



PARENTAL SOCIALIZATION FOR EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN IN URBAN SLUMS IN INDIA

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Abstract

This paper aims at concerned about the parental socialization for emotional and social development of children in urban slums in India. Socialization is a process of establishing wider and profound relationships, and inducing the individual into the social and cultural world. People living in slums are also deprived of basic amenities like health, water and electricity. Parents are facing failure in taking it forward to the children who are going to school at primary level. The percentage in education above primary level is decreasing. The magnitude of the situation can be gauged from the fact that on reaching graduation and post-graduation, their number remains negligible. As per data published in government report only four percent of students at the high school level and two percent at the intermediate level are able to continue their education. Only one percent of students have access to graduate level education. Parents occupy the most important place in the development of the child. This study aims at understanding the parental socialization practices, behaviors and beliefs for their child's emotional and social development, in the urban slums of India.

Keywords: Parental socialization, social development, emotional development, child care practices

Introduction

Socialization is a process of establishing wider and profound relationships, and inducing the individual into the social and cultural world. Urbanization is growing rapidly in India. But adequate policies have not been made for this. Thousands of people migrate to cities every day.

Most of them live in the slums of the cities. They go on living year after year, but cannot find a home for themselves. Studies show that poor and slum dwellers are stuck in a vicious cycle of debt and socio-economic stagnation. Thus their standard of living is never improved. Despite changing slum definitions decade after decade, there has been no change in their hellish conditions. People here are also deprived of basic amenities of life. They neither get enough living space nor do they get clean drinking water. The situation is so acute that three-fourth of the slums lack toilets and about one-third have complete drainage and drainage facilities. These settlements do not have a system of removing garbage and habitation. More than half of the children in these settlements are malnourished. Child mortality among families living in these settlements is three times that of urban households living in clean housing and environment. A research done by [McLoyd \(1989\)](#) showed that there are significant influences of the parental job and income loss on the child.

Experience of living on low incomes influence the adults and children in a variety of ways including loss of self-esteem and feelings of powerlessness, damage to present and future health and well-being, feelings of isolation and restricted opportunities and choices [Gibbs, A. \(2001\).](#), [cited in Ridge, 2009](#)). There is a huge gap between the concept and operation of the Rajiv Awas Yojana formulated under the Central Government's program to fulfill the Government's objective of making the urban areas of India slum free. The scheme has raised expectations in various ways during various quarters. Poor and homeless People who had been hoping for some kind of shelter for themselves since independence are now hoping to turn this plan into reality. The real estate lobby, which had been in fear for half a decade ago, that this bubble of housing scheme is going to erupt at any time, they are now looking for wide concessions and incentives in this area. Similarly, the banking sector is also seeing huge earning potential through residential advancements. The most happy urban middle class and wealthy people have been happy with this scheme. They feel that this will save their cities from unhealthy conditions like law and order, filth, the problems usually associated with slums. They have nothing to do with whether the scheme should be completed by removing slums or by upgrading these settlements at the same place.

Meaning and definition of slum in India

A **slum** is a highly populated urban residential area consisting mostly of closely packed, decrepit housing units in a situation of deteriorated or incomplete infrastructure, inhabited primarily by impoverished persons. A total of 65.49 million populations living in 13.9 million households have been enumerated in slums of 2613 cities/towns spread across 31 States and Union Territories in the 2011 Census of India. The slum population enumerated constitutes 5.4 % of the total population of

the country and 17.4% of the total urban population of all the States and Union Territories against 82.6 % of the non-slum urban population in 2011. According to **UN-Habitat**, around 33% of the urban population in the developing world in 2012, or about 863 million people, lived in slums.

Proportion of Slum Households in Metros – 2011 Census

Million Plus Cities	Proportion of Slum HHs to Total Urban HHs (%)
Greater Mumbai (M Corp.)	41.3
Kolkata (M Corp.)	29.6
Chennai (M Corp.)	28.5
Delhi Municipal Corp (U)	14.6
BBMP (M Corp.)	8.5

Literature Review

Review of related literature is helpful to the researcher basically in the ways. Firstly it informs the researcher about what has already been done in a particular field. **Mukhopadhyay (1997)** in her study aims at knowing the state of literacy in slum & to compare it with the rest of Calcutta's literacy rate as well as to find out the state of primary education in slums. **Das et, al. (2012)** focus on physical and living condition of slum and its problems. The findings of the study reveal temporary and illegal housing and unhygienic living conditions under the railway. The social and cultural reasons also effect the educational situations of the slum areas. **Priya & Kanaga (2013)** concluded that social work intervention is very essential for young children and their families in slums to enhance their family environment, since family is the first socializing agent of the child. **Gouda and Sekher (2014)** in the paper on school dropout in India tried to show the differentials and factors associated with school dropouts in India. The study suggests that unless and until there is a considerable improvement in the economic status of the households and change in the social attitudes of parents, still achieving the goal of universalization of school education will remain a major challenge for India. **Singh (2016)** examines and analyses the effects of school, teachers and home factors on learning outcomes in elementary schools in the urban slums areas of Varanasi city. The results of the study revealed positive effect on learning outcomes of both school and

home factors. Baite et.al (2017) suggest that factors behind poor educational scenario of the children of slum were financial constraints, un-conducive environment, lack of interest in studies, early marriage of girls etc. Gogoi (2016) reflects that 45.7% of slum dwellers are illiterate and does not encourage child education. Beynon, C. M. (2009). concludes that most of the times slum youths are roaming around the neighbouring areas & take alcohol and drugs.

Objective of the study

- To study the parental socialisation for developing slums child in India
- To analyse factors affecting social development of slums child in India
- To identify the major educational problems faced by the slum children in India

Parenting, Context and Child development

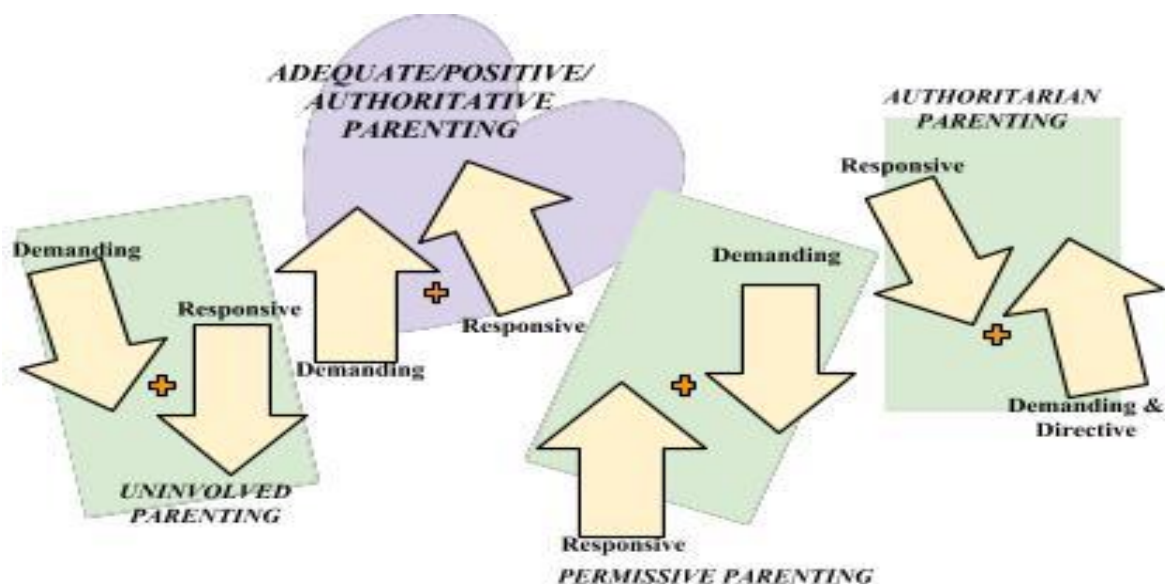
Parental behaviour is considered to have been revolving around three important aspects: (a) ‘monitoring behaviour’ shows the levels of awareness a parent has about their own child, (b) ‘nurturance behaviour’ involves the supportive attitude and behaviour of the parent to help the child’s intellectual and overall development, and (c) ‘inconsistent disciplining’ is about the practices a parent follows to manage the child’s inappropriate behaviour (<http://www.statcan.gc.ca/pub/81-004-x/2011004/def/parental-parental-eng.htm>). For any parental behaviour to take place there is always an emphasis on the parent-child bond or interaction, which is influenced by the emotional climate of the child. Figure 1 shows different parenting styles which reflect the differences in the emotional climate of the child as well as the parental behaviour by explaining four different parenting styles: authoritative, authoritarian, permissive and uninvolved parenting.

Socio-Economic Conditions of Slums in India

The common meaning of a slum is to deal with all kinds of difficulties such as a poor housing system and a dirty environment and environment. It is very difficult to define a general definition of slum as the slums are established according to the economic condition of each country. Small rooms, rough houses made of tile and bamboo, houses built of tin sheds, small wooden houses it is difficult to determine a definite environment for the origin of settlements at one place. Thousands of children living in slums are unfortunate victims of exploitation. Their physical, mental and emotional development is hampered right from the time of birth. Socio-economic conditions of slum dwellers indicated that a majority of slum dwellers were migrants from different places, and were of unskilled with low occupational status and low incomes.

Different parenting styles (Baumrind, 1971, 1991)

Parent's own developmental history and resultant personal psychological resources, characteristics of the family and child, and the contextual sources of stress and support play a major role in determining the adequate parenting, according to Belsky and Vondra (1989).



What should be done?

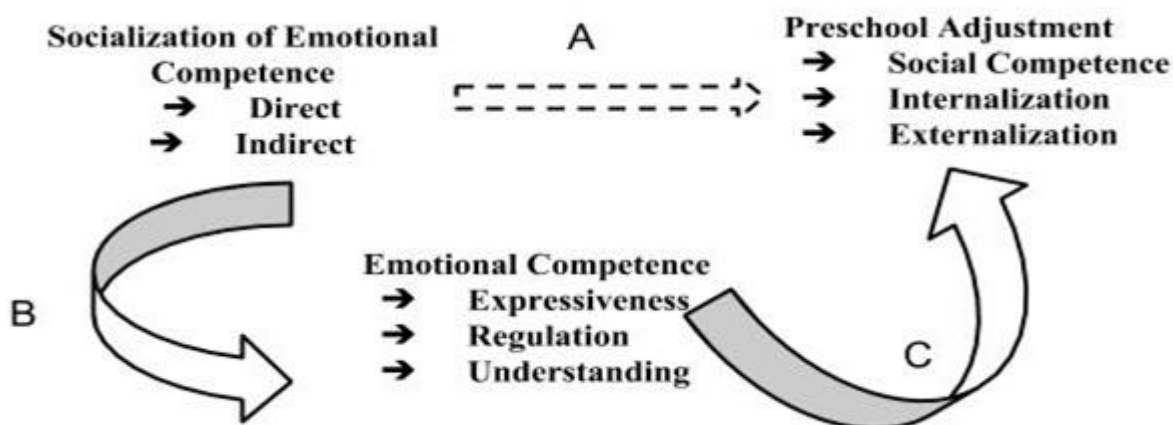
- First of all, the exact figures of those living in temporary poor settlements should be known. The definition of these settlements is liquid, which does not count many. The 2011 census shows the number of people living in poor settlements is 6.5 crores. This is very different from the figure of 1.04 crore given in UN-Habitat 2014.
- Policies made for poor settlements are related to building construction, restoration or development of multi-storey buildings around these settlements. These policies have nothing to do with the economic-social dissatisfaction of the people living in the settlements. This was revealed by the two schemes brought to Bangalore. Netherlands, America and a local NGO after surveying these settlements reported that 70 percent of the families living in them are burdened with debt. These people borrow money at a huge rate of interest, and are unable to meet even the basic needs like electricity and water while paying it.
- In its survey, Duke University of America said that seven out of ten families living in these settlements have been living here for four generations. Even after leaving here, they were forced to live in a more slum. Much less work is being done for these settlements than development works in other areas of cities.

- Notwithstanding the constant government efforts to improve education, it is painful not to improve the standard of living of the urban poor. This can be directly related to the change in new jobs. Under the present conditions, young people who get graduate or technical certificate are able to get low paid jobs. Therefore, the income of youth living in these settlements is less than that of other youth.

Physiology and Emotional development

The physiological researches also suggest that the stress early in life leads to increased activation of hypothalamic-pituitary axis system which loses its resiliency over time (Miller, G. E., Chen, E., & Zhou, E. S. (2007)). Thus, stress in the form of maternal separation or unresponsive parenting may lead to reactivity to stressful events among children later in life. Difficulty in feeling empathetic towards others also reduces the likelihood of children experiencing guilt or discomfort when they cause harm to others (Fonagy et al., 1997). According to Bowlby (1969), affect and emotions are the 'appraising processes'. Any sorts of sensory inputs must be appraised or interpreted for them to be useful.

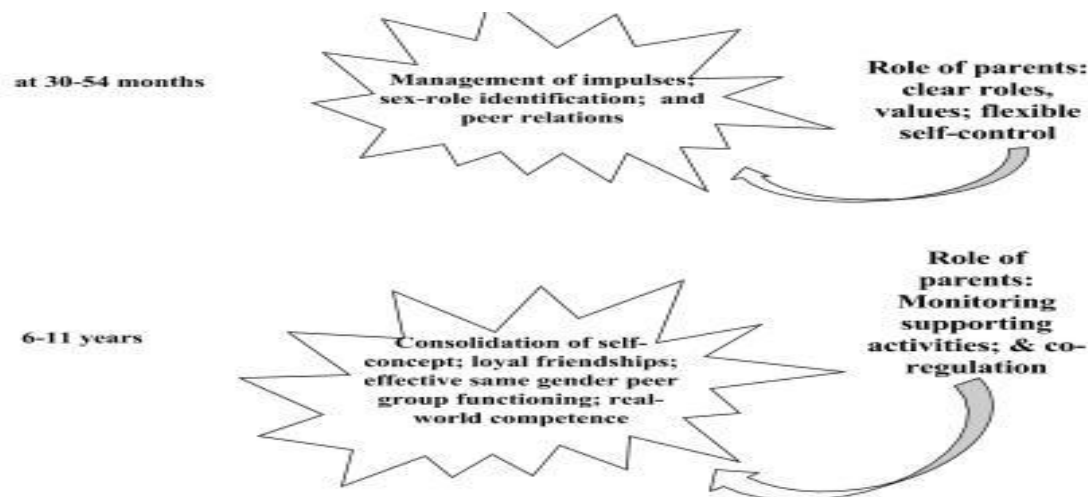
Conceptualization of Socialization of Emotions and Competencies (Mirabile, 2010)



This figure describes the theoretical model which guides the present investigation, and specifically highlights parental socialization of emotional competence and children's emotional competence are interrelated. In a study done by Seymour (1983) in Bhubaneswar (India), two different hypotheses concerning the effects of household structure on expression of affect were examined: (a) cross-cultural test of the 'extended household-emotional control' hypothesis, which received directional but non-significant support but also pointed to an association between multi-family households and socialization permissiveness, and (b) the 'multiple caretaker-diffusion of affect' hypothesis. It was

seen that the maternal control was reduced as one moved from nuclear to supplementary nuclear to joint households. The children of extended households were subject to lower demands. While expressions of positive affect were not lower, they were distributed among more persons, thereby reducing the exclusiveness of parent-child relationships.

Issues in the developmental stages for the children, and role of parents (Sroufe, 1997)



This diagram highlights the developmental milestones at these specific age groups and the role the parents or caregivers have in such development. This theory also addresses the difference between individuals on their emotional makeup and the reasons behind it, where he argues that normative patterns of growth, and the emergence and consolidation of individual expression and regulation are complementary parts of the whole of emotional development. It is highlighted that physiological regulation, management of tension, and establishing an effective attachment are key developmental issues in the first year, while emotional regulation, gender identity, and developing peer friendships are central tasks during preschool years.

According to a survey done by BMC 2005-06, the total population of Mumbai is 1.25 crore, out of which 20% of the people are below poverty line (BPL), that amounts to 25 lakh people in all. Simpreet Singh, one of the activists, also claims that the figure of 20% BPL families is just a face value, where more than 60% of people are still living in the slums of the city. Comparing the statistics obtained from various census of the city's population over the years, it has also been predominant that migration is a false hypothesis still assumed by people as a reason for these increased rates of poverty, as the levels of migration have been found quite stable since 1970s.

Conclusion

This study is about the parental socialization practices, behaviours and beliefs for the emotional and social development of the children in Urban Slums. It is understood by the psychologists that the socialization of emotions among children first began in the family, and then with the development of social competencies of the children it expands to the social sphere including the peer groups, neighbours and people around. The major themes of this study revolve around the parental behaviours for social and emotional development of the children. **Daly, M., & Abela, A. (2007).** had highlighted that the major conflict in parenting lied in understanding the best use of parental control as support to the children, rather than as a premise of exercising authority over the children to expect compliance. Another important theme that emerged suggested that the parental socialization behaviours and practices centred essentially on teaching their children socially acceptable behaviour. Through the findings related to the context of the urban slums of India, it was observed that the basic theoretical frameworks of parenting and poverty aptly described some emerging themes. Various researches on parenting behaviour had suggested that a reasoning, warm and affectionate parent-child relationship along with power assertion worked well for socialization of children.

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