ANALYSIS OF PARENTAL ATTITUDE AND ITS IMPACT ON SOCIALIZATION OF THEIR CHILDREN (SIBLINGS)

BY:

Ramla Khalid

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Dedication

I dedicated this humble effort, the fruit of my thoughts and

study to my affectionate Father Khalid Amin Khan who

inspired me to higher ideas of my life.

I also take this opportunity to dedicate this thesis to my great

affectionate Mother Surriya Iqbal whose prayers and

love took me to zenith of glory and transform my dreams into

reality.

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FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY

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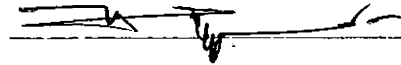
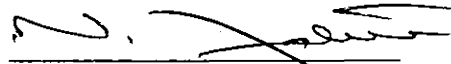### <u>Viva Voca Committee</u>

Supervisor:

Mr. Raja Jibran Sajjad

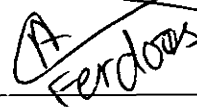**External Supervisor:**

Dr. Anwar Shaheen

Internal Examiner:

Dr. Noor Fatima

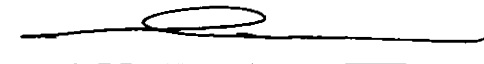**Chairperson, Department of Sociology:**

Dr. Amber Ferdoos

Dean Faculty of Social Sciences

Professor Dr. N.B Jumani

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CHAPTER 1
INTRODUCTION

Introduction

1.1 Background of study

All societies prescribe certain characteristics that their members are expected to possess and certain things people must not do, if they are to function adequately as members of their society. In considering the role of parents, however, we are mainly concerned with childhood socialization. (Maccoby, 2000).Some of the socialization that occurs throughout childhood is in a sense anticipatory, in that it functions to prepare children for adaptation to a fairly wide range of life roles and the various contexts children will encounter as they grow older. (Maccoby, 2000) But childhood socialization also concerns the training of children in modes of behavior that are acceptable for the stage of childhood they currently occupy.(Conley,d., Pfeiffer, K.M., and Velez, M) Societies set different standards for people at different stages of their life cycle, and there are requirements that loom especially large in childhood. These include requirements for children to comply with adult demands, to avoid irritating adults or disrupting their activities, to accept age-appropriate responsibility, and to function as a pleasant, cooperative family member.

Although there has been considerable research on the multitude of parental influences that shape the process of child development, less is known about the specific ways in which parents socialize their children in terms of school-related behaviors and outcomes. Academic socialization encompasses the variety of parental beliefs and behaviors that influence children's school-related development. Parents are considered to be the primary agents of child socialization. The process by which parents shape a child's behaviors, attitudes, and social skills so that the child will be able to function as a member of society is broadly encompassed by the term *socialization*.(Taylor,L., Clayton,J., Rowley,S.2004) Socialization by parents shapes the development of children's prosocial and antisocial behavior (Baumrind, 1991; Maccoby & Martin, 1983;).Children are not born with behavior problems; they are raised in some manner that fails to meets their emotional and psychological needs. This is neglect, it is abuse and it needs to be addressed with diligence, love and perseverance.(Dennis O'Neil, 2011). An accumulating body of work, however, documents that siblings are central in the lives of individuals and families around the

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world and across the life span: Siblings serve as companions, confidants, and role models in childhood and adolescence (e.g., Dunn, 2007) and as sources of support throughout adulthood (e.g., Connidis & Campbell, 1995)

These messages from behavior genetics have been picked up and synthesized with other misgivings about the weaknesses of socialization research into a more broadbased attack on traditional assumptions concerning parenting and its effects. Rowe's book, *The Limits of Family Influence* (1994), stated the case strongly, and Harris's more popular book *The Nurture Assumption* (1998) attracted a flurry of media attention to the issues. These authors have drawn together the findings from some well known studies of parenting effects and findings from behavior genetics to make the following claims:

1. The connections that studies have found between the way parents deal with their children and how the children turn out are actually quite weak and have proved difficult to replicate. When parent ''effects'' are found, they tend to be effects on the way children behave at home and the relationships they develop with their parents. There is little carry-over from at-home experiences to the way children function in out-of-home contexts.

2. When studies do establish connections between parenting and children's attributes, these are co relational findings. An example is Baumrind's early finding— now widely replicated—that the children of parents who are both responsive and firm tend to be more competent and cooperative than children of parents who are either authoritarian or permissive (Baumrind & Black 1967). Such findings have traditionally been interpreted as showing that authoritative parenting has beneficial effects on children, ignoring the possibility that the causal connection may run the other way—i.e. that competent, cooperative children may make it easier for their parents to be firm and responsive. In fact, the critics argue, parent behavior is substantially driven by the behavior of children, and much if not most of the parent/child correlation can be accounted for by the child's genetic predispositions.

3. Parental influence has been emphasized at the expense of sources of influence that in fact have great or perhaps greater importance in shaping children's development. Two kinds of influence which critics argue have been underemphasized are genetic predispositions and the influence of peers.

1.2 Socialization:

"A continuing process whereby an individual acquires a personal identity and learns the norms, values, behavior, and social skills appropriate to his or her social position."
(Deniel, 1998)

All societies prescribe certain characteristics that their members are expected to possess and certain things people must not do, if they are to function adequately as members of their society. Some of these prescriptions and proscriptions are nearly universal across cultures, such as the requirement for parents, or specified parent surrogates, to provide nurturance and protection for children. Other standards and values vary greatly from one cultural setting to another. In all societies, training of children occurs, and social controls are in place to ensure that children are Socialized that is, brought up in such a way that each new generation acquires the prescribed patterns of beliefs and behaviors. Of course, cultures do change, either slowly or rapidly, so that the cross-generational transmission is by no means absolute. A new generation may need to adapt to conditions that the parent generation did not face. And transmission of values, even when they continue to be appropriate for succeeding generations, is not always successful. Some children in every cohort may be seen to be inadequately socialized by the criteria that the society applies. (Maccoby, 2000) Not all socialization occurs in childhood. People are socialized into the customs and standards of an occupational culture when they take up an entry-level job. Socialization and resocialization occur when adults enter into new life roles (e.g. marriage, parenthood). In considering the role of parents, however, we are mainly concerned with childhood socialization. Some of the socialization that occurs throughout childhood is in a sense anticipatory, in that it functions to prepare children for adaptation to a fairly wide range of life roles and the various contexts children will encounter as they grow older. But childhood socialization also concerns the training

behaviour using psychological tactics aimed at undermining their emotional security or sense of self (e.g., guilt induction, negative comments regarding the stability of family relationships, hurtful remarks about the child's developing competencies). Optimal development is facilitated by parents' consistent application of the former disciplinary style and their general avoidance of the later technique that focuses on the exertion of power through psychologically coercive means (Bornstein, 2006).

Variation in developmental outcomes, especially in the domain of socioemotional functioning, is partially affected by the type of control enacted by the parents, be it behavioural or psychological (Gray and Steinberg, 1999). Parents who fail to apply behavioural controls often have children who exhibit conduct problems, such as the violation of social norms, or defiance and oppositionality at school or elsewhere in the community. Parents whose management style is comprised predominantly of psychological control, in contrast, tend to have children who report significant emotional distress and are at increased risk for internalizing problems such as anxiety and depression (Steinberg, 2005). Psychological control has been framed as an especially *stylistic* means of navigating the parent-child relationship. Parents who use this technique tend to do so consistently, across situations, and over time as their child develops and changes (Barber & Harmon, 2002). The consistency of this parenting style is noteworthy to developmental experts because it has the potential to carry those exposed children even further off of the normative developmental trajectory as they age. In adolescence, friendships and romantic relationships are thought to suffer from such poor parenting, especially as these youth carry forward negative expectations about their own success in relationships outside of the family (Nelson and Crick, 2002; Smetana, Campione-Barr, and Metzger, 2006).

1.5.4 Emotionally Abusive or Neglectful Methods

In general terms, emotional maltreatment of children includes abusive or neglectful behaviours by the parents or caregivers that have caused, or could cause serious behavioural, cognitive, emotional, or mental problems (Glaser, 2002; Trickett, Mennen, Kim, and Sang, 2009). Emotionally abusive behaviours include excessive and continuing criticism, denigration, terrorizing, repeated blaming, insults, and threats against children by their caretakers. For example, parents/caregivers may use

1.6 Reasons for diverse personality of siblings

Diverse personality of siblings refers to completely opposite personality of siblings. There are many reason reasons for diverse personality of siblings. In which few are discussed under.

Genetic inheritance from parents is considered as a vital cause for behavior of a person. Here those Reasons are under consideration which is linked with parenting. Socialization plays major role in personality of a person and major source of socialization is family in which parenting play vital role. Some of the reasons are discussed under.

1.6.1 Genetic inheritance

Genetic inheritance is one of the basic reasons of diverse personality of siblings. By birth siblings behave differently because of difference in genetic inheritance. One child different attributes from parents as compare to other. In recent decades, there has been a countervailing ground swell of research and theorizing about nature—the genetic endowment of parents and children—as exerting a powerful influence on the characteristics that children develop .Of course, for many decades, elementary psychology textbooks have carried tables comparing identical and fraternal twins with respect to their degree of similarity on IQ or other traits. Studies of adopted children were also widely reported many years ago, and inferences were routinely drawn from both twin and adoption studies concerning the importance of genetic factors in development. Still, for many years, thinking remained largely compartmentalized, and readers continued to believe in both the importance of genetic factors and the importance of socialization factors as though they were in no way incompatible. In recent years, however, there has been more sophisticated work in behavior genetics, and there are insistent voices claiming that the findings from this work are indeed incompatible with many widely-held views about the power of within-family socialization.

Behavior geneticists seek to understand the sources of variation in some human trait or characteristic. Their approach is to be distinguished from that of evolutionary

psychologists, who seek to understand the genetic underpinnings of characteristics that are relatively uniform across a species. There are important effects of both genes and environment that are overlooked in studies that focus on the variation of a characteristic within a given population. A human characteristic such as being born with two eyes is entirely genetic, yet its heritability would be computed as zero in a twin or adoption study since it is a characteristic that does not vary within the population studied. Similarly, there may be an environmental factor that affects the mean level of a characteristic raising or lowering all scores to a similar degree— without greatly disturbing the rank-order of individuals on the characteristic. Thus, adoption studies have found that the correlation of adopted children's IQs with those of their biological parents can remain substantial, while at the same time the average IQ of the adopted children is higher than that of their natural parents, as though children receive an IQ bonus from being adopted into relatively stable, middle-class homes, while nevertheless continuing to differ from each other according to their genetic endowment. In a study of French children adopted at about the age of 5, it was found that the amount of increase in their IQs (assessed again in adolescence) was considerably greater for children adopted into affluent, well-educated families than for those adopted into underprivileged homes (Duyme et al 1999).

1.6.2 Differential behavior of parents

Differential behavior of parents among their children could be major cause of diverse personality of siblings. If role of parents differ among all children then it negatively effects the personality of their children. The role of fathers in child adjustment is relatively under researched as most studies on parenting dimensions have focused on mothers (e.g., McHale& Pawletko, 1992) or on aggregated maternal and paternal parenting into one overall parenting score (e.g., Feinberg et al., 2000; Kowal et al., 2002). Very little existing research has explicitly delineated the processes through which fathers influence their children's behavior (e.g., Cabrera, Shannon, and Tamis-LeMonda, 2007; Coley & Medeiros, 2007), while increasing evidence suggests the importance of a differentiated approach from the mother and the father in promoting child adjustment (Lewis and Lamb, 2003). Although parents often have similar parenting strategies within families, due to both assortative mating and mutual influence and decision-making (Coley, Votruba-Drzal, & Schindler, 2008), research

has shown that mothers tend to engage in more frequent interactions with their children and are more responsive than fathers; fathers tend to be more demanding and have more distant relationships with their children (Lewis & Lamb, 2003).

In longitudinal work, the initial level of a child's characteristic at time one is sometimes statistically controlled to determine whether a time-ane parent attribute is associated with subsequent change in the child's behavior. As an example, Patterson & Bank (1989) studied families when their sons were in grade school, and again when the boys were adolescents. They found that changes in parenting during these years were strongly related to the chances of a boy's being arrested for delinquent activities in adolescence, even after the boy's anti-social tendencies at grade school age were controlled. (Maccoby, 2000)

1.6.3 Child emotional maltreatment

Stressful events in the family affect each child in different and unique ways. However, certain situations trigger more intense stress reactions and consequences than others. Child maltreatment, whether sexual, physical, or emotional, is among the worst and most intrusive forms of stress. It impinges directly on the child's daily life, may be ongoing and unpredictable, and is often the result of actions or inactions of people the child is supposed to trust and depend on. Nonetheless, even traumatic events like abuse, neglect, and family violence do not affect each child in a predictable, characteristic fashion. Rather, their impact depends on the child's makeup and available supports. (Wolfe, David, and McIsaac, Caroline. 2010)

Child emotional maltreatment represents an interaction between aversive parental behaviors and the special vulnerabilities and strengths of a given child (Garbarino, 1997). The developmental level and competencies of the child act as specific vulnerability or protective factors. Thus, to describe the harm or potential harm to the child stemming from emotional maltreatment we need to consider how such acts affect developmental processes (and vice versa). From this perspective, maltreatment is harmful or potentially harmful to the child's immediate and future well-being not only because of real or potential injury, but because of what it often represents in terms of interfering with the child's ongoing social, cognitive, and behavioural development (Wekerle, Miller, Wolfe, and Spindel, 2006).

Emotional maltreatment can interfere with ongoing development in pervasive and damaging ways. In effect, children from physically or emotionally maltreating families experience more than just violence, fear, or rejection; they typically have grown up in a family context that fails to provide appropriate developmental opportunities and stimulation, and one that is inconsistent and disorganized. While recognizing that the experiences of each child victim differ in important ways from those of other victims, there are some consistent patterns that describe important, common features of their childrearing environments. One of the earliest and most significant effects of child emotional maltreatment on development stems from disruptions in the important process of early childhood attachment, which interferes with a young child's ability to seek comfort and regulate his or her own physiological and emotional processes. Without consistent stimulation, comfort, and routine to aid in the formation of secure attachments, maltreated infants and toddlers have considerable difficulty establishing a reciprocal, consistent pattern of interaction with their caregivers. Instead, they may show a pattern of relatedness described as *insecure-disorganized attachment,* characterized by a mixture of approach and avoidance, helplessness, apprehension, and a general disorientation (Barnett, Ganiban, and Cicchetti, 1999). In contrast, children who develop a positive, secure style of relating (due to other positive family influences or personal strengths, for example) are more resilient to caregiving environments marked by poor or emotionally abusive parenting (Alink, 2009). Emotion regulation is a key concept in understanding how maltreatment, as well as poor or dysfunctional parenting, may affect children's developmental outcomes. Emotion regulation refers to the ability to modulate or control the intensity and expression of feelings and impulses, especially intense ones, in an adaptive manner (Maughan and Cicchetti, 2002). Not surprisingly, the early development of emotion regulation skills is highly influenced by the quality of the parent-child relationship. Because maltreated children live in a world of emotional turmoil and extremes, it is very difficult for them to understand, label, and regulate their internal states.

1.6.3.1 Effects of maltreatment

Expressions of affect, such as crying or signals of distress, may trigger disapproval, avoidance, or abuse from caregivers, so maltreated youngsters have a greater tendency to inhibit their emotional expression and regulation and remain more fearful and hypervigilant (Klorman, Cicchetti, Thatcher, and Ison, 2003). Similarly, they show increased attention to anger- and threat-related signals, such as facial expressions, and less attention to other emotional expressions (Pollak and Schell, 2003).

Maltreated children may also lack core positive beliefs about themselves and their world, because their negative experiences in relationships are carried forward to new situations. They may develop negative representational models of themselves and others based on a sense of inner "badness," self-blame, shame, or rage, which further impair their ability to regulate their affective responses (Feiring, Taska, and Lewis, 2002). The child's developing sense of personal self-efficacy can be undermined by physical and emotional abuse as well as by physical and emotional neglect, as such maltreatment devalues the child as a person. Feelings of betrayal can also challenge an individual's sense of self, because a person on whom the individual was dependent violated that trust and confidence.

As they grow older and are faced with new situations involving peers and other adults, poor emotional regulation becomes even more problematic. Their adaptational strategies, such as hypervigilance and fear, evolve to become highly responsive to threatening or dangerous situations. Like their own parents before them, maltreated children may be distracted by aggressive stimuli and misread the intentions of their peers and teachers as being more hostile than they actually are (Dodge, 1994). Given their propensity to attribute hostile intent to others and their lack of empathy and social skills, it is not surprising that abused and neglected children are rejected by their peers and have severe and wide-ranging problems in school and interpersonal adjustment (Wolfe, 1999).

1.6.3.2 Other Situational Influences

Children's behavior or developmental limitations may unintentionally increase the potential for physical or emotional maltreatment, if accompanied by the other critical parental factors noted previously. For example children with disabilities such as mental retardation or physical impairments were three times more likely to be abused than were their non-disabled peers, based on a large population-based sample (Sullivan & Knutson, 2000). Physical and emotional maltreatment occurs most often during difficult to manage, but not uncommon, episodes of child behavior such as disobedience, fighting and arguing, accidents, and dangerous behavior, which may produce anger and tension in predisposed adults. Family circumstances such as conflict and intimate partner violence also have a causal connection to child maltreatment. In about half of the families in which adult partners are violent toward one another, one or both parents have also been violent toward a child at some point during the previous year (Edleson, 1999). Domestic conflicts and violence most often arise during disagreements over childrearing, discipline, and each partner's responsibilities in child care (Edleson, Mbilinyi, Beeman, & Hagemeister, 2003). Children may be caught in the crossfire between angry adults, or in some cases, they might instigate a conflict between caregivers by misbehaving or demanding attention. In either case, an escalating cycle of family turmoil and violence begins, whereby children's behavioural and emotional reactions to the violence create additional stress on the intimate partner relationship, further aggravating an already volatile situation. (Wolfe, David, and McIsaac, Caroline. 2010)

Finally, child emotional maltreatment most often occurs in the context of multiproblem homes and neighborhoods, where poverty, social isolation, and wide acceptance of harsh forms of discipline and control exert a major influence on children's development.2 Maltreating families often lack significant social connections to others in their extended families, neighborhoods, and communities, as well as to social assistance agencies, which further restricts their access to healthier childrearing models and supports. Social isolation from positive support systems is commonly associated with other stressful living conditions, such as a lack of adequate daycare, peer groups or close friends, and adequate housing. These factors play an indirect, yet significant, role in the early formation and healthy establishment of a

positive versus abusive parent-child relationship. As a result, various forms of maltreatment are difficult to detect, and community agents who could promote healthy parent-child relationships are less likely to be influential. (Wolfe, David, and McIsaac, Caroline. 2010)

Child maltreatment is closely linked to structural aspects of the neighborhood and community. Rates of officially reported child maltreatment vary in relation to four determinants of community social organization: economic and family resources, residential instability, household and age structure, and geographic proximity of neighborhoods to concentrated poverty (Coulton, Crampton, Irwin, Spilsbury, & Korbin, 2007). These important dimensions of neighborhood context reflect the degree of breakdown of community social control and organization, which in turn relate to reports of physical and emotional child abuse.

1.7 Gaps in the existing knowledge

Parents influence their children, this is a clear thing. It is also very obvious that children genetic makeup affects their children behavioral characteristics but they are more influenced by the way they are treated by their parents. All societies prescribe certain characteristics that their members are expected to possess and certain things people must not do, if they are to function adequately as members of their society. In considering the role of parents, however, we are mainly concerned with childhood socialization.

The purpose of the research was to analyze the parental attitude and its impact on the socialization of their children. The main purpose of the research is to find out the role of parenting behavior in socialization of a child and to see the impact of parental expectations on personality development of a child. Another purpose is to find out the reasons of diverse personality of siblings under one parenthood. It has been seen that in many families some kids behave differently from their family. It has been seen that their behavior is delinquent or they are antisocial or they are weak in studies. Those children behave differently from their siblings. There are many reasons for this behavior of children but the reason which has been focused here is style of parenting. Parenting is one of the most important reasons for this behavior of children. Little

carelessness of parents can lead to a big problem of society. The focus of the study is on those children whose siblings are very successful in society. Children who fulfill the expectations of their parents become successful member of family and then society and then parents sets the same criteria of success for other children and if someone fails to achieve those criteria of success or his abilities is not according to that criteria then he or she becomes failure because of that discouragement in family. This leads to the weak personalities of people. However, the focus of this study is unique in its nature.

The question that stricken my mind was to explore the reasons of diverse personality of siblings under one parenthood and to find out that how same style of parenting differently effect the personality of siblings. Keeping in view this important aspect of socialization, this research study was conducted on parent's perspective regarding parenting and its impact on socialization.

1.8 Research questions

1. How much parental attitude is responsible for socialization of their children?

2. How much parental expectations effect the personality of their children?

3. What are the reasons of diverse personality of siblings?

1.9 Hypothesis

- Differential attitude of parents could be a reason for diverse personality of siblings.

1.10 Objectives

- To find out the role of parenting attitude in socialization of a child.

- To see the impact of parental expectations on personality development of their children.

- To find out the reasons of diverse personality of siblings under one parenthood.

CHAPTER 2

RESEARCH METHODOLOGY

Methodology

Methodology is the system of rules, principles and procedures that guide scientific investigation. Methodology tells the researchers how and what steps need to be followed to collect the relevant data. Methodology is the complete framework of the whole research activity. Research methodology provides guideline for collecting evidence that takes place, for explaining why it takes place, and for doing so in such a way that other researchers can check the findings. It is understood that scientific validity of a research is based on the effectiveness of the methodology. This chapter points to the research procedure, which the researcher follows for conducting the study. Sociological research work varies with respect to methodologies. Methodology is linked to logic for the purpose of research and data collection. The choice of a particular method of collecting data depends upon the purpose of collecting information. The main purpose was to find out the parental perception regarding role of parental behavior in socialization of children.

2.1 Research design

There are various research designs which are used in social sciences. Qualitative and Quantitative researchers conduct their research in different ways. Nevertheless, the overall methods employ share the same general structure. Since research design guides the researcher to conduct the research study step by step ensuring that each step is completed before moving to the next. The study was descriptive in nature. Following procedure was adopted for this study.

2.2 Type of Research

Qualitative research focuses on gathering numerical data and generalizing it across groups of people. In order to conduct the present research, Qualitative research was used to get the information from the respondents.

2.3 Universe of the Study

The entire group from which a sample is chosen is known as the population or universe. In other words, any set of individuals or objects having some common observable characteristics under study constitutes a population or a universe. The

universe of the study consisted of all the parents having two or more than two children Islamabad.

2.3.1 Geography

Islamabad is the capital of Pakistan and the ninth largest city in the country. Located within the Islamabad Capital Territory (ICT), Islamabad is located in the Pothohar Plateau in the northeastern part of the country, within the Islamabad Capital Territory. The region has historically been a part of the crossroads of Punjab and Khyber Pakhtunkhwa with Margalla pass acting as the gateway between the two regions.

2.3.2 Climate

Islamabad features an atypical version of a humid subtropical climate, with warm and dry springs, hot and humid summers accompanied by a monsoon season, and brief but cool winters. Islamabad's micro-climate is regulated by three artificial reservoirs; Rawal, Simli, and Khanpur Dam.

2.3.3 Demography

Islamabad is Pakistan's most diverse metropolis in terms of the population makeup of the city. It has the largest expatriate and foreigner population in the city. Currently Islamabad had an estimated population estimated to be around 1.70 million. Islam is the largest religion in the city, with 95.53% of the population Muslim. The majority of the population lies in the age group of 15–64 years, around 59.38%. Only 2.73% of the population is above 65 years of age; 37.90% is below the age of 15. Islamabad has the highest literacy rate in Pakistan. The labor force of Islamabad is 185,213 and the unemployment rate is 15.70%

Figure 2.1 Map of the Study Area
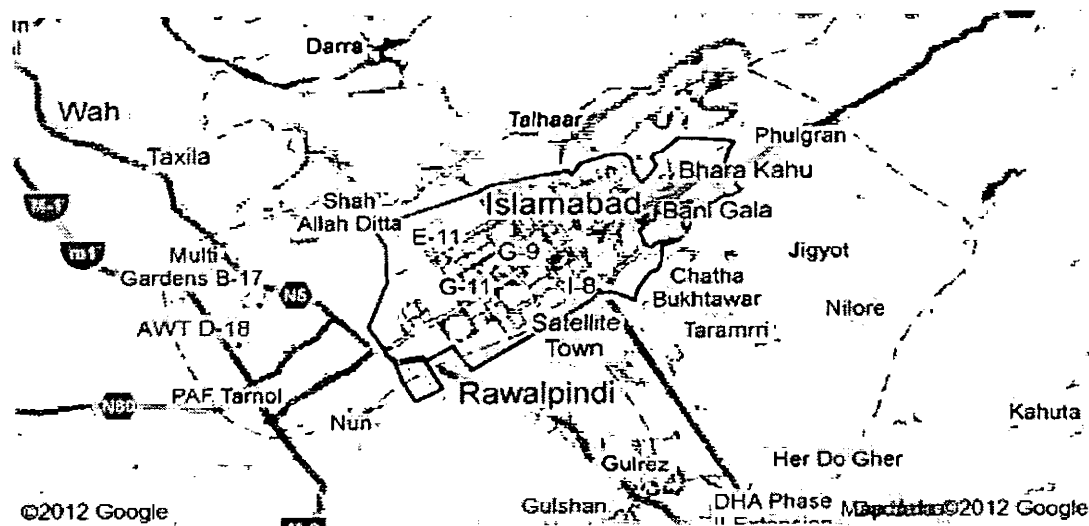
Source: Google maps

2.3.4 Economic scenario

Islamabad is a net contributor to the Pakistani economy, as whilst having only 0.8% of the country's population, it contributes 1% to the country's GDP. Islamabad Stock Exchange, founded in 1989, is Pakistan's third largest stock exchange after Karachi Stock Exchange and Lahore Stock Exchange. The exchange has 118 members with 104 corporate bodies and 18 individual members. The average daily turnover of the stock exchange is over 1 million shares. Islamabad has seen an expansion in information and communications technology with the addition two Software Technology Parks which house numerous national and foreign technological and IT companies. Most of Pakistan's state-owned companies like PIA, PTV, PTCL, OGDCL, and Zarai Taraqiati Bank Ltd. are based in Islamabad. The city is home to many branches of Karachi-based companies, banks, and TV channels. Headquarters of all major telecommunication operators such as PTCL, Mobilink, Telenor, Ufone, China Mobile and are located in Islamabad.

2.4 Selection of the Study Area

Islamabad was selected for the study area. Because the topic is to analyze the perception of parents regarding socialization of children. Parents were purposively and conveniently selected from city. As the parents can better describe role of parental socialization.

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2.5 Sampling unit

Parents were randomly selected from different areas of Islamabad for the sample unit, because parents can better describe the role of parenting behavior in socialization of a child. Parents having various socioeconomic characteristics were taken under consideration.

2.5.1 Sampling and Sample size

Sampling is a method of studying from a few selected items, instead of the entire big number of units. Sampling" basically means selecting people/objects from a "population" in order to test the population for something. A sample refers to a small representation of the whole population. It is a part or subset of population which represents the characteristics of the whole population. Parents having two or more than two children were selected under the sample, the sample was selected on the basis of convenient and purposive sampling. The sample size was 60.

2.6 Data Collection Tools and Techniques

The success of the research depends upon how carefully data was collected. The validity of the research mostly depends upon the tool of the data collection. In the present study, the data was collected with the help of interview schedule. The questionnaire was consisting of both open and close ended questions, asked from parents by using interview technique.

2.6.1 Pre survey

Pre-survey is a final trial use of tool of data collection prior to large scale study. Pre-survey not only provides ways to modify the questionnaire but it also discovers new aspects of the problem under study. As a result, the problems found are resolved and the questionnaire gets the final shape. It is always useful to make a test of the questionnaire, formulated before giving it final shape, so that a researcher may come to know the acceptability of the questions. Pre survey was conducted by researcher

from ten parents. Some important issues were highlighted during field-testing of the instrument. These main issues were related to the sequence and phrasing of questions and interviewing technique. After field test, some modifications were made based on the information received.

2.7 Statistical Analysis

Statistical analysis is often used to explore the data and helps to examine the distribution of values for a particular attribute. Statistical analysis converts numbers into meaningful conclusions in accordance with the purposes of a study. There is a computer package for statistical analysis known as SPSS. In this research Statistical Package for the Social Sciences (SPSS) software was used to analyze the data.

2.8 Coding of Questionnaire

When designing a questionnaire, it is important to remember that the information collected will need to be processed and analyzed when it is completed and returned. The questionnaire was consisted of both open and close ended questions along with multiple options. According to the format, the researcher coded the questions and its options.

2.9 Tabulation

The systematic and orderly arrangement of facts and figures in columns and rows is called tabulation. In order to make the study meaningful the calculated data was presented in the tabular form. Percentages and graphs were used for data analysis. Data was tabulated, analyzed and interpreted.

2.10 Statistical Test

There are many tests that we can use to analyze our data, and which particular one we use to analyze our data depends upon what we are looking for, and what data we collected and how we collected it.

2.10.1 Percentage

Frequency tables were made to describe the basis characteristics of the respondents. In order to bring the data into comparable form, percentage of various categories of data were worked out in the present study. The percentages were calculated by following the formula.

Percentage = F ×100/N

Where

F = Frequency

N = Total number

2.11 Challenges

After pre-survey the researcher went to the field for data collection. Researcher spent more than three weeks to collect the data from parents. Researcher faced some difficulties in the field like convince problem, some parents were not willing to share their thoughts so it was difficult for the researcher to collect data.

CHAPTER 3

DATA ANALYSIS AND PRESENTATION

DATA ANALYSIS AND PRESENTATION

All researches involve some form of data analysis, which refers to deriving some meaning from the observations that have been made during the research project. The main purpose of data analysis is to convert the observation made during field survey into some meaningful form and to examine associations/ relationships between the variables. Analysis of data is made with reference to the objectives of the study and research queries if any. Analysis of data involves re-categorization of variables, tabulation, interpretation, explanation and casual inferences.

The focus of this chapter, however, is on qualitative data analysis, in which observations are put into numerical format and manipulated in some way based on their arithmetical properties. The study was aimed at investigating the "analysis of parental perception regarding parental behavior in socialization of a child". The data collected through research instruments were tabulated, analyzed and interpreted in the light of the objectives of the study. Results are being presented in the following lines.

3.1 Univariate Analysis

Univariate analysis is the simplest form of quantitative (statistical) analysis. The analysis is carried out with the description of a single variable and its attributes of the applicable unit of analysis (Babbie, 1999). When data is collected, it is in the form of raw data distribution, which means that the distribution contains all different values that were observed on a variable. Univariate analysis refers to the analysis which involves the manipulation of single variable. Univariate tables which are more commonly known as frequency distribution show how frequently an item repeats. The basic purpose of univariate analysis is to describe the 'variable'.

3.2 Bivariate Analysis

Bivariate analysis is one of the simplest forms of the quantitative (statistical) analysis. It involves the analysis of two variables , for the purpose of determining the empirical relationship between them. In order to see if the variables are related to one another, it is common to measure how those two variables simultaneously change together (Babbie, 1999).

Bivariate analysis can be helped in testing simple hypothesis of association and causality checking to what extent it becomes easier to know and predict a value for the dependent variable if we know a case's value on the independent variable.

3.3 Socio economic characteristics of the respondents

Figure 3.1: Gender of the respondents
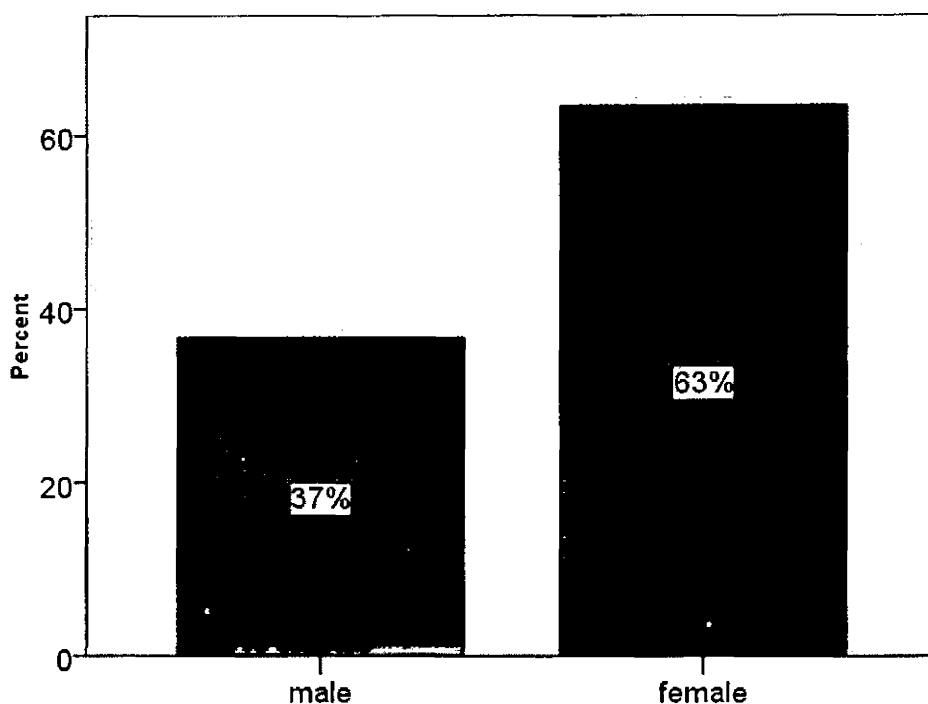
Source: field Survey (2012)

Socioeconomic characteristics of respondents play a decisive role in discussion and analyzing results from data. In figure 3.1 the result indicates 37% male and 63% female respondents. . Both genders were taken in a sample to analyze the parental perception regarding socialization of children.

Figure 3.2: Age of the respondents
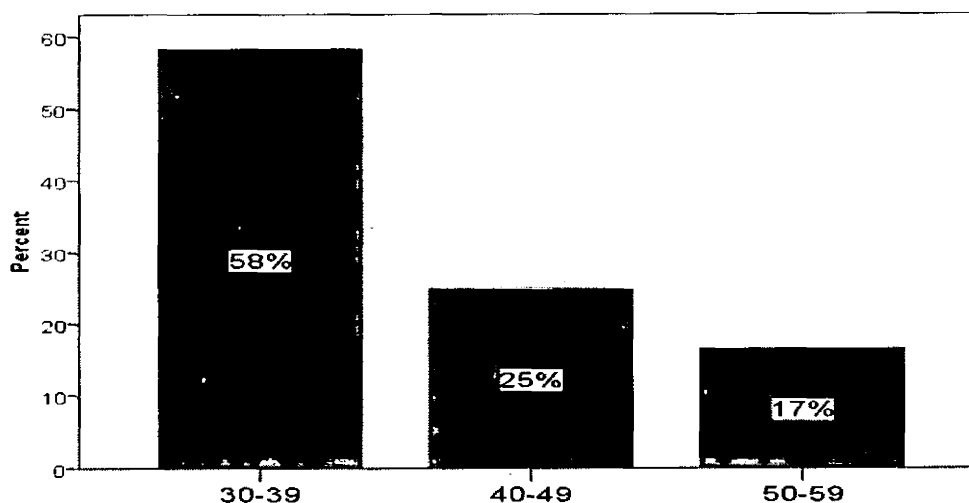
Source: Field Survey (2012)

Figure 3.2 indicates the age categories of the respondents that 58% respondents falls in the age category of 30-39 years, 25% respondents falls in the age category of 40-49 and 17% respondents falls in the age category of 50-59.

Table 3.1: Education of the respondents

Level of Education	Frequency	Percent
Matric	1	1
Fa/Fsc	8	2
Ba/Bsc	12	20
Ma/Msc	9	15
Ms/Mphill	20	33
Phd	10	17
Total	60	100

Source: Field Survey (2012)

Table 3.1 indicates the level of education of the respondents in which, Majority of the respondents (33%) have MS/M.phil level of education, 20% have BA/B.sc degree and 15% and 16% have Ma/M.sc and PhD level of education. While small numbers of respondents have below intermediate education.

31

Figure 3.3: Occupation of the respondents

Legend:
- teacher
- housewife
- government servant
- private job
- doctor
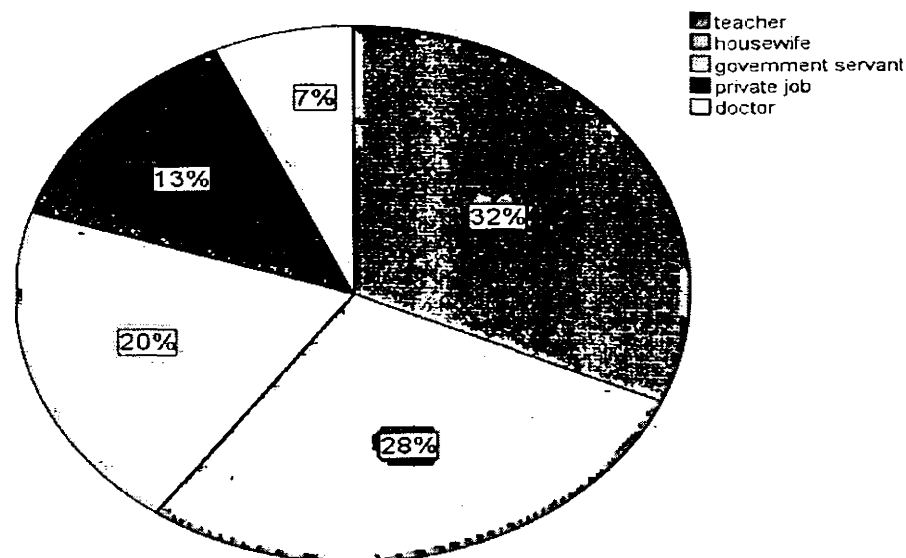
Source: Field Survey (2012)

Figure 3.3 shows the occupation of the respondents that Majority of the female respondents are teachers (32%) and housewives (28%) and male respondents are government servants (20%), private employs (13%) and doctors (7%).

Figure 3.4: Total incomes of the respondents
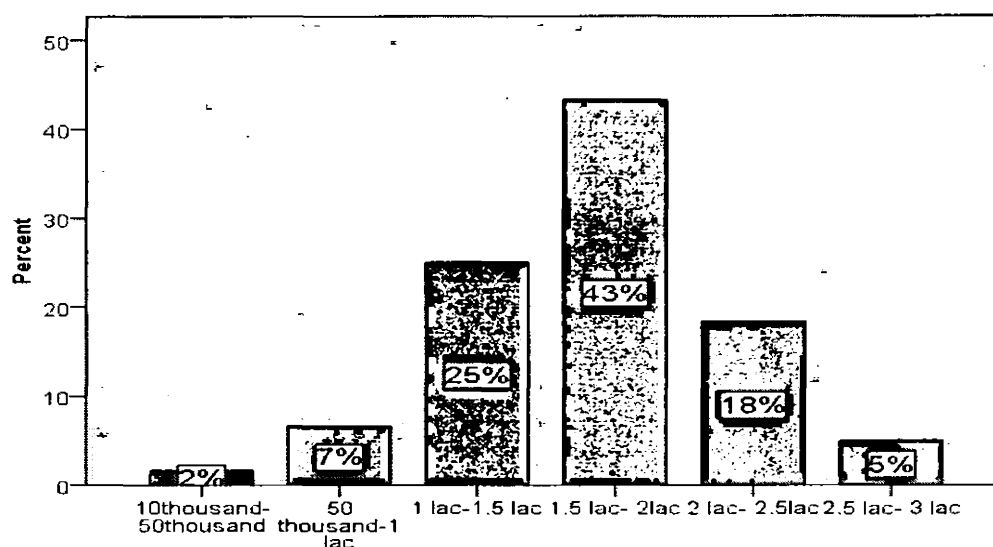
Source: Field Survey (2012)

Figure 3.4 shows that Majority of the respondents (43%) have between 1.5lac to 2lac total family income.25% falls in 1lac-1.5lac and 18% falls in 2.5lac-3lac.7%

respondents have 50000 to 1ac income only 2% respondents have below 2% family income.

Figure 3.5: Marital status of the respondents

legend:
- married
- divorced
- widow

7%
3%
90%
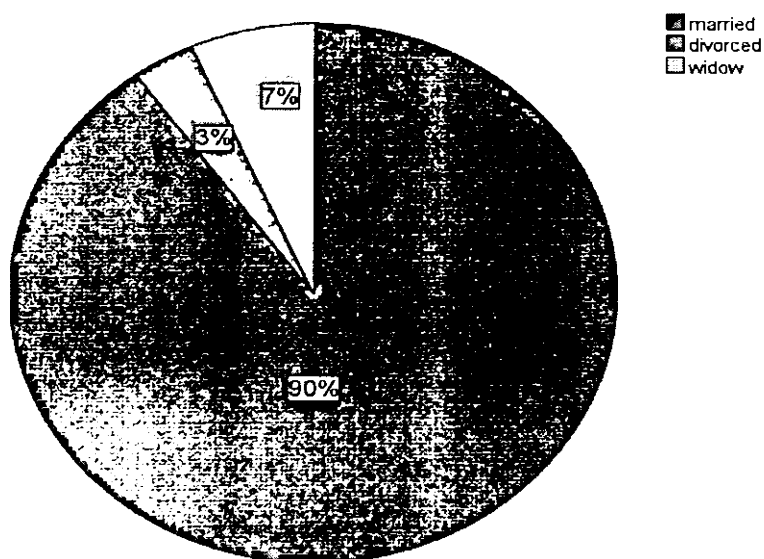
Source: Field Survey (2012)

Figure 3.5 indicates the marital status of the respondents in which 90% are still married while 7% are widow and 3% are divorced.

Figure 3.6: Family type of the respondents

legend:
- nuclear
- joint

27%
73%
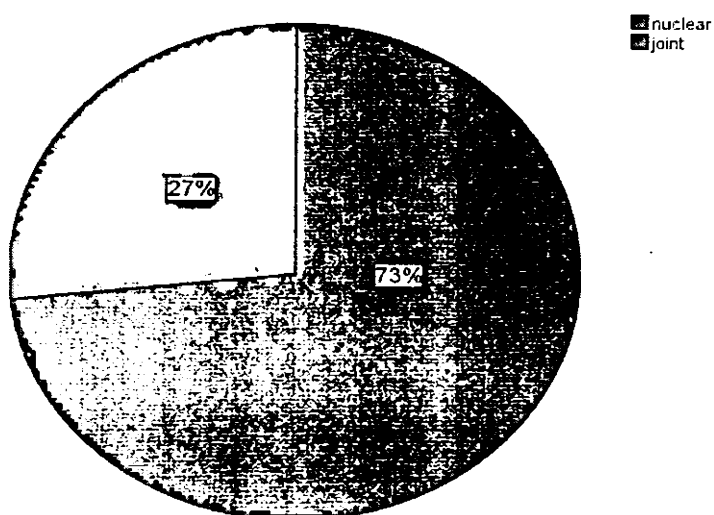
Source: Field Survey (2012)

Figure 3.6 shows the family types of the respondents in which majority of the respondents are from nuclear family system i-e 73% while 27% respondents are from joint family system. To find out the sources of socialization of their children this question is asked to the respondents.

Figure 3.7: Ages of children of the respondents
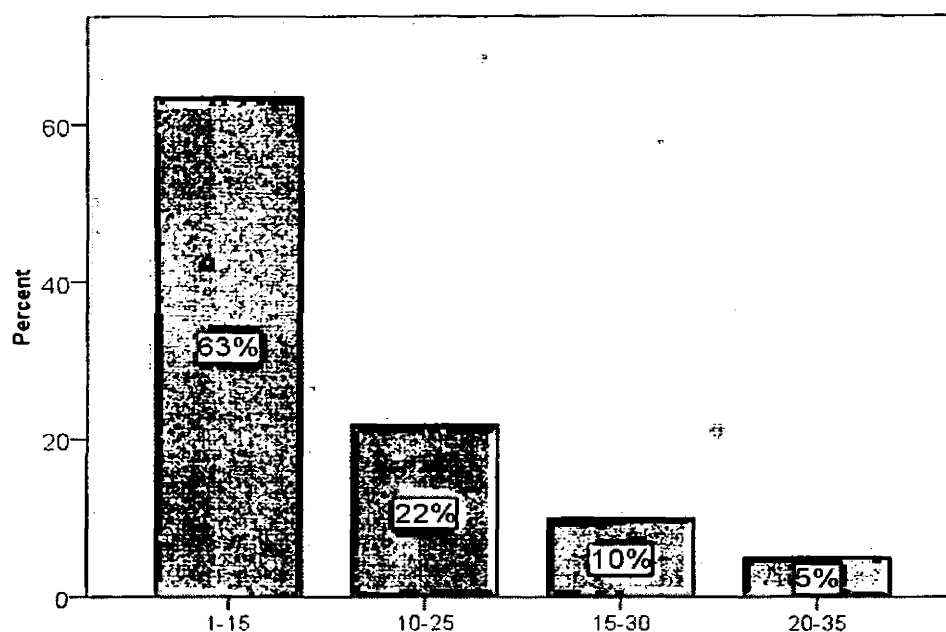
Source: Field Survey (2012)

Figure 3.7 shows that children of the respondents fall in different age categories. Majority of the children (63%) fall in the age category of 1-15years.22% fall in the age category of 10 to 25 years, 10% falls in 25to 30 years and 5% falls in 20 to 35 years of age category.

Figure 3.8: Number of children of the respondents
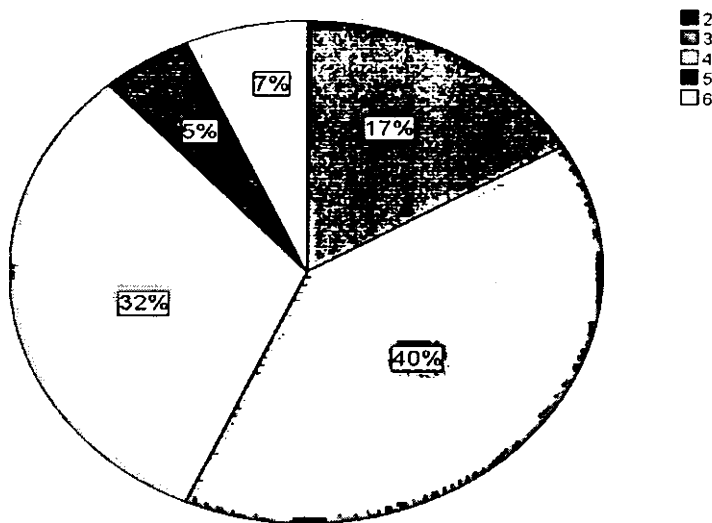
Source: Field Survey (2012)

Figure 3.8 indicates the number of children of the respondents in which 40% of the parents have three children, 32% have four children, 17% have two children, 7% have 6 children and 5% have five children.
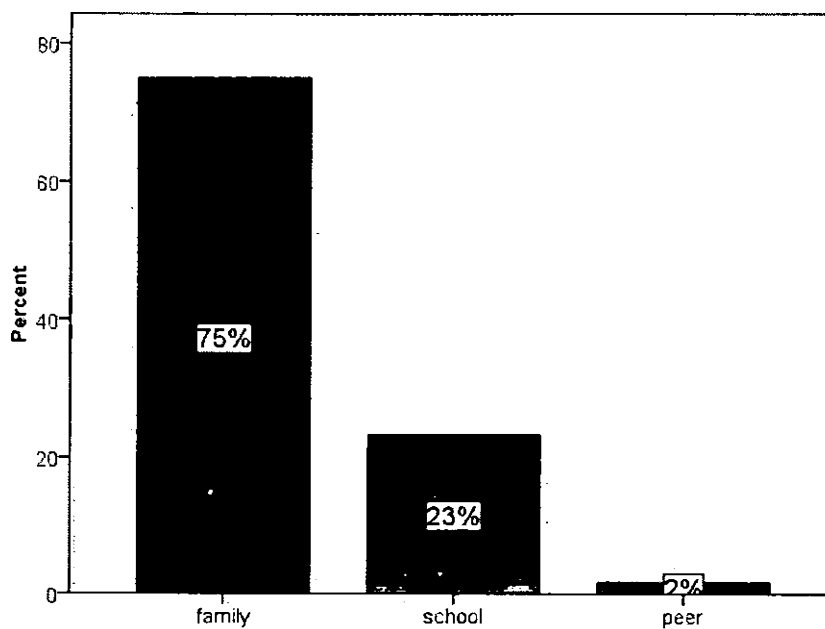
Figure 3.9: Strongest source of socialization of a child

Source: Field Survey (2012)

Figure 3.9 shows that according to the opinion of majority of the parents (75%), family is a strongest source of socialization of a child and 23% thinks that strongest source of socialization is school. For most people, the process of socialization begins in the family. Family is their first source through which they commence their social communication. As a child, a person learns to see and interpret himself and society through the eyes and understanding of his parents and other elders of the family. It is with the aid of the older family members that he/she becomes familiar with social culture. It is through family that 'socially acceptable' ways of thinking and behaving are imparted to a child. Values such as sharing, honesty, idealism, discipline, etc., are also cultivated in a person through his family. Therefore, it is vital how parents treat their children, and also how parents behave in front of them because it is through these interactions that a child will perceive and develop a sense of 'self'. However, although belonging to the same society, every family is different. This difference ranges from ethnicity to religion to preferences (while some families might give more preference to education, others might emphasize more on discipline) and many more. So, the knowledge that children gain from their families, certainly cannot be uniform throughout. Nevertheless, there is no denying the fact that family is the fountainhead of the socialization process. Children spend about seven to eight hours in school. So, there is no denying the fact that school has an important and lifelong impact on their socialization process. Apart from teaching children to read and write, and initiating them in subjects such as math, languages and science (which is schools' main function), they also have a latent function of nurturing within the students, the value of teamwork, punctuality and following a set schedule. In other words, a lesson stressing on the need for discipline in doing one's day-to-day activities is pinpointed. Schools also play a major role in fostering the values of national pride and citizenship in the children. For instance, school children in the United States have to take the Pledge of Allegiance.(David, 1999)

Figure 3.10: More responsible for child behavior

- genetic inheritance from parents
- socialization
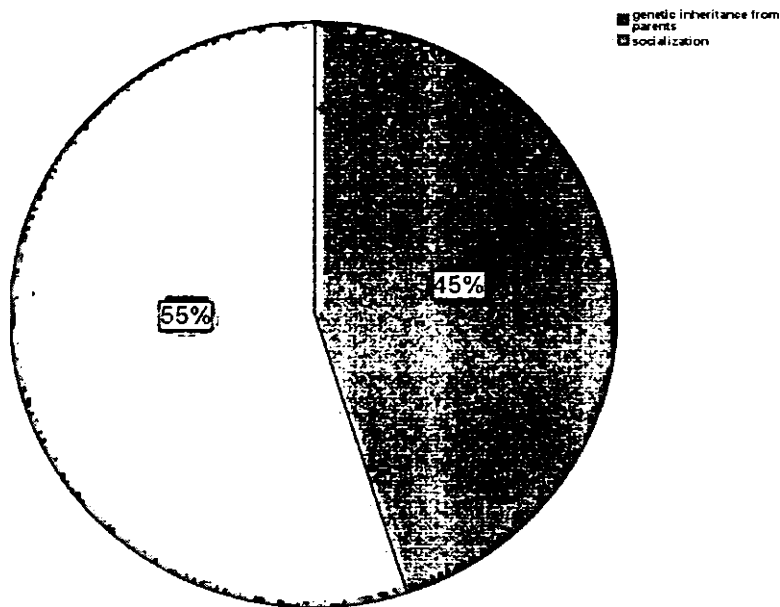
Source: Field Survey (2012)

Figure 3.10 shows that according to majority of the parent's (55%) opinion socialization is more responsible for the behavior of a child as compare to genetic inheritance from parents and 45% parents have a opinion that genetic inheritance from parents is more responsible for a behavior of a child. Until the late 1960s, social scientists assumed that children's interactions with their parents constituted the primary influence on child development. Emphasis on parents as the primary agents of socialization can be traced to Freud (1949), who argued that the significant aspects of personality take shape during the early years of life when children spend much of their time at home under their parents' close supervision. Less clinically inclined researchers operationalized Freud's constructs to permit his theories to be assessed empirically (cf. Baldwin, 1949; Sears, Maccoby, & Levin, 1957).

Figure 3.11: Attitude of children differ from each other

yes
no
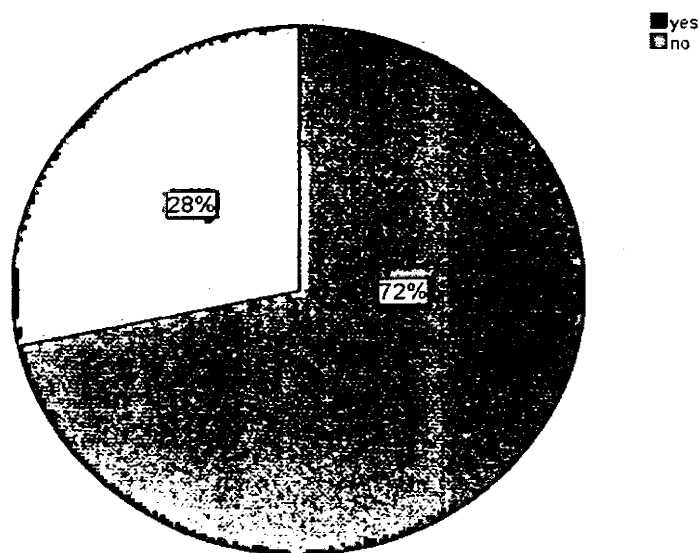
Figure 3.11 shows that majority of the parents thinks that attitude of their children differ from each other (72%) says that the attitude of their children differs from each other and 28% says that attitude of children do not differ from each other.

Figure 3.12: Reasons for difference in attitude of children
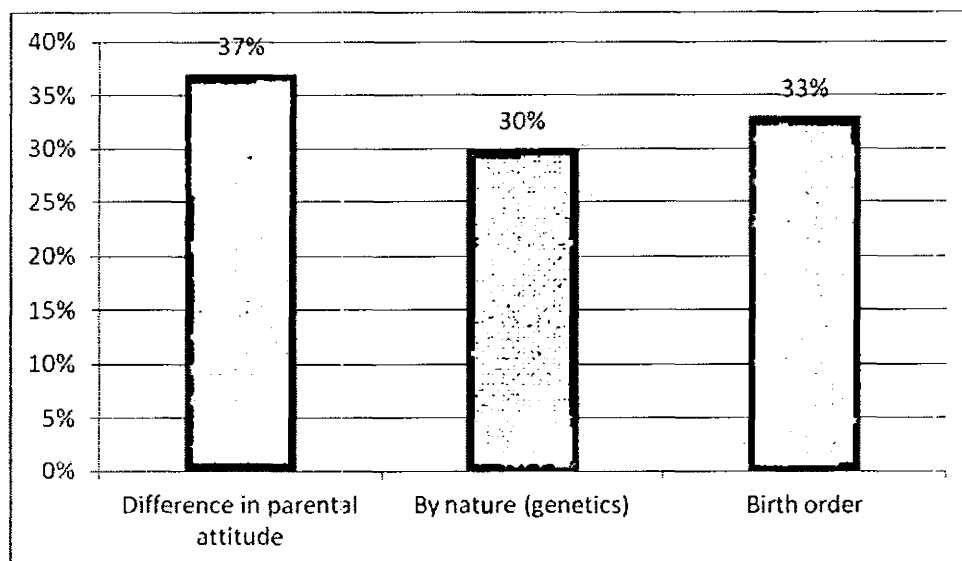
Figure 3.12 According to majority of parents, reason behind the difference in attitude of their children is that, it is nature's part that every human being is different from one

another and difference in attitude of parents is also a major reason. Environmental differences due to birth orders are also considered as major reasons for this. During the last decade, researchers have recognized that the sibling relationship is an important component of the family system (Brody & Stone-man, 1990); this realization has influenced the study of parent-child relationships in unexpected ways. Recent studies have shown that adolescent and young adult subjects believed they experienced different intra familial environments than did their siblings in a wide variety of areas, and that parents perceive differences in their own treatment of their children (Daniels, Dunn, Fur-stenberg, & Plomin, 1985).

Table 3.2: Parental style for controlling their children and children's reaction

		Reaction of Children		Total
		Behave properly	Become aggressive	
Methods of motivating children	scolding and beating	15	7	22
	scolding and counseling	20	13	33
	counseling, beating and scolding	3	12	15
	to behave like their obedient sibling	4	3	7
	by avoiding them	8	0	8
	by beating, scolding and avoiding them	7	8	15
Total		57	43	100

Source: Field Survey (2012)

Table 3.2 shows percentages in which majority of the parents mostly use scolding and counseling method to motivate their children for controlling their behavior, in which out of 33%, 20% parents thinks that their children starts behaving well while 13% thinks that they become aggressive afterwards. Majority of the parents had positive experience for this process. 22% parents use scolding and beating method in which 15% parents said that their children starts behaving well afterwards and 13% said that their children becomes aggressive. 15% parents use beating, scolding and avoiding method in which majority said that children become aggressive.

Figure 3.13: Parents give preference to demands of most obedient child

- yes
- no

53% 47%
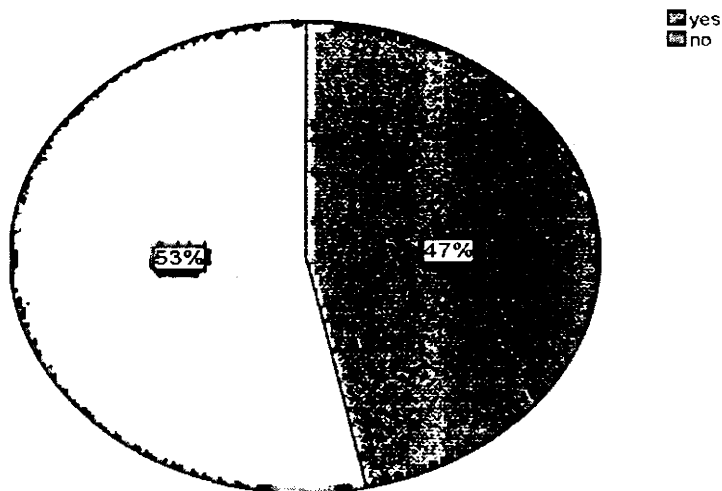
Source: Field Survey (2012)

Figure 3.13 shows that parents give opinion about the statement that, if they give preference to the demands of their most obedient child, in which majority parents replied with the answer "no". But almost 47% replied with the answer "yes".

Figure 3.14: Reasons for giving preference to the demands of most obedient child

Percent

5% 35% 60%

- To motivate other siblings
- It is natural
- Physical appearance of children
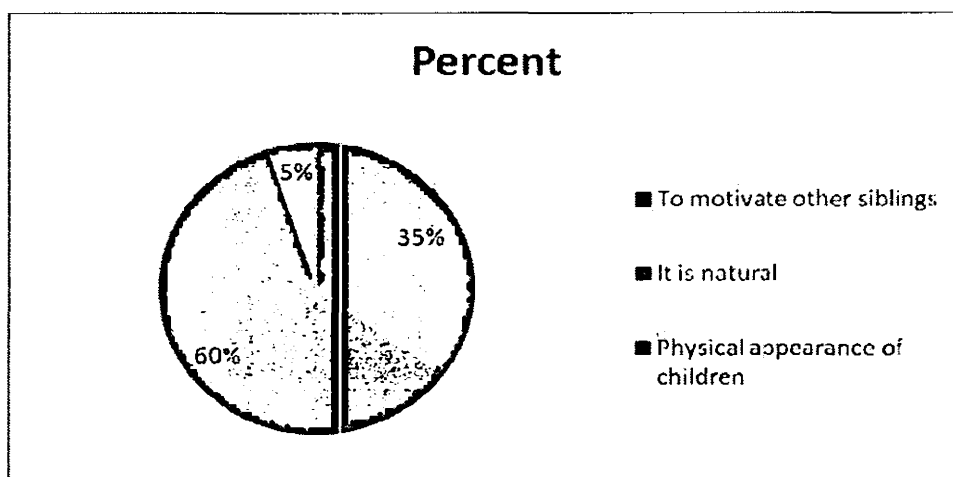
Source: Field Survey (2012)

According to figure 3.14 Majority of the parents who replied with the answer "yes" gave the reason that they do it to motivate the siblings of that child(60%) and another

reason was that it is natural that one someone obeys your order, than you also give preference to him(35%) and some parents(5%) also said that physical appearance of children also take more attention of parents and becomes the reason for that.

Table 3.3: Relationship between Children satisfaction to parental attitude and unequal parental treatment

		Unequal treatment by parents				Total
		agree	neutral	disagree	none	
children satisfied with parental attitude	yes	13	7	0	13	33
	no	18	10	4	8	40
	no idea	0	12	0	15	27
Total		31	29	4	36	100

Source: Field Survey (2012)

Table 3.3 depicts the percentage of parental perception about the satisfaction level of their children and relationship between unequal parental treatment. In which majority of the parents (40%) said that their children are not satisfied with their attitude in which majority of parents (18%) agrees that it is due to their unequal treatment. 33% parents perceive that their children are satisfied to their attitude and 27% parents do not have any idea about their children satisfaction. Total 31% parents agreed with the statement that children are not satisfied to their attitude because of their unequal treatment while 29% had neutral opinion and 4% parents disagreed with the statement. The parents who think that their children are satisfied to their attitude, from them some selected the category of none on asking about the unequal treatment means because they didn't answer it.

Figure 3.15: Siblings can have completely opposite personality
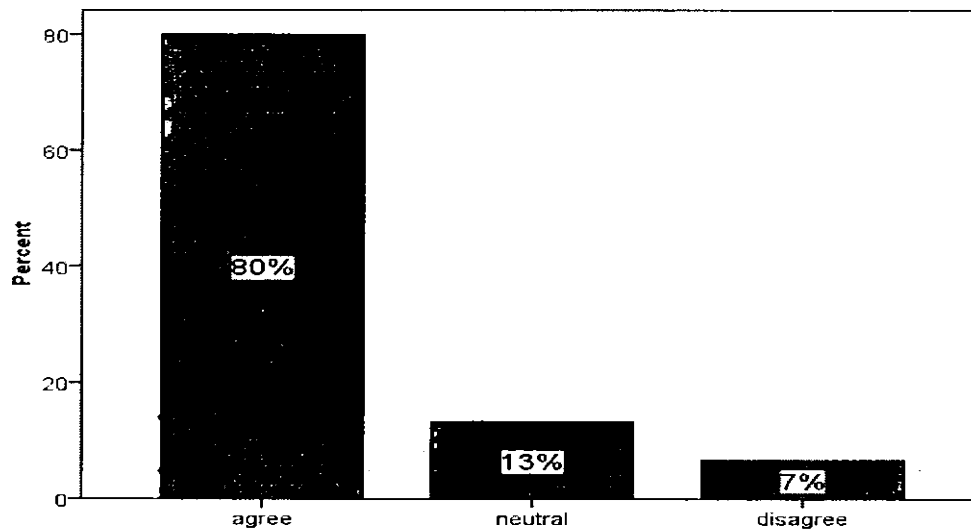
Source: Field Survey (2012)

Figure 3.15 shows about the parental perception that siblings can have completely opposite personalities. Majority of the parents i.e. 80% thinks that siblings can have completely opposite personalities. The most common reasons they gave are birth order, environmental differences, differential attitude of parents and genetic inheritance.

Figure 3.16: High expectations negatively affect personality of child
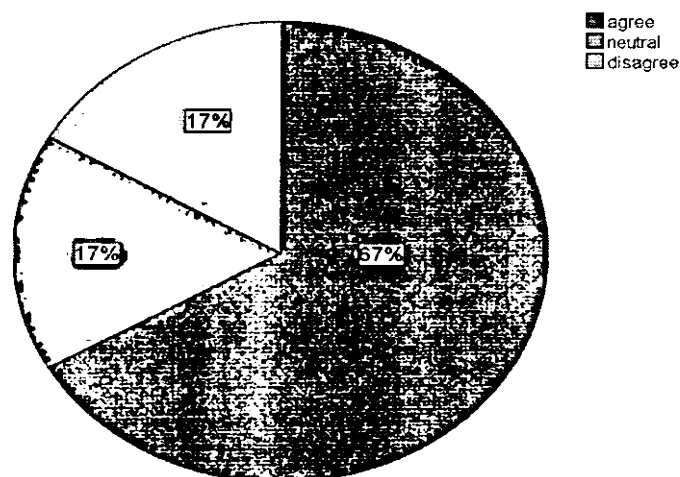
Source: Field Survey (2012)

Figure 3.16 show that 67% parents perceive that high expectations of the parents negatively affect the personality of the child. While 16% have neutral opinion and

17% disagree with the statement that high expectations negatively affect the personality of a child. This show that majority of the parents agreed with the statement that high expectations of parents can negatively affect the personality of a child.

Figure 3.17: Differential behavior of parents
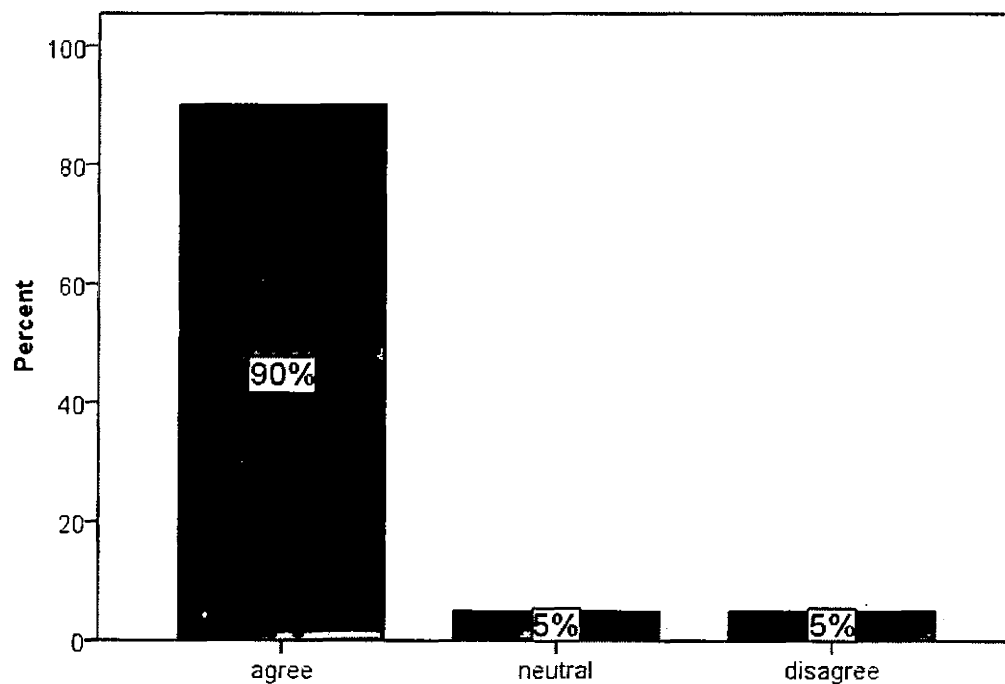
Source: Field Survey (2012)

Figure 3.17 shows that majority of the parents 90% perceive that differential behavior of parents could be a reason of diverse personality of siblings.5% parent disagree with the statement while remaining 5% have neutral opinion. Hypothesis is also proved by this table according to parental perception differential behavior of parents could be a reason of diverse personality of siblings. According to parental perception differential treatment can negatively affect the personality of a child. Hence hypothesis is proved by this data.

Figure 3.18: Parental perceptions about reasons of diverse personality of siblings
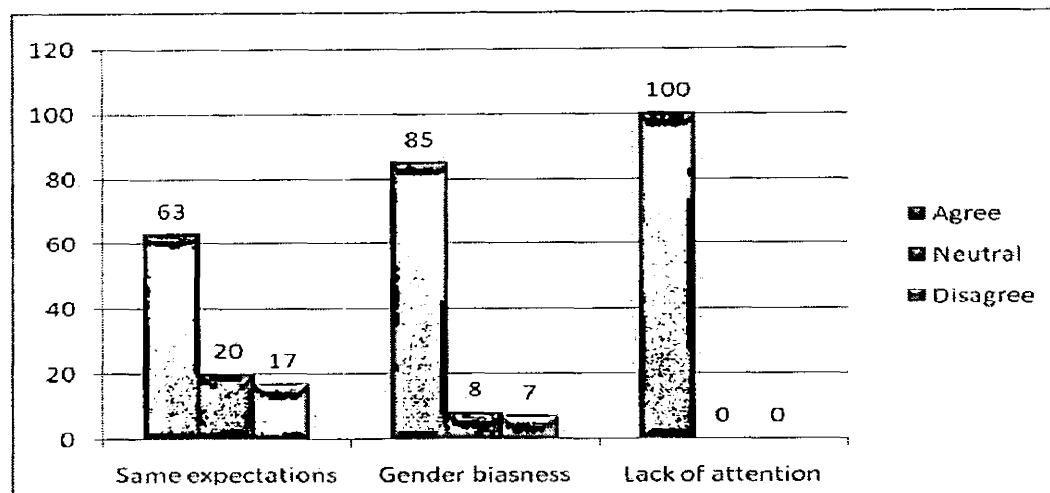
Source: Field Survey (2012)

Researcher asked from respondents about different reasons of diverse personality of siblings.Figure 3.18 indicates the comparitive percentage about these dimensions. It shows that majority of the parents (63%) were agreed that same expectations could be a reason of diverse personality of siblings because when parents expect same thing from every child than it negatively effects the personality of a child 85% parents were agreed that gender biasness is a reason of diverse personality of siblings and 100% parents were agreed with the statement that lack of attention is a reason of diverse personality of siblings.

Figure 3.19: Different reasons of diverse personality of siblings
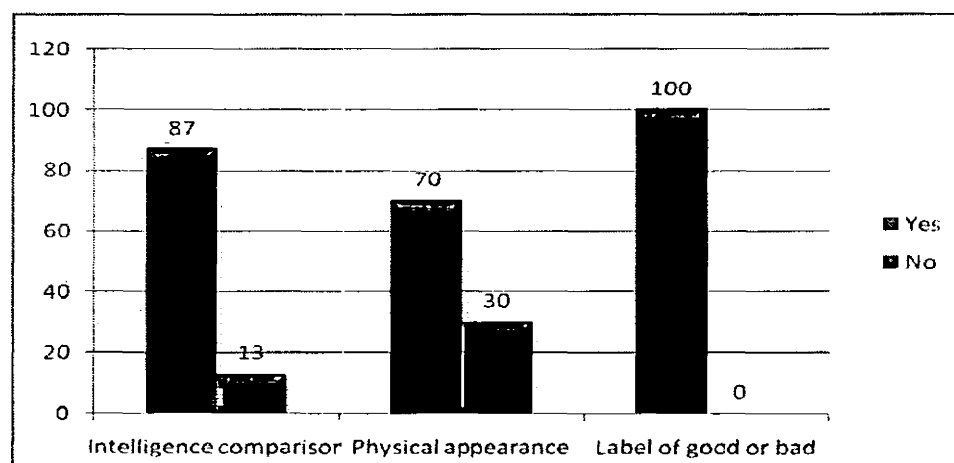
Source: Field Survey (2012)

Figure 3.19 shows parental perception about some other reasons of diverse personality of siblings. The figure demonstrate that majority of the parents (87%) were agreed that intelligence comparison between siblings is the reason of diverse personality of siblings while (70%) were agreed that comparison between the physical appearance of children could be a reason and 100% agreed with the statement that labeling of good or between children by the parents could be a reason of diverse personality of siblings.

Table 3.4: Affect of parental expectations on behavior of children

Affect of parental expectations on behavior of children		Same expectations from all children		Total
		yes	no	
behavior of their children	obedient and confident	10	6	16
	rebellious and confident	8	0	8
	aggressive	13	7	19
	demanding	6	6	12
	attention seeker	4	0	4
Total		36	24	60

Source: Field Survey (2012)

Table 3.4 shows frequency distribution of cross tabulation between behavior of the children of respondents and their same expectations from all children. Data shows that majority of the parents have aggressive children. In which majority parents have same expectations from their children. Half of the parents of demanding children have same expectations while half do not have. The parents who have same expectations from their children also have also have obedient and confident children. But majority who have same expectations from their children have rebellious, aggressive and attention seeker children.

3.4 Some other reasons according to parents

Some other reasons given by the parents for diverse personality of siblings are as follows. Majority of the parents gave some other reasons in which are birth order of children is the most common reason and that behavior of the parents differ from child to child. Another most common reason was environmental differences that

environmental of the siblings varies for instance some time elder siblings spent their childhood in joint families and younger spent in nuclear families, change in financial status is also considered. These all are linked to birth order and environmental differences.

CHAPTER 4

SUMMARY CONCLUSION AND RECOMMENDATION

Summary Conclusion and Recommendations

4.1 Summary

Parents influence their children, this is a clear thing. It is also very obvious that children genetic makeup affects their children behavioral characteristics but they are more influenced by the way they are treated by their parents. All societies prescribe certain characteristics that their members are expected to possess and certain things people must not do, if they are to function adequately as members of their society. In considering the role of parents, however, we are mainly concerned with childhood socialization. Societies set different standards for people at different stages of their life cycle, and there are requirements that loom especially large in childhood. These include requirements for children to comply with adult demands, to avoid irritating adults or disrupting their activities, to accept age-appropriate responsibility, and to function as a pleasant, cooperative family member. The purpose of this study was to analyze the impact of parental attitude on socialization of their children. Parent-child relationships are the earliest and most enduring of all interpersonal bonds.

For most children, the relationship that they have with their parents is positive and beneficial and makes a substantial contribution to their overall sense of well-being and capacity for resilience in the face of challenge. Positive parenting contributes to child development in many ways; most notably, it lays the foundation for future relationships with friends, classmates, teachers, and other adults in the community. Parental styles that do not balance responsiveness with demandingness and control generally fall under the umbrella of poor childrearing methods, according to experts in child development. Parental influence has been emphasized at the expense of sources of influence that in fact have great or perhaps greater importance in shaping children's development. Two kinds of influence which critics argue have been underemphasized are genetic predispositions and the influence of peers. Other reasons given by parents were differential treatment of parents, lack of attention, gender biasness, labeling of good or bad and other reasons given by parents are birth order and environmental differences among siblings.

Differential behavior of parents among their children could be major cause of diverse personality of siblings. If role of parents differ among all children then it negatively affects the personality of their children. The role of fathers in child adjustment is relatively under researched as most studies on parenting dimensions have focused on mothers. Stressful events in the family affect each child in different and unique ways. However, certain situations trigger more intense stress reactions and consequences than others. Child maltreatment, whether sexual, physical, or emotional, is among the worst and most intrusive forms of stress. The purpose of the research was to analyze the parental attitude and its impact on the socialization of their children. The main purpose of the research is to find out the role of parenting behavior in socialization of a child and to see the impact of parental expectations on personality development of a child. Another purpose is to find out the reasons of diverse personality of siblings under one parenthood. It has been seen that in many families some kids behave differently from their family. It has been seen that their behavior is delinquent or they are antisocial or they are weak in studies. Those children behave differently from their siblings. Sixty parents from Islamabad (both male and female) were selected on basis of purposive random sampling. Questionnaire was constructed to identify parental perception in order to find out the role of parenting behavior in socialization of a child. The results of findings were; the results of findings were; family is the strongest source of socialization of a child and socialization has more importance than genetic inheritance. Parents agreed that same expectation from their children could have negative effect on the personality development of their children and become the reason of diverse personality of siblings.

4.2 Conclusion

The purpose of the research was to analyze the parental attitude and its impact on the socialization of their children. Through this research the researcher explored the role of parental attitude in socialization of their children and reasons of diverse personalities of their children (siblings). Population of the study was consisted of both the parents, i-e mothers (64%) and fathers (36%) and majority of the respondents were highly educated.

Majority of the parents were of the view that strongest source of socialization of a child is family and socialization is more responsible than genetic inheritance. Majority

of the parents agreed that same expectations and high expectations from their all children negatively affect the personality of a child. Majority of the parents think that their children are not satisfied to their attitude and in which majority thinks that it is due to their unequal treatment. Parents agreed that siblings can have completely opposite personalities and there are many reasons behind that i-e differential behavior of parents, same expectations from all children, gender biasness among siblings, ignorance or lack of attention by the parents, discrimination on the basis of physical appearance and intelligence and imposing a label of good or bad. Mostly parents admitted that they give preference to the demands of their most obedient children on the basis of different reasons. Majority of the parents agreed with all these reasons. Some other reasons other than the above for diverse personality of siblings were given by the majority of parents were birth order and environmental differences. Parents agreed that their same expectations mostly have negative effect on the personality of their children. The research proves the hypothesis that differential behavior of parents negatively affect the personality of their children.

This study explores the parental perception regarding role of parental attitude in socialization of their children. The main purpose of this research was to find out parental perception regarding the role of parenting attitude in socialization of their children, to find out the reasons of diverse personality of siblings and impact of parental expectation on personality development of their children. The research covered the gap and the findings mentioned above. The research will help the parents to understand the affect of their attitude on the personality of their children and how to treat their children according to their capacity. This research shows that equal treatment is not necessary but right treatment is more important. Although majority of the respondents were highly educated but they still lack in knowledge about parenting that to treat their children well and were facing difficulties in socialization of their children. This research will help the parents to understand their own parenting problems and helps to overcome those flaws for the betterment of their children.

4.3 Recommendations for further study

Due to limited time, the current study focuses only on the parental attitude and collected data from parents only to know their perception. There is a need to conduct study which may involve both parents and children from different cities of Pakistan to

better understand the gaps and flaws that are prevailing so that we can get the clear picture and overcome the flaws and gaps to make the parenting process more positively effective.

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APPENDIX

APPENDIX

Parental attitude and its impact on the socialization of their children (siblings)"

Questionnaire

Socioeconomic characteristics:

- Name: _____

- Gender: _____

- Age: _____

- Your Occupation: _____

- Your life partner's occupation: _____

- Total family income(monthly)

10000-50000
5000-100000
100000-150000
150000-200000
200000-250000
250000-300000
or more than that

- Year of marriage: _____

- Marital status with time duration in years:

  a. Married _____ years

  b. Divorced_____years

  c. Separated_____ years

  d. Widow _____ years

- Your level of education: _____

- Your life partner's level of education: _____

- Your family type

  a. Nuclear

  b. Joint

- How many children do you have? _____

- How many boys and girls (write in sequence)?

  a. _____boys

  b. _____girls

- What are the ages of your children (write in sequence)?

- **To find out the role of parental behavior in socialization of a child**

Q: What do you think, is the strongest) source in socialization of a child?

  a. Family

  b. School

  c. Peer

  d. Any other than specify_____

Q: Which is more responsible for a child's behavior?

  a. Genetic inheritance from parents

  b. Socialization

Q: Personality of a child is affected by parenting behavior.
- Agree
- Neutral
- Disagree

Q: Parental behavior is a major source in socialization of a child.

- Agree

- Neutral

- Disagree

Q: Parenting attitude can play major role in opposite personality of siblings.

- Agree

- Neutral

- Disagree

- How_____

Q: "Parental behavior can easily build or destroy the personality of children" Do you agree with the statement?

- Yes

- No

Q: What type of behavior your children have: (more than one option can be marked)

	Obedient (submissive)	Rebellious (disobedient)	aggressive	demanding	any other(specify)	reason
1st child						
2nd child						
3rd child						
4rth child						

Q: Does the attitude of your children differ from each others?

- Yes

- No

If yes what do you think why?

Comment:_____

_____

_____

_____

Q: What expectations do you have from your children?

Comment:_____

_____

_____

_____

Q: How do you motivate your children to behave properly or to be obedient?

- By scolding them

- By beating them

- By counseling them

- By telling them to behave like their obedient sibling

- Or   any   other   way   than
  specify_____

What is their reaction to the any of the above?

- They like it

- They dislike it

Q: Do you give preference to fulfilling the demands of your most obedient child?

- Yes

- No

Q: If yes then why?

Comment:

Q: Does your all children are satisfied with your attitude?

- Yes

- No

If no then do you think that it is due to your unequal treatment

- Agree

- Neutral

- Disagree

Q: Do you have same expectations from your all children?

- Yes

- No

Q: Sometimes parents expect more than a child's strength.

- Agree

- Neutral

- Disagree

Q: High expectations of parents can negatively affect the personality of a child?

- Agree

- Neutral

- Disagree

- **To find out the reasons of diverse personality of siblings under one parenthood**

Q: Siblings can have completely opposite personalities regardless of Same style of parenting

- Agree
- Neutral
- Disagree

Q: Parental attitude plays strong role in negative personality of a child.

- Agree

- Neutral

- Disagree

Q: Differential behavior of parents could be the reason of diverse personality of siblings.

- Agree

- Neutral

- Disagree

Q: Same expectations from all children could be a reason for diverse personality of siblings

- Agree

- Neutral

- Disagree

Q: Gender discrimination could be a reason for diverse personality of siblings

- Agree

- Neutral

- Disagree

Q: Ignorance or lack of attention could be a reason for diverse personality of siblings

- Agree

- Neutral

- Disagree

Q: Sometimes if one child performs more than parent's expectations than the other children feels desolated that could be a reason for diverse personality of siblings.

Do you agree with the statement?

- Yes

- No

Q: Sometimes child's physical appearance can comsume more attention of parents that creates siblings jealousy which could become the reason of diverse personality of siblings.

Do you agree with the statement?

- Yes

- No

Q: Imposing a label of good or bad can also affect the personality of a child positively or negatively.

Do you agree with the statement?

- Yes

- No

Q: In your opinion what could be a reason of diverse personality of siblings?

Comment:_____

_____

_____

Thank you