict / restrictive control	7	4.76	10	7.14

Note. The columns, “score range” and “conceptualization” has been taken from Rohner (2005, p. 108).

Results were analyzed using an independent-samples *t*-test. The analysis failed to reveal a significant difference between the two groups, $t(285) = 1.143$; $p = .254$, $\alpha = .05$. No significant difference was found between the scores of mothers ($M = 39.43$, $SD = 3.77$) and the scores of fathers ($M = 38.87$, $SD = 4.47$) on Behavioral Control scale.

Demographic variables and Behavioral Control

A 2 (age of the child: seven, eight, nine, ten, eleven, twelve) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the behavioral control scores. A two-way factor analysis of variance showed that there was no significant main effect of the age of the child, $F(6, 273) = 1.726$, $p > .05$; there was no significant main effect for the parent factor, $F(1, 273) = 0.121$, $p > .05$; there was no significant interaction between age of the child and parent, $F(6, 273) = .316$, $p > .05$. The mean

behavioral control scores were not significantly different across the children age-groups but there was significant difference in the mean behavioral control scores between the age-group of eight and nine year-old. The mean scores of eight year-old ($M = 40.14$, $SD = 3.72$) was higher as compared to nine year-old ($M = 38.20$, $SD = 4.74$).

A 2 (parent education: below P.U., P.U. or vocational, graduate, post-graduate, professional, graduate and professional, post-graduate and professional) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the behavioral control scores. A two-way factor analysis of variance showed that there was no significant effect of parent education, $F(7, 271) = 1.263$, $p > .05$; there was no significant main effect for the parent factor, $F(1, 271) = 0.026$, $p > .05$; there was no significant interaction between education and parent, $F(7, 271) = 0.678$, *ns*. The mean behavioral control scores were not significantly different across the parent education groups but there was significant difference in the mean behavioral control scores between the parent education group of P.U. or Vocational and PG. The mean scores of parents with P.U. or Vocational ($M = 40.05$, $SD = 3.50$) education was higher as compared to PG ($M = 38.19$, $SD = 4.37$).

A 2 (earning members: father, mother, both, joint, others) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the behavioral control scores. A two-way factor analysis of variance showed no significant effect of earning members, $F(5, 275) = 1.400$, $p > .05$; there was no significant main effect for the parent factor, $F(1, 275) = .850$, $p > .05$; there was no significant interaction between earning members and parent, $F(5, 275) = .117$, $p > .05$. The mean behavioral control scores

were not significantly different across the earning members group but there was significant difference in the mean behavioral control scores between the earning members group of others and fathers as well as both. The mean scores of others ($M = 34.50, SD = 3.70$) were lower as compared to fathers ($M = 39.20, SD = 3.88$) and both ($M = 39.43, SD = 4.52$).

A 2 (socio-economic status: upper, middle, lower) x 2 (parent: mother, father) ANOVA was conducted to examine differences in means of the behavioral control scores. A two-way factor analysis of variance showed that there was a significant main effect of socio-economic status, $F(2, 271) = 10.07, p < .05$, indicating that the scores of upper socio-economic status ($M = 36.37, SD = 3.60$) was significantly lower than that lower socio-economic status ($M = 39.06, SD = 4.02$) and middle socio-economic status ($M = 39.62, SD = 4.04$); there was no significant main effect for the parent factor, $F(1, 271) = 1.413, p > .05$; there was no significant interaction between socio-economic status and parent, $F(2, 271) = 0.199, ns$.

Psychological Control

The results of the descriptive statistics are given as follows.

Table 33

Distribution of PC-PR scores

Measure	Total	Mother	Father
Minimum Score	8	8	8
Maximum Score	36	36	36
Range	Frequency	Frequency	Frequency
8-10	65	31	34
11-20	208	108	100
21-30	24	11	13
31-36	8	6	2
<i>N</i>	305	156	149
<i>M</i>	14.41	14.65	14.15
<i>SD</i>	5.22	5.46	4.96

A Mann-Whitney U test found no significant difference in the psychological control scores for:

- a) Mothers and fathers, $z = -.600, p > .05, ns$.
- b) Girls and boys, $z = -1.239, p > .05, ns$.
- c) Parents in full-time employment and those taking care of home or family, $z = -.688, p > .05, ns$.

A Kruskal–Wallis H test was used to find if there is a difference in the psychological control scores and family religion (Hindu, Muslim, Christianity, Others,

Muslim & Christian [M&C], Hindu & Christian [H&C]). A significant difference was found between the psychological control scores of different religious groups, $X^2(5) = 17.936, p < .05$, with a mean rank score of 140.48 for Hindus, 149.43 for Islam, 176.05 for Christianity, 233.25 for Others, 239 for H and C, 77 for M and C.

A Kruskal-Wallis test was conducted to evaluate the differences among six religious groups (Hindu, Muslim, Christianity, Others, M&C, H & C) on median change in psychological control scores. The test, which was corrected for tied ranks, was significant, $X^2(5, N = 305) = 17.936, p = .003$.

Follow-up Mann-Whitney U-tests were conducted to evaluate pairwise differences among the six religious groups. Results indicate a significant difference between Hindus and Christians, $p = .05$. The psychological control scores were higher for Christians than for Hindus. There was a significant difference between Hindus and Others, $p = 0$; the psychological control scores were higher for others than for Hindus. Psychological scores did not differ significantly between Hindus and Islam, $p = .63$; Islam and Christianity, $p = .38$.

A Kruskal-Wallis test was conducted to evaluate the differences among three family structures (nuclear, single, joint) on median change in psychological control scores. The test, which was corrected for tied ranks, was significant, $X^2(2, N = 305) = 7.663, p = .022$.

Follow-up Mann-Whitney U-tests were conducted to evaluate pairwise differences among the three family structures. Results indicate a significant difference between nuclear and joint families, $p = .013$; the psychological control scores were higher

for joint families than nuclear families. Psychological scores did not differ significantly between nuclear and single-parent families, $p = .19$; or, between single and joint, $p = .43$.

A Kruskal–Wallis H test found no significant difference in the psychological control scores:

a) different age-groups of children (age of the child: seven, eight, nine, ten, eleven, twelve), $X^2(5) = 7.951, p > .05, ns$;

b) the number of siblings of the child: zero, one, two, three, four, $X^2(4) = 5.382, p > .05, ns$;

c) the parent education: below P.U., P.U. or vocational, graduate, post-graduate, professional, graduate and professional, post-graduate and professional, $X^2(6) = 5.886, p > .05, ns$;

d) the earning members: father, mother, both, joint, others, $X^2(4) = 8.556, p > .05, ns$;

e) The socio-economic status (lower, middle, upper), $X^2(2) = .511, p > .05, ns$.

Conclusion

Results show that most of the parents are in the moderate behavioral control range. Psychological control scores are also not high for most of the parents. Thus, $H1$ stands rejected.

Social desirability Bias

Reliability Analysis

Table 34

Cronbach's alpha for social desirability tools

Social Desirability tool	No. of Items	<i>Cronbach's Alpha</i>
MC-C	13	0.41
SDS-17	16	0.53

Descriptive Statistics

Table 35

Score distribution for MC-C

Minimum Score	15
Maximum Score	26
<i>M</i>	21.51
<i>SD</i>	2.08
<u>Score Range</u>	<u>Frequency</u>
15-19	35
20-22	106
23-26	61

Table 36

Score distribution for SDS-17

Minimum Score	4
Maximum Score	16
<i>M</i>	12.60
<i>SD</i>	2.37
<u>Score Range</u>	<u>Frequency</u>
4-9	8
10-12	31
13-16	55

Results show that the scores are high indicating a social desirability response tendency.

Research Question 3

How is control dimension expressed in urban Indian parents?

Data analysis was iterative from which the global, organizing and basic themes emerged on the basis of thematic network analysis (Attride-Stirling, 2001) as discussed below.

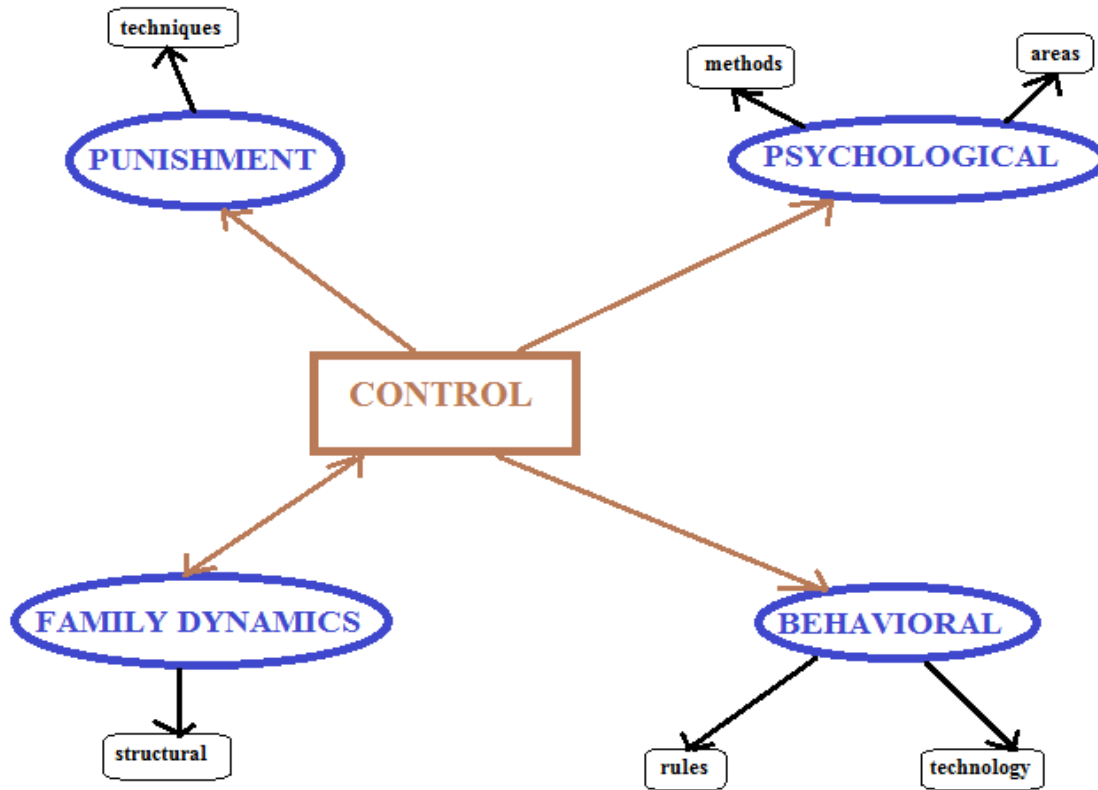


Figure 9. Thematic Network for Control Dimension.

Family Dynamics. Parents emphasize on open communication, as mother (N7) says, “but whatever they are doing, they should tell us - and then they are doing they are fine. They should inform.”

Parents staying in joint families spoke about the role of grandparents. A mother (J3) says, “Yeah, actually they are much more lenient than me and they pamper a lot. I don’t have any issues regarding that. And if they do anything wrong also, we make sure that he doesn’t repeat the same thing.”

The grandfather talks about his role in the family (J3), “क्या करते है – बड़ो का फरज बनता है कि... बोल देते है। बचचे है - बोल लेते है, लड़ लेते है। बचचो का क्या है – चलता रहता है।...”

[What to do – It is the duty of elders to say. They are kids – they shout and fight.
What about children – It goes on...]

One mother tells about the difference in the attitude of parents and grandparents, as she (J1) says:

problem – actually with mom she will not face any problem – the biggest deal for her is when studying – mom is like that – when we are small also she’ll like first study – you’ve to complete then you eat – she’s very strict in that. Mom, Dad both. But we are not like that. We’re like ok, let her come on her own way. Whatever she likes let her do. Whatever her interests – let her do. I’m not expecting her to be a doctor or an engineer – she should live the life – that’s all we want; so we won’t force that much. That is the point people will keep fighting. Eating is a very difficult job.

The mother continues:

So that way both will fight lot of time for studies – half-an-hour you watch TV, go – sit and write. That time only she’ll take all her homework – sit here and she’ll watch TV and she’ll write. That way both will find it difficult. But more than me she’ll take care of mom nicely. That is there. If we go out – we both will walk – she’ll only take mom and come. She’ll catch her hand, she’ll not leave.

About the grandparents, the aunt and mother (J4) says, “they won’t scold – no rules, no regulations” and the aunt says, “They are very close with them.”

Hence, control behavior varies in different family structures.

Behavioral control. Rules and regulations are followed in Indian families. A mother (N6) says, “Discipline means not very much but I’ll tell him to behave with everyone nicely; he should be good – it’s like that – I’ll explain and tell him – not treat anyone low or some high like that – we should treat them equal.”

Parents are particular about their children’s whereabouts, as a father (N6) says:

He comes and asks – where are you going because we need to keep track - so we ask him where you are going. How much time will you take? How far are you going? And so on. And once he reaches there then we tell him please call back and say you’ve reached. So that ensures that in future also he maintains communication with whomever.

They are particular when their children come back home in the evening. As the mother (N6) says, “younger one also same – he comes back at six o’clock. We’ll tell that four to six he can play, six he can come back” the father emphasizes, “sharp six o’clock he’ll be here. We also give them lot of values like punctuality, respect for parents” and explains:

No, we don’t have rules as such but we ensure that we give them that strict rule. We ensure that we maintain and stay within certain limits. No shouting at them once in a while to give them the understanding that we are also a little serious – you also need to be serious; we just raise at home otherwise there are no scold. Otherwise if things are too much then one [laughs] she doesn’t slap - she will only [laugh] pinch.

Children will come back at the stipulated time, as the mother (J1) says, “she herself will come back by 6.30 or 7.” And says that she keeps a tab on her daughter:

Why will we call – she’ll be playing down. The watchman will be there all the time. She won’t go anywhere – either she will be down or opposite house. Nowhere will she go. If she’s there in opposite house – we get to know from there. From balcony if we see; we can see her. That way it is secure. I’ll make sure that she’s available in my eyesight.

At times of disagreement, the styles of fathers and mothers differ. As the mother (J1) says, “that time I’ll show the angriness and go off; I’ll tell I will not talk. She won’t do actually – she’ll also shout for some time – then whatever I do – she’ll just do and go. It’s like that” and the father says, “nothing like that - say in kind words, so she obeys to me - I don’t do harsh things to her. She likes me. She obeys what all I say.” The mother adds, “Both will communicate and understand.”

Parents maintain control on the use of technology. Parents tell about some of the ways they do so, as the father (J1) says:

She agreed whether she has to login to laptop - that all she’ll inquire – she doesn’t do anything on her own. Each and everything she’ll ask, even before downloading a game – she’ll come and ask, can I use this, papa? Can I play the game? – I’ll tell her – if it’s needed you can use or otherwise – do this one or do that one. So, she is convinced to that. Not that restriction - she doesn’t do on her own; she’ll come and engage with us. Shall I go and do this one? So she takes the guidance from us. It’s not that she is doing on her own.

The mother (J1) adds, “She knows her responsibilities, I hope. For each and everything she’ll come and ask. And to move with a friend also she’s cautious. She has made an ally. That way we are safe.”

A father (J4) tells how he controls the use of technology in his children:

I usually keep them away from technology. I never get at least S exposed to Facebook too much. Maybe some interesting video I’ll show her. But I never create an account for her even today. No, I don’t give them access at the moment – I feel maybe beyond 15 or 16 they can get used to it. Not now it’s not needed. Especially internet it is designed for good, but it’s - there seems to be reverse. You have lots of negatives than positives. Especially at kids’ age I don’t think they should get exposed. I keep them a bit away. But then again it is very tough. Youth is becoming so competitive. I don’t want my kid not knowing what internet means. Just give them a flavor of the internet. If they feel interested they can put up.

He balances the use of technology with his younger child, “I usually try to restrict her. Give her some time to play and then collect back”. And the mother adds, “Same thing - I’ll tell maximum five minutes you play.”

Thus, it has been found that parents maintain control over the above issues.

Psychological control. There were a few instances of psychological control in Indian families. A mother (N4) explains, “In good terms we will tell her. One or two-three times we tell her. If she doesn’t listen then we’ve to force her to do that particular thing.” The mother says that she does it “mainly about studies.” She says further:

Only one area where I keep telling her to study – that’s all. As I told you, two to three times in good terms I keep telling her. Otherwise I just force her also to study.

Otherwise, any other issues, I don’t have any other...so I tell her that every day at least two-three hours you’ve to study and force her to do that.

The mother says further:

Yes, I keep talking to her. I keep telling her that how important is education, especially in this competitive world. Education -- If you have education that means you have everything. We can, I mean shape your life -- only with education and no other thing is going to help you. That I keep telling her.

Some parents have outlined career goals for their children, as a parent (N3) says,

“एक को तो डाक्टर बनाना है” चाहे किसी हालत में, यह तभी पता चलेगा न जब टेस्ट होगा उसके बाद हम डिसिजन ले सकते हैं।

हम अभी ले तो कहाँ होता है।” [“We want to make one a doctor whatever the circumstance, we will get to know only after the test happens and after that we can take a decision. If we take now then where it will happen”]

Parents are of the opinion that they should not compare their children with others, as the mother (N7) says, “we should not do that, not most of the time.” And the father adds, “We will never compare.”

However, in certain circumstances it is unavoidable as the father (N6) says:

we normally don’t – we normally don’t but then you know sometimes we as parents do get little worked up and say you should score marks; we ask who got higher mark, why

he got higher marks – little bit otherwise we don't. As of now we have not told any - both our children – he's doing well, he's doing.

A mother (N4) says:

Not every time but in studies - yes (laughs) studies in a sense compared to me. Not to other children, right. I used to tell her - see, how I used to get good marks and all. You're lacking, you've improve. You've to get better than what your mother got. That's it.

Thus, it was found that psychological control was maintained by urban Indian parents.

Use of punishment. Parents do punish their children but tell that they do not like it afterwards, as the father (N7) says:

and one more – few more things means whenever some kind of a – if I beat or something like that – the elder one will say, “it's ok, papa,” then he hurt – not one or two times – I think three-four times – that will hurt a lot.

The mother also explains her feelings:

when they say sorry to us, if we say – sometimes we will scold or we'll beat – something like that happens – because they are small, we have to control them; so then again – we'll as parents, we will get angry and do all those things and after ten minutes we will feel, no why I did this. Then if we go and say sorry – he'll say, “its' ok, mummy.” That is what hurts us very much – he is very good in that. Very nice – he will understand.

The mother says they try to avoid, “no, no, maximum we will try not to do that, but sometimes (laughs) it will happen – that time I’ll feel; after that till” and the father adds, “in our experience – three times it has happened so, after that”

Another parent (N6, father) says:

For me – I scold, but the scolding is not in a high pitch voice or something. I make them understand in a very strong tone. So that is my way. Sometimes when it goes out of hand – a couple of nice thrashings on the thighs or calve muscles – otherwise I don’t resort to.

The mother (J1) says:

That’s there - after I scold I realize that maybe if I’m at home – I wouldn’t have got into this situation. I won’t scold, I won’t show this angriness. Maybe I would be polite - that thinking will come after I show everything. Slowly I’m also trying to past two years I’m not like that. I’m quite ok but now maybe she’s growing and commitment is getting higher and higher. I can understand my changes but taking time for me to come down.

The father (J4) says:

Yeah, yeah. Probably my style is a little different – when they don’t listen, I raise my hand. Ok, or even I shout – because sometimes I feel it has to be balanced – you can’t be very sweet to them - very nice to them all the time. I do that maybe I repent later. Someone should be staying.

A father (J4) staying in a joint family says:

Initially, I used to do it here in the hall but now I realize because of me maybe everybody else will be - so I take them inside, close the door and do it and kind of - come back, I feel that's more easier way to handle.

And the mother adds, "We're discussing - what is the problem in the kitchen only, why?"

Thus, parents tell about the various reasons for the use of punishment.

Integration of Quantitative and Qualitative Results

Quantitative results show that control is not high in urban Indian parents. The qualitative results give an insight into the dynamics of control dimension in Indian parents, the types of control and the methods used by them to maintain control. The following diagram depicts the integrated results.

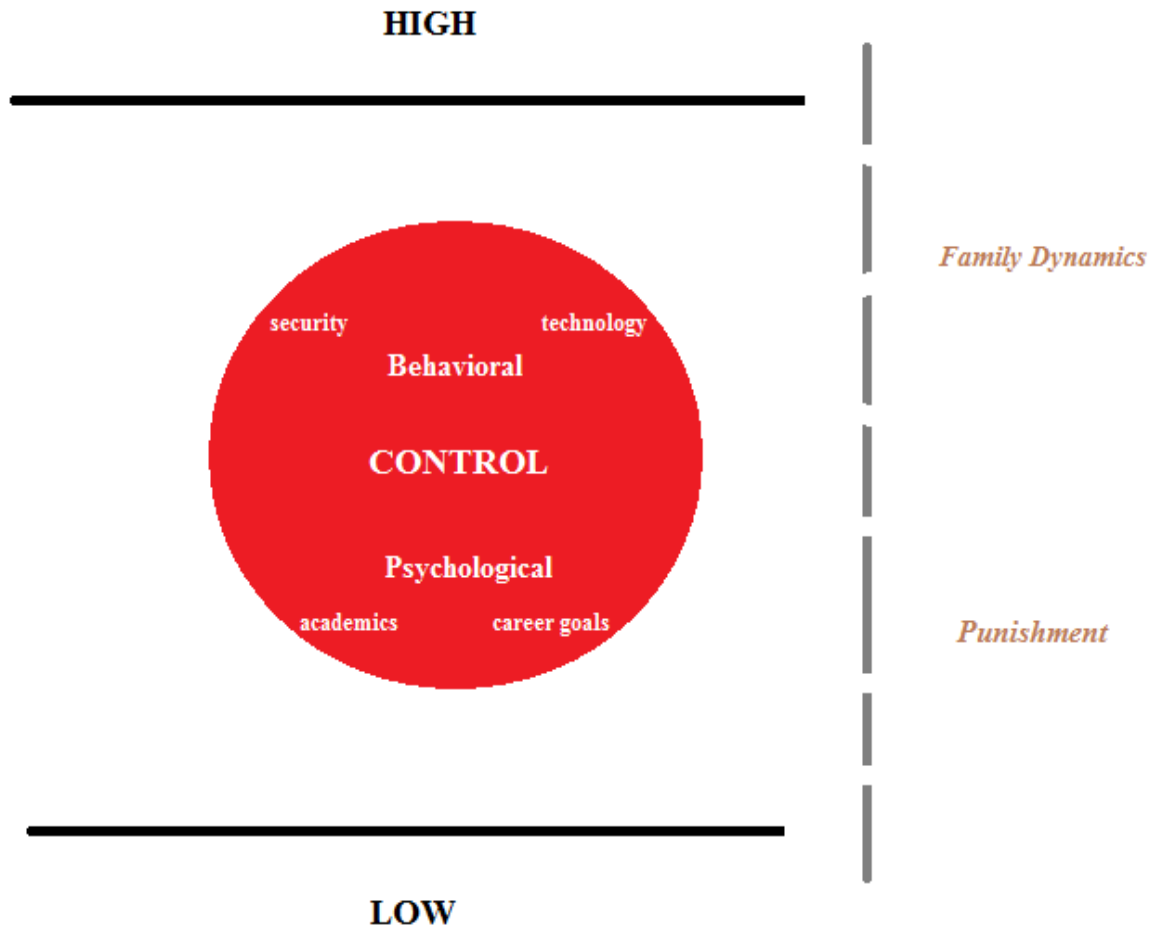


Figure 10. Integrated Results for Control Dimension.

Research Question 4

What parenting patterns have been found in Indian families of Bangalore City?

Twelve interviews were conducted with parents across families. The common patterns that emerged across families have been discussed below.

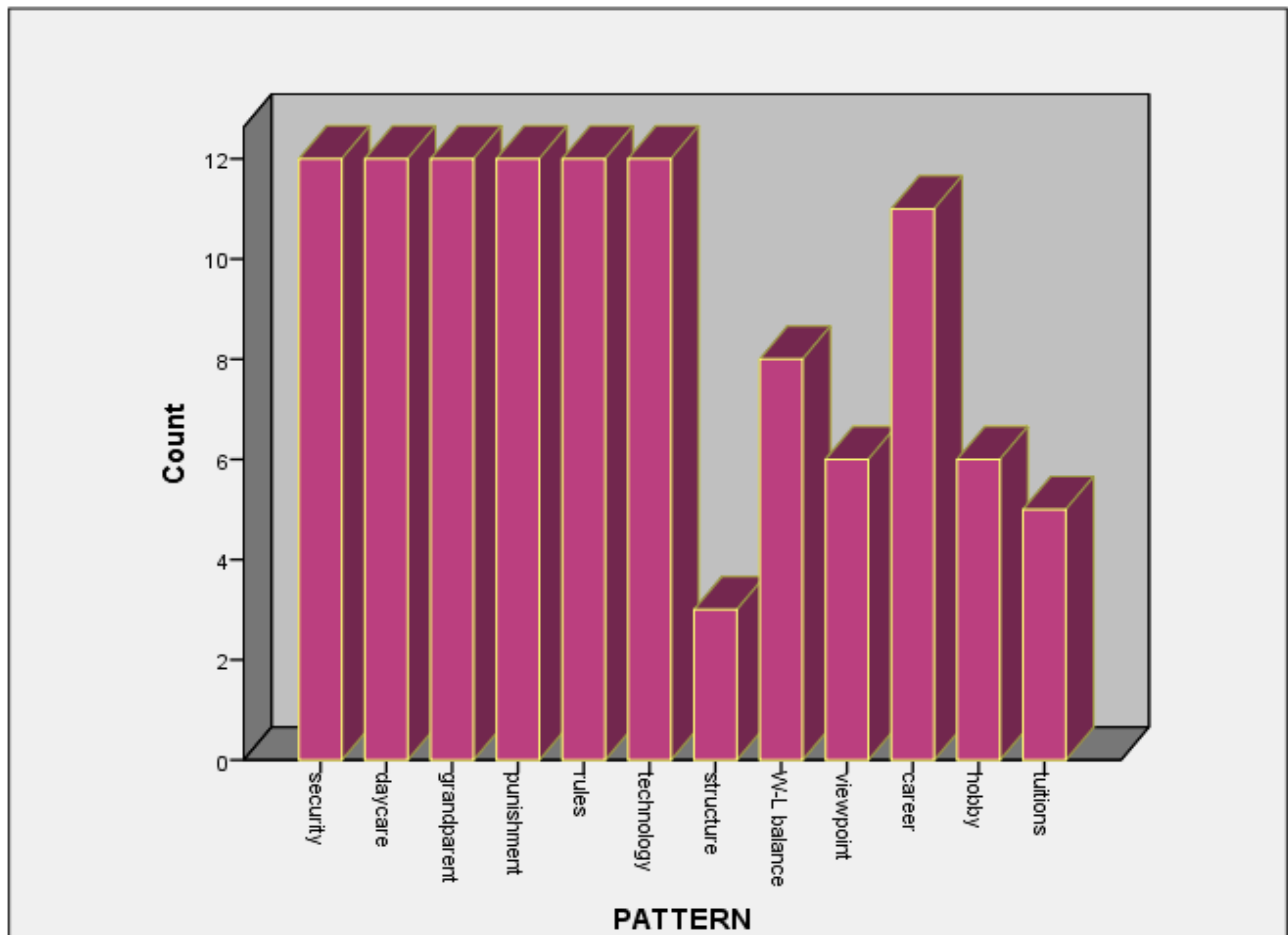


Figure 11. Patterns of urban Indian parenting.

- *Safety and security:* Across families, the parents are concerned about the safety and security of their children, particularly in recent times. Parents have taken steps to make their child aware about this issue.
- *Attitude towards caretaking:* Grandparents are preferred over daycare and crèches'. Parents feel that “love” is not there for children in crèches'. Working parents feel that they are restricted due to the rules of the crèches'.

- *Role of grandparents:* They are preferred as primary caretakers over other relatives.
- *Punishment:* The mode of punishment of scolding and beating has been found across the families. The parents do not consider anything wrong in executing these forms of punishment. It comes naturally to them. It is an integral part of Asian socialization.
- *Rules and regulations:* Most of the families have established rules and regulations for their child to follow.
- *Technology:* All parents agreed that technology as computer and television have become an integral part of their children's lives.
- *Emerging family structures:* The new emerging family structures are: (a) nuclear families with maids, (b) grandmother or grandparents staying with their children, spouse and grandchild or grandchildren, (c) single-parent families. This is a new feature of the Indian society.
- *Work-life balance:* Most families maintain a work-life balance to meet the demands of urban life.
- *Taking children's perspective:* Some parents take the perspective of their children while taking a decision.
- *Career choice:* Most parents have left on their children to make career choices, though they emphasize on their children having good education.
- *Tuitions and hobby classes:* Very few families send their children for hobby classes and tuitions.

SECTION II: OBJECTIVE B

Objective B aims to measure subjective wellbeing of school children (Stage 2).

The subjective well-being in children is measured by using the Personal Wellbeing Index-School Children (PWI-SC, Cummins & Lau, 2005). The family subscale of the multidimensional students life satisfaction scale (MSLSS, Huebner & Gilman, 2002) that measures children's satisfaction in the family domain is also used in this study along with PWI-SC. It consists of 7 items.

Preliminary Analysis: PWI-SC, Cummins and Lau, 2005

The preliminary analysis was done on the obtained data.

Data cleaning (Cummins & Lau, 2005): Researchers state that “*consistently* maximum or minimum scores on all 8 domains should be eliminated prior to data analysis.” So, data sets from individual respondents showing such response patterns were removed. It was done as the lack of variation would distort the data analysis procedure.

Ethics: Those forms which were not accompanied with parental consent were excluded from the analysis.

Data screening: SPSS software was used for data screening and analysis. To standardize data, all reported values have been converted to a percentage of scale maximum (%SM) which converts data onto a 0-100 scale. %SM is calculated through the formula presented in the PWI Manual as:

$$\frac{X - k^{\min}}{K^{\max} - k^{\min}} \times 100$$

X = the score or mean to be converted, k^{\min} = the minimum score possible on the scale, k^{\max} = the maximum score possible on the scale.

Data Update: Cases with double response were deleted. One case of (aunt & uncle) was also deleted. Missing values were analyzed. The Missing Value Analysis was done and the following result was obtained:

Little's MAR test $X^2 = 59.578$, $df = 32$, $Sig. = .002$

This shows that the missing data are MNAR (missing not at random). Since only 4 values were missing, they (4 cases) were fully deleted.

The Personal Wellbeing Index (PWI) was found by aggregating the 7 domain scores and averaging them.

Normality Assumptions: The data failed to meet normality assumptions. According to the Shapiro-Wilk test $p < 0$.

Table 37

z- Scores for PWI-SC

PWI-SC	Skew	Kurtosis
Whole	-5.2	-1.44
Standard	-8.97	4.71
Health	-8.48	3.10
Achievement	-8.34	2.15
Relationship	-8.79	2.87
Parent	-22.69	79.87
Safety	-8.32	4.35
Community	-7.51	1.28
Future	-9.09	4.71
PWI	-6.68	2.82

The variables with absolute values of skew index greater than 3.0 are described as extremely skewed (Kline 2005). Regarding kurtosis, absolute value above 7.0 is suspect (DeCarlo, 1997) and Kline (2005) suggests that the absolute value of kurtosis index greater than 10 indicates a problem of non-normal distribution.

The above data shows that the kurtosis is within acceptable limits of normality except for the “parent” variable. However, the data for all the variables are extremely skewed. The data was found to be negatively skewed.

However, the non-normal distributions were not corrected. Tabachnick and Fidell (2001) note that skewness does not have a substantive effect on analyses when the sample size is sufficiently large, and underestimation of variance as the result of positive or negative kurtosis disappears in samples of 100 and 200 cases respectively. The sample size for PWI-SC is 283.

Psychometric Results

The psychometric results are given below.

Reliability Analysis: The results of the reliability analysis are given below.

Table 38

Cronbach's Alpha for PWI-SC

Measure	No. of Items	<i>Cronbach's Alpha</i>
PWI Scale	7	0.51

Thus, the PWI Scale demonstrates moderate reliability.

Table 39

Corrected Item-Total Correlation

Domain	Corrected Item-Total Correlation
1. Standard of living	.195
2. Personal health	.224
3. Achievement in life	.307
4. Personal relationships	.360
5. Personal safety	.215
6. Feeling part of the community	.239
7. Future security	.218
	($N = 283$)

Item-total correlation is moderate to low, ranging from 0.20 to 0.36.

Construct Validity: A regression analysis was done to assess the contribution of personal well-being domains to the dependent variable, ‘Satisfaction with life as a whole.’ Theoretically, the domains should represent the First Level Deconstruction of satisfaction with life as a whole through unique variance, sr^2 .

The seven domains contribute 4.6% in unique variance. The shared variance is $(.05 - .046 = .004, \text{ or } 0.4\% \text{ shared variance})$. The table below represent the regression of the seven domains of the Personal Wellbeing Index against ‘Satisfaction with life as a whole’, unique and shared variance.

Table 40

Regression analysis for PWI-SC

Independent Variables	Dependent Variable: 'life as a whole'			
	<i>b</i>	<i>SE b</i>	β	sr^2
Constant	41.44	9.01		
Standard of living	.09	.07	.08	.006
Personal health	.097	.05	.12	.013
Achievement in life	.11	.07	.096	.008
Personal relationships	.12	.06	.13*	.013
Personal safety	.04	.06	.05	.002
Feeling part of the community	-.03	.05	-.04	.002
Future security	.04	.05	.04	.002
Total explained unique variance				.046
Total explained shared variance				.004
<i>Note.</i> $R^2 = .08$, $\text{Adj } R^2 = .05$ * $p < .05$				

The regression is significantly different from zero, $F(7, 275) = 3.230$, $p < .01$.

As shown in the above table, only Personal relationships made a unique contribution ($sr^2 = .013$), to the prediction of life-as-a-whole. Together the seven domains contribute around 4.6% in unique variance and 0.4% of explained shared variance to life-as-a-whole.

Principal Component Factor Analysis: To evaluate the factor structure of the scale, the domains were subjected to principal components analysis, followed by a varimax rotation (with Kaiser Normalization). The chi-square for Bartlett's test of Sphericity is significant and a Keiser-Meyer-Oklin (KMO) values is greater than 0.6 (KMO = 0.62) indicating that the data is suitable for factor analysis. The following table shows the extraction of 3 factors that explain about 57.51% of the variance.

Table 41

Factor Analysis of the PWI-SC Items – Rotated Component Matrix

Items	Component		
	1	2	3
Life Domains			
1. Standard of living	.316		.741
2. Personal health		.729	
3. Achievement in life	.581		
4. Personal relationships	.755		
5. Personal safety		.810	
6. Feeling part of the community	.669		
7. Future security	.443		-.597
Eigenvalues	1.66	1.33	1.04
% of variance explained	23.64%	19%	14.86%

Since three items are considered the minimum number for a factor, this analysis resolved to a single factor.

Preliminary Analysis: MSLSS–family subscale, Huebner & Gilman, 2002

Following preliminary analysis was done on the obtained data.

Missing Data: Those data which had double response were removed from the analysis. The missing value analysis for the four-point response format MSLSS showed that the data were NMAR. Since there was only one case with missing data it was deleted. The missing value analysis for the six-point response format MSLSS was found to be MAR.

Normality Assumptions: Following results were obtained on analysis of normality assumptions.

Table 42

z-scores for four-point response format MSLSS

Items	Skewness	Kurtosis
M1	-12.35	10.95
M2	-5.06	-1.21
M3	-9.80	4.90
M4	-6.63	0.06
M5	-9.21	6.49
M6	-9.60	6.49
M7	-9.67	5.31

Table 43

z-scores for six-point response format MSLSS

Items	Skewness	Kurtosis
M1	-13.58	14.92
M2	-9.97	7.14
M3	-13.15	14.40
M4	-9.44	6.30
M5	-11.29	9.01
M6	-11.12	10.13
M7	-10.31	6.71

The data is found to be highly skewed. But as the number of cases is large, parametric tests were done.

Research Question 5

What is the subjective wellbeing mean score in school children of Bangalore City?

Following results were found on doing the statistical analysis.

Table 44

Mean and SD for the total sample of PWI-SC

<i>N</i>		283
Variable	<i>M</i>	<i>SD</i>
Life as a whole	79.12	21.16
<u>PWI Domains</u>		
1. Standard of living	83.46	18.78
2. Personal health	76.75	25.67
3. Achievement in life	84.81	18.91
4. Personal relationships	81.73	23.05
4 a. Relationship with Parents	94.20	15.43
5. Personal safety	77.28	22.57
6. Feeling part of the community	75.69	28.00
7. Future security	79.58	23.71
Personal Wellbeing Index	79.90	11.67

Table 45

Mean and SD of PWI-SC for girls and boys

	Girls		Boys	
<i>N</i>	126		141	
Variable	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Life as a whole	80.16	20.82	78.01	21.72
<u>PWI Domains</u>				
1. Standard of living	81.19	19.42	84.75	18.38
2. Personal health	74.37	27.17	78.51	24.81
3. Achievement in life	85.32	18.05	83.55	20.22
4. Personal relationships	81.67	23.35	80.71	23.44
4 a. Relationship with parents	94.52	15.11	93.55	16.39
5. Personal safety	77.14	23.22	77.52	21.75
6. Feeling part of the community	76.43	27.78	75.18	27.56
7. Future security	82.30	21.60	77.09	25.73
Personal Wellbeing Index	79.77	12.16	79.62	11.53

The mean Personal Wellbeing Index of girls ($M = 79.77$, $SD = 12.16$) and boys ($M = 79.62$, $SD = 11.53$) did not differ significantly, $t(265) = -.109$, $p > .05$.

Table 46

Reliability and Statistical analysis for MSLSS

Measures	MSLSS – Family subscale (III, IV class) four-point response format	MSLSS – Family subscale (V, VI class) six-point response format
<i>Cronbach's alpha</i>	0.67	0.87
<i>N</i>	222	178
<i>M</i>	3.47	5.27
<i>SD</i>	0.50	0.97

The mean for both the versions of MSLSS--Family subscale is high. A positive correlation was found between children's satisfaction with family domain and subjective well-being on personal relationship sub-domain that measures 'relationship with parents', $r(246) = 0.27, p < .001$.

SECTION III: OBJECTIVE C

Objective C aims to investigate the relationship between acceptance-rejection, behavioral control and psychological control among parents with subjective wellbeing of their children (Stage 3).

Research Question 6

Is there a relationship between parenting styles, that is, parental acceptance-rejection, behavioral control, psychological control and subjective wellbeing?

Hypotheses test

H2: There will be a significant relationship between parental acceptance-rejection and subjective well-being.

H3: There will be no significant relationship between behavioral control and subjective well-being.

H4: There will be no significant relationship between psychological control and subjective well-being.

A Pearson product-moment correlation was done to determine a relationship between:

- a) parental acceptance-rejection and subjective well-being of the child
- b) behavioral control of the parent and subjective well-being of the child
- c) psychological control of the parent and subjective well-being of the child

A Pearson product-moment correlation was done to determine a relationship between parental acceptance-rejection and subjective well-being of the child. The data showed no violation of normality. However, there was violation of linearity or homoscedasticity. No significant relationship was found between PARQ and SWB, $r(143) = .02, p = ns$.

A Pearson product-moment correlation was done to determine a relationship between behavioral control of the parent and subjective well-being of the child. The data showed no violation of normality. However, there was violation of linearity or homoscedasticity. No significant relationship was found between BC and SWB, $r(143) = .01, p = ns$.

A Pearson product-moment correlation was done to determine a relationship between psychological control of the parent and subjective well-being of the child. The data showed no violation of normality. However, there was violation of linearity or homoscedasticity. No significant relationship was found between PC and SWB, $r(143) = .08, p = ns$.

Conclusion: *H2* stands rejected whereas the null hypothesis, *H3* and *H4* are retained.

Qualitative analysis shows that parents perceive their children to be happy. The mother (N4) says, “Actually very happy-go-lucky child, I should say.” The father (N6) says, “uh - no, he’s a happy child.” And the aunt (J4) says, “they are very happy living with their grandmother and grandfather.” The mother (J2) says, “I’ve got such good children – happy children – good experience for me; learning more as a parent – day-by-day, I’m having some patience.”

Their children have been unhappy in certain circumstances (S), “one year back, she was very unhappy. She’s telling change the job and all - one year I suffered a lot with her, then only I convinced her and everybody supported her...”

Integration of Quantitative and Qualitative Results: Thus, most parents perceived their children as being happy except in a few circumstances. Themes for warmth and control dimensions were found on doing thematic network analysis. However, quantitative analysis found no relationship between parental acceptance-rejection, behavioral, psychological control and subjective well-being of children.

Chapter 5: Discussion

This chapter evaluates the results in terms of the available literature. The discussion broadly focuses on the objectives of the study. After presenting the principal findings, the chapter explores the limitations and implications of the study. It further suggests recommendations for future research and draws an overall conclusion.

Principal Findings

Objective A

Warmth Dimension

The results obtained on the psychometric properties for the scale used in the present research study, Parent - PARQ / Control: Child version (Rohner, 2005) indicate that the scale can be used in the Indian cultural context. A classic Indian study has used the questionnaire (Rohner & Chaki-Sircar, 1988, p. 31 cited in Rohner & Khaleque, 2015). Thus, the tool has been validated cross-culturally with acceptable psychometric properties (Rohner, 2005).

Most of the parents, according to the quantitative results were found to have overall perceived acceptance on the acceptance-rejection continuum, thus supporting the IPART theory (Rohner, 2005). Since most of the urban Indian parents had overall perceived acceptance, they were found to have greater warmth, lesser hostility, lesser neglect and lesser undifferentiated rejection towards their child or children.

The scores of fathers were found to be significantly higher than the scores of mothers on the Neglect / Indifference scale. This finding supports the traditional role of

parents in the Indian society where mothers are more involved in day-to-day life and bringing up of their children (8 – 11 years) as compared to the fathers.

The qualitative findings have been discussed below according to the themes. However, it is to be noted that very few studies were found to evaluate the obtained findings.

Organizing theme: Care. Most parents have a positive attitude (Rohner, 2005). They help to meet the basic needs of their child or children by undertaking the relevant activities.

Family dynamics determine how “care” is given to the children. In single-parent families, the parent (in this research study--the mother) is solely responsible. Nuclear families are of two types. In traditional nuclear families, the mother is the primary caretaker whereas in dual-wage nuclear families the fathers also share the responsibility of taking care of the child or children. Mainly, the role of fathers has undergone change in recent times. The number of children in the family is also a determining factor. In joint families, the grandparents are also involved in the “care” of the child. In dual-wage joint families, the grandparent (in this study -- the grandmother) is more directly involved in the care of the child.

With the changing times, the traditional family support system has also declined with maximum help being available for a few years after the birth of the child. Largely, parents do not prefer to put their children in daycare or crèche's. They prefer that grandparents take care of their child in their absence than any other relative.

There have been certain lifestyle changes in the urban life. Some of these changes are work-life balance which is maintained by both the employed mothers as well as fathers. Some of the challenges that parents are facing is bringing up a single child and dealing with an expensive education system.

Organizing theme: Concern. Parents emphasize on their children growing up with values like self-dependence, independent decision-taking, sharing, being affectionate, and having a good moral character and so on. Parents inculcate these values through effective communication and being role-models. They observe that values have changed since their time.

Parents have left the decision of career choice on their children. Largely, they are not restricted to career choices related to academics. Most of the parents are of the opinion that their children can opt for any field though they believe that their children should have good basic education.

Safety and security is a prime concern for the parents. They have become more sensitive and strict in recent times. Some parents make their children aware about these issues through television programs and constantly telling them. They keep a tab on the whereabouts of their children, do not prefer to send the children to friends' place, try not to leave them alone and maintain communication when they have to leave their child alone under unavoidable circumstances.

Organizing theme: Nurturance. The parents focused on developing academic, social and extracurricular skills in their children. They emphasized on the overall development of their children. Parents spent time with the children supervising them in

their studies, helping them in developing their interests and supplementing them with material resources. Tuitions and hobby classes was not a popular option among parents. Sometimes the parents found it difficult to give time to their children due to their busy schedule.

Parents encourage their children to participate in extracurricular activities. Mostly, children practiced sports in the school premises, art and craft is practiced at home and sometimes they go for singing or dancing classes.

Parents are facing certain challenges in bringing up their child. One of the challenges is related to eating habits and changed food preferences. The children are now getting lesser opportunities to socialize. Some of the reasons being time constraint and number of children being less in the neighborhood. Some challenges are related to parent's role, for example, the single mother is experiencing a role strain as she is finding it difficult to manage the needs of her growing child and increasing career demands.

The role of technology has become an undeniable part in children's upbringing. It has become an important part in academics as well as entertainment. They agree that due to technology there has been an increase in awareness among their children. However, parents point out the disadvantages of becoming too dependent on technology. Children are spending time playing games using technology. Parents are of the opinion that the children have become addicted to technology. They are more into virtual games than actual physical games. Parents see this as an upcoming challenge. It is to be noted that in the peripheries of Bangalore City, the access of technology is still restricted as is being experienced by a traditional Muslim joint family.

Organizing theme: Support. Parents support their children during difficult times and crisis. They give emotional and moral support when their children face failures and setbacks. Children are kept away while handling stress at home.

Parents find it difficult to handle their children during long holidays. Visiting a relatives' home or family get-togethers have become very less due to busy work schedule. Summer school and camps are not yet much preferred by parents. However, short holidays as given during festivals is enjoyed by everyone. During weekends families spend time together at home or go out.

The above findings for each of the themes is unique to the urban Indian cultural system. It can be contextualized to Bronfenbrenner's ecological systems theory which emphasizes on the interaction between a person's development and the environment. The findings also show that the way children are brought up in contemporary times is not entirely dependent on *palna-posna* (Kakar, as cited in Saraswathi & Pai, 1997 & Sinha, 2003).

The following demographic variables were found to play an important role.

- Gender: The scores for boys were higher on PARQ, lack of warmth, hostility and neglect scales than girls. This means that there was greater rejection, coldness, hostility and neglect for boys from their parents as compared to girls. This finding is to be noted as India is a patriarchal society. It indicates towards underlying social changes in urban India.
- Age-group of children: The scores for fathers were higher than mothers on neglect scale for all ages, thus supporting the traditional roles of parents prevalent in the

Indian society for middle childhood years. The scores of fathers were higher on hostility for 7-year olds than for other age-groups (eight, nine, ten, and eleven). Reasons for this finding can be investigated in future research.

- Family religion: It was found that the religious group of Muslims had higher scores on rejection, coldness, hostility and neglect than the Hindus. Also, the religious group of Muslims had higher scores than Christians on rejection and neglect. Reasons for these differences can be explored in further research.

- Parent education: Results show that parents with below P.U. education had higher rejection, coldness, hostility, neglect, undifferentiated rejection as compared to more educated groups. This shows that the variable, parent education plays an important role in the dynamics of parent-child relationship. It is to be noted that on neglect and undifferentiated rejection scales the mean difference of below P.U. was found with Graduate and above.

- Socio-economic status: The mean scores of fathers were higher on Neglect scale across socio-economic status, indicating that the traditional roles of parents is prevalent across the socio-economic groups. The lower socio-economic status had higher scores on undifferentiated rejection as compared to middle and higher socio-economic status. Further research can be done to explore the finding.

It is to be noted that the scores of fathers were higher across all age-groups and socio-economic status on the neglect scale. Thus, the above findings show that how the demographic variables interact with the warmth dimension in the Indian cultural context.

Control Dimension

Behavioral control was measured by the control scale of Parent--PARQ / Control: Child version (Rohner, 2005). Psychological control was measured by using Psychological Control Scale--Parent Report (Kuppens et al., 2009) which is an adaptation of Barber's scale. The psychometric results show that both the scales are applicable to the Indian population.

HI was rejected on the basis of the obtained results as "moderate behavioral control" was found maximum among Indian parents followed by "firm behavioral control." The psychological control scores for the total sample and mothers, fathers showed that the scores were not high. Most of the respondents were within the 11--20 range. There were more respondents within the 8--20 range than in the 21--36 range. Thus, the psychological control in parents was not high.

The above findings do not support the research studies which state that in interdependent and collectivist cultures control levels over children are high (Chao, 1994; Rudy & Grusec, 2006). It is to be noted that the majority of the sample consisted of nuclear families and the study was done in urban India which is already undergoing a lot of socio-cultural-economic change.

Among the parents, "moderate control" was found more among fathers than mothers and "firm control" was found more among the mothers. This finding is similar to (Balda, Irving, Berthelsen, Catherwood, 2001) study who also reported more harsh control among Indian mothers.

Distribution of behavioral control scores: For the Behavioral Control Scale, no parents were found to be within the range of (13 – 26 scores), low / lax control which “signifies that parents rarely try to control the youths behavior” (Rohner, 2005, p. 108). 49.83% of the parents were within (27 – 39 scores), moderate control of which 46.94 % were mothers and 52.86% were fathers. Thus, the fathers were found to be slightly more within this range than the mothers. Rohner (2005) states that scores in this range “signify that parents sometimes or often try to control the youth’s behavior. That is, parents are flexible in their control, insisting on compliance with parental wishes in some contexts but allowing youths considerable latitude in regulating their own activities in other contexts” (p. 108). Results show that 44.25% parents demonstrate firm control (40 – 45 scores), with mothers (48.30%) being slightly more than the fathers (40%). Scores in the firm control range signify “that parents usually try to control the youth’s behavior. These parents are very demanding and directive – though not unyielding – of their children’s behavior” (Rohner, 2005, p. 108). Finally, only 5.92% of the parents were found to be within (46-52 score range) demonstrating strict / restrictive control of which the fathers (7.14%) were found to be more in this category than the mothers (4.76%). It signifies that “parents (almost) always try to control the youth’s behavior. Restrictive parents demand strict, unyielding obedience and total compliance with parental directives” (Rohner, 2005, p. 108).

Research shows that Baumrind’s (1991) typology is characterized by four parenting styles which has the following characteristics: (a) authoritative (high responsiveness / high demandingness), (b) authoritarian (low responsiveness / high demandingness), (c) permissive (high responsiveness / low demandingness),

(d) uninvolved (low responsiveness / low demandingness). On the basis of further research, Kim and Rohner (2002) state that the Baumrind's (1966, 1989, 1991) parenting scheme includes four prototypes: (a) authoritative (high warmth & firm control), (b) authoritarian (low warmth & strict control); (c) permissive (high warmth & low control), and (d) rejecting / neglecting (low warmth & low control). This description as it applies to present research is shown in the following table.

Table 47

Parenting styles and parenting dimensions

Parenting Styles	Warmth	Control
Authoritative	High, High	Firm, High
Authoritarian	Low, low	Strict, High
Permissive	High	Low
Rejecting / Neglecting	Low	Low

Note. The characteristics given under parenting dimensions describe Baumrind's typology and Kim and Rohner's prototypes.

The above table when applied to the results obtained in the present research study is as follows.

Table 48

Parenting styles and parenting dimensions as found in the study

Parenting Styles	Warmth	Control
Authoritative	High	Firm
Authoritarian	Low	Strict
Permissive	High	0
Rejecting / Neglecting	Low	0

Baumrind's categories do not include moderate control whereas 53.98 % of the respondents belong to this category. Kim and Rohner (2002) have also noted that Baumrind's categories do not include moderate control and it assesses only low / lax, firm, and strict / restrictive control. According to the responses obtained in the present research study, the obtained data did not fit into the parenting styles of permissive and rejecting categories. Thus, it can be concluded that Baumrind's typology does not apply to the urban Indian sample as is shown from the results of the present study. Dwairy et al. (2006) have also stated this limitation citing Kim and Rohner (2002), Rohner (2000) who found that only about 26% of Korean Americans and about a third of African American families fit into Baumrind's categories.

Qualitative findings: Two types of control were identified in the Indian context, behavioral control and psychological control. In terms of behavioral control, Indian parents maintain rules and regulations yet they were found to be flexible in implementation. This corroborates with the quantitative scores.

Psychological control was found to be imposed in the area of academics. The parent constantly reminded the child to study in one case. In another case, parents did not compare their children with counterparts except for in academic performance. Another area where parents exercised psychological control was in terms of pre-determined career choices that they made for their children. This was prevalent for one case. However, psychological control was not very prevalent in Indian homes and it was not of a high degree. This finding corroborates with the quantitative results. Thus, the obtained results partly support other research studies (Paiva, 2008; Raj & Raval, 2012) which state that some forms of psychological control as shame and guilt induction are used by South Asian parents.

Punishment is a prevalent form of controlling children. Scolding and beating were commonly used by parents across families. They found nothing wrong in using these forms of corporal punishment. It came naturally to the parents. Studies state that it is an inherent part of Asian socialization. (Jambunathan & Counselman, 2002; Paiva, 2008).

The dynamics of control behavior varied according to family structures. In single-parent families, the single-parent (in this study, the mother) primarily exercised control. In nuclear families it was executed by both the parents. In joint families it was executed by parents as well as grandparents. More research needs to be undertaken to explore the dynamics of control behavior in varying family structures in the Indian context.

Role of demographic variables: Behavioral control was found to associate with age, education and socio-economic status. Psychological control was found to associate with religion and family structure.

- **Age:** It was found that higher behavioral control was imposed on the eight-year old than the nine year-old.
- **Education:** Results show that there was higher behavioral control among the lesser educated (P.U. vocational) parents than those with more education (PG).
- **Socio--economic status:** More behavioral control was found in middle and lower socio-economic status families than the upper socio-economic status families.
- **Religion:** The psychological control scores were higher for Christians than for Hindus. Further studies can explore the reasons for the difference among the religious groups.
- **Family structure:** The psychological control scores were higher for joint families than nuclear families. This supports the viewpoint that control is high where there is more interdependence (Rudy & Grusec, 2006).

Parenting Patterns

The most common patterns that were found were (a) concern for safety and security of the children, (b) preference of relatives, particularly grandparents over daycare or crèches' to care for the child in the absence of parents, (c) use of punishment (d) rules and regulations to be followed in each home.

Other more prevalent patterns were (a) maintaining work-life balance in dual-wage earning families, and (b) allowing children to make their own career choice though all parents were of the opinion that their children should have good basic education.

Lesser preferred patterns were (a) taking their children's perspective in decision-making, and (b) hobby and tuition classes were less popular among parents.

The emerging patterns were (a) new family structures, as single-parent families and grandparents residing with their child or children, their spouse and grandchildren (b) role of technology.

Further research can be undertaken to explore the above findings.

Social Desirability Bias

It is to be noted that a high social desirability bias was found among the parents on self-report measures.

General Conclusion

Further research can be undertaken to develop a new conceptualization of parenting in the Indian cultural context. Chao (1994) has proposed an alternative parenting type, "training" which she found among the Chinese and argued that parenting is guided by the concepts of *chiao shun* (teaching) and *guan* (governing). Stewart et al. (1999) in their article on Pakistani parenting stated that training items were equivalent to Pakistani notion of "warmth." Dwairy et al. (2006) noted "three combined parenting patterns (wide-range orientations) based on cluster analysis: *inconsistent* (permissive and authoritarian), *controlling* (authoritarian and authoritative), and *flexible* (authoritative and

permissive)” in Arab societies. Hence, more in-depth research is required for understanding the type of parenting in the Indian context.

Objective B

PWI-SC (Cummins & Lau, 2005) was used to measure subjective well-being in children. Cronbach alpha was found to be 0.51. Construct validity as determined by regression analysis found the scale not to be adequate. However, factor analysis confirmed that the scale could be used for the study. Acceptable reliability was also found for the MSLSS--family subscale (Huebner & Gilman, 2002). The mode of administration allowed children to participate and be involved in assessment of SWB, thus agreeing with the guidelines (Ben-Arieh, 2005, p. 574).

The SWB for the total sample of children of ages 8–11 years belonging to III--VI classes was found to be $M = 79.90$. Standard of living, health, achievement in life, personal relationship, personal safety, feeling part of the community, future security were all found to be below the sample mean. Only the sub-domain, “relationship with parents” was found to be above the sample mean.

No significant difference was found between the SWB (79.77) for girls and boys (79.62). For girls, the domain mean score of personal health, personal safety, feeling part of the community was lower whereas standard of living, achievement in life, personal relationships, it's sub domain-relationship with parents, future security were higher than the sample mean.

For boys, the mean domain score of personal health, personal safety, feeling part of community, future security were lower whereas standard of living, achievement in life,

personal relationships, it's sub domain-relationship with parents were found to be higher than the sample mean.

The obtained SWB for the total sample, boys and girls is found to be within the “set-point” range as given by the theory of subjective wellbeing homeostasis (70–90 points). This shows that the “Homeostatically Protected Mood” (HPMood) which is positive and the affective core of SWB is maintained by the cognitive buffers (internal) and material resources (external). No strong challenge is being experienced by the sample as SWB is not diverted from the “set-point”. Thus, it is being maintained by the homeostatic system (Cummins & Wooden, 2014).

It was also found that family satisfaction (as measured by MSLSS – family subscale) among children (8–11 years) was high. There was a positive correlation between family satisfaction and “relationship with parents” (PWI-SC sub-domain) among the children. This shows that both their family satisfaction and subjective wellbeing with parents is high. It shows that in urban India, family is still an important institution and reflects the ‘collectivist’ culture of the Indian society.

Objective C

No relationship was found between parental acceptance-rejection, behavioral control, psychological control and subjective well-being. However, studies have found a relationship between acceptance-rejection and subjective well-being as well as control and subjective well-being (Kazarian, Moghnie & Martin, 2010; ÖZDEMİR, 2012). It is to be noted that among adolescents (ÖZDEMİR, 2012) found a correlation with maternal warmth, paternal warmth, maternal control, paternal control with separate components of

SWB, that is, life satisfaction, positive affect and negative affect. The study done by (Kazarian, Moghnie & Martin, 2010) studied the relationship between the variables in young adults. However, the present study looks at the relationship between the variables in two sets of population, that is, parents and their children. Research can be undertaken to investigate the variations in research design.

The qualitative results show that parents perceive their children as “happy”. Quantitative results have also shown that children were found to be satisfied with their families and their subjective well-being for “relationship with parents” was high. Quantitative results have further shown that most of the parents are on the acceptance continuum, control levels are not high and the subjective well-being of children is within “set-point” range. Hence, more in-depth research can be undertaken to further investigate into the reasons of obtained results.

Strengths and Limitations

The major strength of the study is that it uses a mixed methods approach to investigate the phenomenon of “parenting” and “relationship between parenting and subjective well-being in children” in the urban Indian context. The use of this approach uses the advantages of both the quantitative and qualitative methods as it gives an in-depth insight into understanding the phenomenon.

Numerous tools, Parent - PARQ/Control, PC-PR, MC-C, SDS – 17, PWI-SC, MSLSS–family subscale were validated in the urban Indian cultural context. It gave evidence of the cross-cultural applicability of the tools. The results can be useful to the field of psychometrics.

The limitation of the study is that it is restricted to urban India. The context of the study is Bangalore city which is a cosmopolitan place. As a result, the study gives a one-sided perspective on parenting and subjective well-being in children. The sample consists of children belonging to middle childhood years (8 -11 years) and their parents. It is to be noted that this sample comprises only of school children going to ICSE or CBSE schools. So, the study is restricted to a particular section of the population.

The subjective well-being in children uses only the quantitative approach. More in-depth insight can be gained by using qualitative or a mixed methods approach. On parenting, only two dimensions, warmth and control have been considered in the study. Further research can consider more dimensions of parenting to gain a wider perspective.

Implications for Counselling

The study highlights the issues of importance in parent-child relationship in the age-group of 8 – 11 years. This is reflected in the patterns of parenting which has been found in the results of the study. In their sessions, counselors or therapists can be sensitive to these emerging patterns and their interplay with the traditional parenting practices prevalent in the Indian society.

Counselors or therapists need to consider the family dynamics of the various family structures while dealing with issues on parent-child relationship in the Indian context. They need to understand the emerging family structures in urban India and how it plays a role in parent-child relationship. Understanding and gaining insight into these processes can lead to the development of effective parenting skills.

This research highlights the issues that parents and their children are facing in contemporary times. Some of these issues are safety and security, use of technology, declining social interaction, loneliness of a single-child, role strain in single-parent, guilt issues of the working mothers as well as some fathers, changing roles of fathers, promoting the practice of taking the child's perspective, dealing with new and emerging family structures. Knowing these issues will enhance the awareness in counselors or therapists.

Recommendations for Future Research

Future research should focus on developing psychometric tools that measure parenting taking into consideration the family dynamics of various family structures in India. For example, the tool Parent-PARQ/Control measured warmth and behavioral control of mothers and fathers. This tool is applicable to single-parent and nuclear families. However, it does not capture the dynamics of joint families. So tools that captures the various aspects of family dynamics in the Indian cultural context ought to be developed.

More research can be done on the phenomenon of new and emerging family structures in urban India. The emerging family structure found in the present research is grandparents staying with their child or children, spouse and grandchildren and increasingly undertaking direct care of their grandchildren. Another family structure found in the present research is maids residing with nuclear families and taking care of children in the family.

Two parenting dimensions, warmth and control were investigated in the present research. Future research can study more parenting dimensions. Children's viewpoint can also be studied in future research. The perspective of children on the use of punishment by their parents can be researched using qualitative methods. In this study, a relationship between parenting styles (specifically, dimensions) and subjective well-being has been studied. More correlates can be taken up in future research. Future research can also investigate into the reasons of finding no relationship between the variables.

Research can be conducted while clinically applying the findings from this research study to various settings. A small group intervention can be conducted with parents to bring about changes in parenting styles. The results obtained on socio-economic factors can be useful while implementing training programs for parents. Gender being an important variable, results showed a difference in the control behavior of mothers and fathers. There were higher scores for fathers on the Neglect scale across the socio-economic status and age-groups of children. Parents' scores also differed for boys and girls on the Warmth dimension.

Parental education is another important factor. Higher rejection, coldness, hostility, neglect, undifferentiated rejection and behavioral control was found among parents who were less educated. It is also important to consider religious differences in terms of Warmth dimension and psychological control. Differences in psychological control were found in terms of family structure also. Socio-economic status is another important factor where differences were found on the scales of behavioral control and undifferentiated rejection.

The sample and context can be widened in future research. Children of other ages can be taken. Different contexts as semi-urban and rural backgrounds can be considered in future research. Hence, the above outline gives an insight into the areas that can be taken up in future research.

Conclusion

The aim of the present study is to understand the relationship between parenting behavior (specifically, parenting styles) and subjective well-being of children in urban Indian families. Warmth and control dimensions in parenting and subjective well-being in children were the focus of the present study.

Warmth and control were quantitatively measured. Various themes arising from the interviews with parents were found for the two dimensions. It can be concluded that an indigenous conceptualization of parenting applicable to the Indian cultural context needs to be developed by the researchers.

In this research study, the subjective well-being of children was also measured. It gave a useful insight into the “happiness” of school children in urban India. Apart from their overall happiness, this research also threw light on the happiness level on various domains of quality of life. Family satisfaction was also found to be high in the present research among urban children. Hence, this study will add further to the research on subjective well-being in children of India.

The research was correlational, however no relationship was found between the parenting dimensions and subjective well-being in children. This result was obtained though the subjective well-being of children was found to be high and most of the parents

were on the acceptance continuum of the warmth dimension. This suggests that further research needs to be undertaken to investigate into the reasons. Hence, overall the present research aims to contribute towards cross-cultural research while outlining further scope and having useful implications.

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Appendix A: Request letter for data collection

Request for research data-collection in your esteemed organization

Dear Principal,

I, Alka Ranjan is a PhD scholar (Roll No. PHPS 0944201) of Psychology Department, Christ University. The title of my project is 'A Study of Parenting Behavior and Well-Being of Children in Urban Indian Families'. The aim of the study is to find the association between parenting behavior and well-being of the children.

I have to do the data-collection as partial fulfillment of the PhD Programme which would involve the following:-

- a) Administer two questionnaires on students belonging to various classes from III – VI. The approximate total administration time would be 30 minutes.
- b) The researcher would contact the parents of these students. Questionnaires are to be completed by the parents which would be sent either through the students or via e-mail.
- c) Interviews would be conducted with a few parents on completion of the above questionnaires.

The data collected will be kept confidential and used only for the research purpose. Please let me know if it is possible to complete the requirements of my research study in your esteemed school. I would be eagerly awaiting your response.

Thanking you,

Yours' Sincerely,

Alka Ranjan

PhD Scholar, Christ University

Bangalore.

Cell phone: 8971367813

Appendix B: Parent consent form

Title of the Research Project: A Study of Parenting Behavior and Children's Well-Being in urban Indian families.

Student Investigator: Alka Ranjan; Department of Psychology, Christ University, Bangalore.

Faculty Advisor: Dr. Tony Sam George, Associate Professor and Head of the Department (Psychology), Christ University, Bangalore

Purpose of the Study

The purpose of this study is to investigate the association of parenting behavior and the well-being of children in urban India.

Procedures

Your child would be asked to complete two measures on subjective well-being. As a parent, you would be requested to do a parenting questionnaire.

Risks from participating in this Study

There are no known risks associated with the procedures used in this study.

Expected Benefits

Information from this research may be useful to understand the subjective well-being in children as well as the process of parenting and enhance the development of effective parenting skills.

Freedom to Withdraw

You and your child are free to withdraw from participation in this study at any time, without penalty.

Confidentiality of Results

The results of this study will be kept strictly confidential.

Use of Research Data

The information from this research may be used for scientific or educational purposes. It may be presented at scientific meetings and / or published and reproduced in professional journals or books, or used for any other purpose that the Christ University's Department of Psychology considers proper in the interest of education, knowledge, or research.

Approval of Research

The research study has been approved by the PhD Committee at Christ University.

Parental Consent for a Minor

I have read the above description of the study. I have had an opportunity to ask questions and have had them answered. I hereby acknowledge the above and give my voluntary consent for my child to participate in this study.

I further understand that if my child participates, he / she may withdraw at any time without penalty. I understand that should I have any questions regarding this research and its conduct, I should contact the researcher, Alka Ranjan, cell: 8971367813; e-mail: alka.ranjan@gmail.com

----- Parent's Signature & Name _____	----- Child's Name Date:
---	------------------------------------

Child Assent Form

Assent: I have read and understood the information presented about the research study entitled 'A Study of Parenting Behavior and Children's Well-Being in urban Indian families.' If I have had any questions about the research study it has been answered. I understand that my participation in this study is entirely voluntary and that I may refuse to participate or withdraw from this study at any time without any penalty.

Participant's signature: _____ Date: _____

Name of the Participant: _____ Class / Grade: _____

Additional Information

Contact no. of mother:

Contact no. of father:

Home contact no.:

Address:

E-mail of the father:

E-mail of the mother:

Is the parent willing an e-mail copy of the tool (to be completed by mother & father)?

Happy with Life as a Whole and The PWI – SC Scale

Happy with Life as a Whole [Optional]

-
- A horizontal Likert scale from 0 to 10. Above the scale, "VERY SAD" is written above 0, "NOT HAPPY OR SAD" is centered above 5, and "VERY HAPPY" is written above 10. Below the scale are ten empty boxes corresponding to each number.

[Life Domains]

-
- A horizontal Likert scale from 0 to 10. Above the scale, "VERY SAD" is written above 0, "NOT HAPPY OR SAD" is centered above 5, and "VERY HAPPY" is written above 10. Below the scale are ten empty boxes corresponding to each number.

-
- A horizontal Likert scale from 0 to 10. Above the scale, "VERY SAD" is written above 0, "NOT HAPPY OR SAD" is centered above 5, and "VERY HAPPY" is written above 10. Below the scale are ten boxes corresponding to each number.

How happy are you
with the things you want to be good at?

A horizontal scale from 0 to 10. Above the numbers are labels: "VERY SAD" above 0, "NOT HAPPY OR SAD" above 5, and "VERY HAPPY" above 10. Below each number is a square box.

How happy are you
about getting on with people you know?

VERY SAD

0 1 2 3 4 5 6 7 8 9 10

NOT HAPPY OR SAD

VERY HAPPY

with your parents?

VERY SAD 0 1 2 3 4 5 6 7 8 9 10 NOT HAPPY OR SAD VERY HAPPY

How happy are you
about how safe you feel?

VERY SAD

0 1 2 3 4 5 6 7 8 9 10

NOT HAPPY OR SAD

VERY HAPPY

6. [Domain: Feeling Part of the Community]

How happy are you
about doing things away from your home?

VERY SAD					NOT HAPPY OR SAD						VERY HAPPY
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. [Domain: Future Security]

How happy are you
about what may happen to you later on in your life?

VERY SAD					NOT HAPPY OR SAD						VERY HAPPY
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note. From *Personal Wellbeing Index – School Children (PWI-SC)* (3rd Ed.), by R.A. Cummins and Anna L. D. Lau, 2005, p. 9-11. Copyright 2005 by the Australian Centre on Quality of Life, School of Psychology, Deakin University. Reprinted with permission.

Appendix D: MSLSS–Family subscale

MULTIDIMENSIONAL STUDENTS’ LIFE SATISFACTION SCALE (MSLSS)

We would like to know what thoughts about life you’ve had *during the past several weeks*. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with life. Circle the number (from 1 to 4) next to each statement that indicates the extent to which you agree or disagree with each statement. It is important to know what you **REALLY** think, so please answer the question the way you really feel, not how you think you should. This is **NOT** a test. There are **NO** right or wrong answers. Your answers will **NOT** affect your grades, and no one will be told your answers.

Circle **1** for **NEVER**

Circle **2** for **SOMETIMES**

Circle **3** for **OFTEN**

Circle **4** for **ALMOST ALWAYS**

1. I enjoy being at home with my family.	1	2	3	4
2. My family gets along well together.	1	2	3	4
3. I like spending time with my parents.	1	2	3	4
4. My parents and I do fun things together.	1	2	3	4
5. My family is better than most.	1	2	3	4
6. Members of my family talk nicely to one another.	1	2	3	4
7. My parents treat me fairly.	1	2	3	4

MULTIDIMENSIONAL STUDENTS' LIFE SATISFACTION SCALE (MSLSS)

We would like to know what thoughts about life you've had *during the past several weeks*. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with life. Circle the number (from 1 to 6) next to each statement that indicates the extent to which you agree or disagree with each statement. It is important to know what you **REALLY** think, so please answer the question the way you really feel, not how you think you should. This is **NOT** a test. There are **NO** right or wrong answers. Your answers will **NOT** affect your grades, and no one will be told your answers.

Circle **1** if you **STRONGLY DISAGREE** with the sentence

Circle **2** if you **MODERATELY DISAGREE** with the sentence

Circle **3** if you **MILDLY DISAGREE** with the sentence

Circle **4** if you **MILDLY AGREE** with the sentence

Circle **5** if you **MODERATELY AGREE** with the sentence

Circle **6** if you **STRONGLY AGREE** with the sentence

1. I enjoy being at home with my family.	1	2	3	4	5	6
2. My family gets along well together.	1	2	3	4	5	6
3. I like spending time with my parents.	1	2	3	4	5	6
4. My parents and I do fun things together.	1	2	3	4	5	6
5. My family is better than most.	1	2	3	4	5	6
6. Members of my family talk nicely to one another.	1	2	3	4	5	6
7. My parents treat me fairly.	1	2	3	4	5	6

Appendix E: Demographic form

Department of Psychology

Christ University

Bangalore - 560029

INFORMED CONSENT FORM

INFORMATION STATEMENT

This is a study of parent –child relationship. You are requested to participate in the study. The study measures parenting behavior in terms of acceptance-rejection / behavioral control, psychological control and social desirability by using the Parent - Parental Acceptance-Rejection/Control Questionnaire, the Psychological Control Scale and Marlowe-Crowne Social Desirability Scale, Short Form. It will take about 30 – 40 minutes to answer these questionnaires. Your identity and all your responses will be kept strictly confidential. The resulting information will be used only for research purposes. If you have any further questions or clarifications, you can contact the researcher (Alka Ranjan, cell: 8971367813; e-mail: alka.ranjan@gmail.com)

CONSENT TO PARTICIPATE

By reading and answering these questionnaires, I hereby give my informed consent to participate in this research study. I understand that participation in the research study is entirely voluntary and the information I provide will be used only for research purposes. I also understand that it will be kept strictly confidential and will be destroyed after the completion of the study. This study involves no serious risks. I have no tangible benefits from participation in the study. I understand that I may withdraw from the study at any time without being penalized in any way.

DEMOGRAPHIC QUESTIONNAIRE

Name of the child participating in the research study: -----

Birth date: _____ Age: _____ Gender: _____

Grade / Class: _____

Part I: Mother Information

Age: _____ Religion: _____

State you belong to: _____

Educational Qualification **[for the mother]:**

- ☐ Professional Degree. Specify _____
- ☐ Postgraduate ☐ Senior High [P.U.] or vocational school
- ☐ Graduate ☐ Below Senior High School [P.U.]

Do any of the following full-time occupational categories apply to you at the present time **[for the mother]**?

- ☐ Full-time paid employment ☐ Full-time home or family care
- State your Occupation ☐ Full-time retirement
- _____ ☐ Full-time study

Do any of the following part-time occupational categories apply to you?

- ☐ Part-time paid employment ☐ Part-time study
- State your Occupation ☐ Semi-retirement
- _____ ☐ Unemployed

Part II: Father Information

Age: _____ Religion: _____

State you belong to: _____

Educational Qualification **[for the father]:**

- ☐ Professional Degree. Specify _____
- ☐ Postgraduate ☐ Senior High [P.U.] or vocational school
- ☐ Graduate ☐ Below Senior High School [P.U.]

Do any of the following full-time occupational categories apply to you at the present time **[for the father]**?

- ☐ Full-time paid employment ☐ Full-time home or family care
- State your Occupation ☐ Full-time retirement
- _____ ☐ Full-time study

Do any of the following part-time occupational categories apply to you?

☐ Part-time paid employment

☐ Part-time study

State your Occupation

☐ Semi-retirement

☐ Unemployed

Part III: Family composition

Who lives in your household?

☐ Both the parents [Mother / Father] & child / children

☐ Single-Parent [Mother] & child / children. Mother (divorced / widowed / separated)

☐ Single-Parent [Father] & child / children. Father (divorced / widowed / separated)

☐ Joint Family. Specify the family members _____

☐ Any other? Specify the members _____

What type of marriage did you have?

☐ Arranged marriage

☐ Other, specify _____

Language spoken at home: _____

Other children --- Please give the following information of the siblings of your child participating in the research study:

	Name (optional)	Age	Gender	Grade / class
Child 1				
Child 2				
Child 3				

How many members earn in your family? :

- ☐ Father ☐ Mother
☐ Grandparent ☐ Others? Specify _____

Annual Income:

- ☐ Less than Rs. 2 lakhs ☐ 8 lakhs – 10 lakhs
☐ 2 lakhs – 4 lakhs ☐ 10 lakhs – 12 lakhs
☐ 4 lakhs – 6 lakhs ☐ Above 12 lakhs
☐ 6 lakhs – 8 lakhs

DIRECTIONS for use:

- There are two sets of forms.
- One set of form is to be completed by the **father**.
- The other set of form is to be completed by the **mother**.

Thank you for your time.

Appendix F: Parent--PARQ / Control: Child

PARENT PARQ / CONTROL: Child

Name (or I.D. number)

Date

Relationship to the child (e.g., mother, father)

The following pages contain a number of statements describing the way different parents sometimes act toward their children. Read each statement carefully and think how well it describes the way you treat your child. Work quickly; give your first impression and move on to the next item. Do not dwell on any item.

Four boxes are drawn after each sentence. If the statement is *basically* true about the way you treat your child then ask yourself, "Is it almost *always* true?" or "Is it only *sometimes* true?" If you think you almost always treat your child that way, click in the box ALMOST ALWAYS TRUE; if the statement is sometimes true about the way you treat your child, click SOMETIMES TRUE. If you feel the statement is basically *untrue* about the way you treat your child then ask yourself, "Is it *rarely* true?" or "Is it almost *never* true?" If it is rarely true about the way you treat your child, click in the box RARELY TRUE; if you feel the statement is almost never true click ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Respond to each statement the way you feel really are rather than the way you might like to be. For example, if you almost always hug and kiss your child when (s)he is good, you should mark the item as follows:

	TRUE OF ME		NOT TRUE OF ME	
	<i>Almost Always True</i>	<i>Sometimes True</i>	<i>Rarely True</i>	<i>Almost Never True</i>
I hug and kiss my child when (s)he is good	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	TRUE OF ME		NOT TRUE OF ME	
	<i>Almost Always True</i>	<i>Sometimes True</i>	<i>Rarely True</i>	<i>Almost Never True</i>
1. I say nice things about my child				
2. I nag or scold my child when (s)he is bad				
3. I pay no attention to my child				
4. I do not really love my child				
5. I see to it that my child knows exactly what (s)he may or may not do				
6. I discuss general daily routines with my child and listen to what (s)he has to say				
7. I complain about my child to others when (s)he does not listen to me				
8. I take an active interest in my child				
9. I tell my child exactly what time to be home when (s)he goes out				
10. I want my child to bring friends home, and try to make things pleasant for them				
11. I make fun of my child				
12. I pay no attention to my child as long as (s)he does nothing to bother me				
13. I yell at my child when I am angry				
14. I always tell my child how (s)he should behave				
15. I make it easy for my child to confide in me				
16. I am harsh with my child				
17. I enjoy having my child around me				

	TRUE OF ME		NOT TRUE OF ME	
	<i>Almost Always True</i>	<i>Sometimes True</i>	<i>Rarely True</i>	<i>Almost Never True</i>
18. I believe in having a lot of rules and sticking to them				
19. I make my child feel proud when (s)he does well				
20. I hit my child, even when (s)he does not deserve it				
21. I forget things I am supposed to do for my child				
22. My child is a nuisance for me				
23. I give my child as much freedom as (s)he wants				
24. I praise my child to others				
25. I punish my child severely when I am angry				
26. I make sure my child has the right kind of food to eat				
27. I tell my child exactly how (s)he is to do his/her work				
28. I talk to my child in a warm and affectionate way				
29. I am impatient with my child				
30. I am too busy to answer my child's questions				
31. I resent my child				
32. I let my child go any place (s)he wants without asking				
33. I praise my child when (s)he deserves it				

	TRUE OF ME		NOT TRUE OF ME	
	<i>Almost Always True</i>	<i>Sometimes True</i>	<i>Rarely True</i>	<i>Almost Never True</i>
34. I am irritable with my child				
35. I care about who my child's friends are				
36. I insist that my child does exactly as (s)he as told				
37. I take a real interest in my child's affairs				
38. I say unkind things to my child				
39. I pay no attention to my child when (s)he asks for help				
40. I am unsympathetic to my child when (s)he is having trouble				
41. I let my child go out any time (s)he wants				
42. I make my child feel wanted and needed				
43. I tell my child that (s)he gets on my nerves				
44. I pay a lot of attention to my child				
45. I would like to be able to tell my child what to do all the time				
46. I tell my child how proud I am of him/her when (s)he is good				
47. I hurt my child's feelings				
48. I forget important things my child thinks I should remember				
49. When my child misbehaves, I make him/ her feel I don't love him / her.				

	TRUE OF ME		NOT TRUE OF ME	
	<i>Almost Always True</i>	<i>Sometimes True</i>	<i>Rarely True</i>	<i>Almost Never True</i>
50. I give my child certain jobs to do and will not let him/her do anything else until (s)he is done				
51. I make my child feel what (s)he does is important				
52. When my child does something wrong, I frighten or threaten him/her.				
53. I like to spend time with my child				
54. I let my child do anything (s)he would like to do				
55. I try to help my child when (s)he is scared or upset				
56. When my child misbehaves, I shame my child in front of his/her friends				
57. I try to stay away from my child				
58. I complain about my child				
59. I want to control whatever my child does				
60. I respect my child's point of view and encourage him/her to express it				
61. I compare my child favorably with other children				
62. When I make plans, I take my child into consideration				
63. I let my child do things (s)he thinks are important, even if it is hard for me				
64. I think other children behave better than my child does				

	TRUE OF ME		NOT TRUE OF ME	
	<i>Almost Always True</i>	<i>Sometimes True</i>	<i>Rarely True</i>	<i>Almost Never True</i>
65. I leave my child to someone else's care (for example, a neighbor or relative)				
66. I let my child know (s)he is not wanted				
67. I am interested in the things my child does				
68. I try to make my child feel better when (s)he is hurt or sick				
69. I tell my child how ashamed I am when (s)he misbehaves				
70. I let my child know I love him/her				
71. I treat my child gently and kindly				
72. When my child misbehaves, I make him/her feel ashamed or guilty				
73. I try to make my child happy				

Note. From *Handbook for the study of parental acceptance and rejection* (4th Ed.), by R. P. Rohner and Khaleque, A. (Eds.), 2005, Storrs, CT: Rohner Research Publications, (p. 161—164). Copyright 2001, 2004 by Rohner Research Publications. Reprinted with permission.

Appendix G: PC-PR

Psychological Control Scale (Parent Report)

Directions: Read each item carefully. Using the scale shown below, please select the number that best describes yourself and mark your response in the blank provided.

1 = *Never true*

2 = *Rarely true*

3 = *Sometimes true*

4 = *Very Often true*

5 = *Always true*

- 1. I (always) try to change how my child feels or thinks about things.
- 2. I change the subject whenever my child has something to say.
- 3. I (often) interrupt my child.
- 4. I blame my child for other family members' problems.
- 5. I bring up my child's past mistakes when criticizing him /her.
- 6. I am less friendly with my child if when he/she does not see things my way.
- 7. I will avoid looking at my child when he / she has disappointed me.
- 8. If my child has hurt my feelings, I stop talking to him / her until he / she pleases
me again.

I am completing the above scale as I am related to the child as:

☐ *Mother*

☐ *Father*

Note. From *e-mail communication* with S. Kuppens, 2013. Adapted from Psychological Control Scale—Youth Self-Report (PCS—YSR), B. K. Barber (1996) by Kuppens et al. (2009). Copyright 1996 by Barber, B.K. Reprinted with permission.

Appendix H: Social desirability tools

Marlowe-Crowne Social Desirability Scale, Short Form

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide how it pertains to you.

Please respond either TRUE (T) or FALSE (F) to each item. Indicate your response by circling the appropriate letter next to the item. Be sure to answer all items.

	(TRUE)	(FALSE)
1. It is sometimes hard for me to go on with my work if I am not encouraged.	T	F
2. I sometimes feel resentful when I don't get my way.	T	F
3. On a few occasions, I have given up doing something because I thought too little of my ability.	T	F
4. There have been times when I felt like rebelling against people in authority even though I knew they were right.	T	F
5. No matter who I'm talking to, I'm always a good listener.	T	F
6. There have been occasions when I took advantage of someone.	T	F
7. I'm always willing to admit it when I make a mistake.	T	F
8. I sometimes try to get even rather than forgive and forget.	T	F
9. I am always courteous, even to people who are disagreeable.	T	F
10. I have never been irked when people expressed ideas very different from my own.	T	F
11. There have been times when I was quite jealous of the good fortune of others.	T	F
12. I am sometimes irritated by people who ask favors of me.	T	F
13. I have never deliberately said something that hurt someone's feelings.	T	F

SDS – 17

Instructions. Below you will find a list of statements. Please read each statement carefully and decide if that statement describes you or not. If it describes you, check the word **“true”**; if not, check the word **“false”**.

1. I sometimes litter.	<i>true</i>	<i>false</i>
2. I always admit my mistakes openly and face the potential negative consequences.	<i>true</i>	<i>false</i>
3. In traffic I am always polite and considerate of others.	<i>true</i>	<i>false</i>
4. I always accept others' opinions, even when they don't agree with my own.	<i>true</i>	<i>false</i>
5. I take out my bad moods on others now and then.	<i>true</i>	<i>false</i>
6. There has been an occasion when I took advantage of someone else.	<i>true</i>	<i>false</i>
7. In conversations I always listen attentively and let others finish their sentences.	<i>true</i>	<i>false</i>
8. I never hesitate to help someone in case of emergency.	<i>true</i>	<i>false</i>
9. When I have made a promise, I keep it – no ifs, ands, or buts.	<i>true</i>	<i>false</i>
10. I occasionally speak badly of others behind their back.	<i>true</i>	<i>false</i>
11. I would never live off at other people's expense.	<i>true</i>	<i>false</i>
12. I always stay friendly and courteous with other people, even when I am stressed out.	<i>true</i>	<i>false</i>
13. During arguments I always stay objective and matter-of-fact.	<i>true</i>	<i>false</i>
14. There has been at least one occasion when I failed to return an item that I borrowed.	<i>true</i>	<i>false</i>
15. I always eat a healthy diet.	<i>true</i>	<i>false</i>
16. Sometimes I only help because I expect something in return.	<i>true</i>	<i>false</i>

Note. From “The Social Desirability Scale – 17 (SDS-17): Convergent validity, discriminant validity, and relationship with age,” by J. Stöber, 2001, *European Journal of Psychological Assessment*, 17, p. 232. Copyright 1999, 2001 by Stöber. Reprinted with permission.

Appendix I: Informed consent for the interview

Letter of Information and Informed consent

Title of the Research Project: A Study of Parenting Behavior and Children's Well-Being in urban Indian families.

Student Investigator: Alka Ranjan; Department of Psychology, Christ University, Bangalore.

Faculty Advisor: Dr. Tony Sam George, Associate Professor and Head of the Department (Psychology), Christ University, Bangalore

You are being invited to participate in a study that examines the association of parenting behavior and the well-being of children in urban India. If you agree to participate, you will be asked to respond to a series of questions on your experiences. For data collection purposes, your responses will be recorded using an audio tape recorder / taking notes.

Participation in this study is voluntary. You can choose not to answer a question, or withdraw at any time. All responses are strictly confidential and your name will not appear anywhere on the materials. If the results of this study are published no information that discloses your identity or your employer will be released or published. There are no known risks associated with participating in the present study. Audio tape recordings will only be heard by the study researchers.

If you have any questions about your rights as a participant, you may contact the researcher, Alka Ranjan, cell: 8971367813; e-mail: alka.ranjan@gmail.com

I, _____ have read the Information / Consent document, have had the nature of the study explained to me and I agree to participate. I also understand that my responses will be recorded for data collection purposes only. All questions have been answered to my satisfaction.

Respondent's Signature

Date

Investigator's Name

Investigator's Signature

Date

Appendix J: Interview Guide

Caretaking Role / Warmth

- Who is the primary caretaker?
- What activities do you usually do? Describe
- Have you ever resented doing it for your child?
- What have you done? How have you coped with it?
- In your absence or when you're not there, who takes care of your child?
- What do they do?
- Is it often or sometimes only?
- [to the second caretaker] Describe your experience of taking care of your child?
- How does it feel like taking care of your child? Do you agree or disagree with your role?

Describe.

- When do you think you and your spouse are sharing the responsibilities of child rearing well?
- What helps you and your spouse share the responsibilities of child rearing well?
- What are the difficulties in sharing the responsibilities?
- Based on your observation, in the process of fulfilling the above mentioned roles, when does conflict/ tension/ strife arise?
- What are the roles that are most often associated with conflict?

Other members

- Have there been other members taking care of your children?
- Who are they? What do they do? Describe their activities?
- Are you using any support services like day-care or crèche for your child / children?
- What activities do they do?
- How satisfied are you with it/them?

- How is the experience for your child and you?
- How would you compare family caregiving and outside-family (external) caregiving?
- Do you feel that your child is at any disadvantage due to being in these support services?
- What is the opinion of your family members – extended & immediate?

Control

- Do you have any rules / regulations for your child / children? Tell me about them?
- How do you see to it that your child / children follow or observe the rules?
- What do you do when they don't follow those rules?
- What do you think about using physical punishment for the child?
- What do you think about inducing guilt and blame your child for any wrongdoing?
- Have you ever felt stressed out due to your child / children? Which were those instances? How did you handle them?
- How do you discipline your child?

Reflection / Changes in Indian parenting

- Your expectations / ideals for your children?
- How do you feel the bringing up your own child/ children is different from your own bringing up? What do you think about it?
- Do you think that the change / alteration is good or bad? Your opinion?