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Youth Perception of Gender Differences in Parenting:

A Case Study of Satellite Town Rawalpindi



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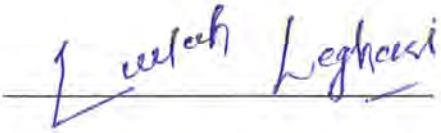
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Dedicated to ...

My loving parents, caring siblings and dear friends.

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Abstract

The current research significantly falls in the domain of Psychological Anthropology. This study has focused on parent-youth relationship and how the youth understands parenting phenomenon. It was known from the current study that parents behavior, attitude and parenting styles played an important role in shaping youth conduct, thinking patterns and point of views. A study was performed with 40 adolescents (also known as teens or youth) females and males, as well as adults since the sample was chosen between the age range from 15 to 29 years from the area of F block Satellite town Rawalpindi. It aimed to investigate youth understanding of gender differences in parenting and how they perceive parenthood roles and responsibilities carried towards them. Research methodology including sampling, in depth interviewing, case studies and participant observation were used to have insight of youth understanding of the term parenting, parental warmth and affection, parental influence, parental control, and parenting styles which are used. Results have shown that youth feels more comfortable when there is friendliness, frankness, element of trust and appropriate space between parents and youth. It was also known that if anger and feeling of being rejected by parents prevail, youth may hesitate in sharing and communicating with their parents. Youth is also influenced by the behavior and ways of parents, how parents deal with certain situations or with youth themselves. Even in this time of life many of them reported to be controlled by their parents in various matters and activities where as autonomy was also given by some parents to the youth.

KEY WORDS: parenting, control, gender differences, youth, affection

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1. INTRODUCTION

In the late 20th century the term parenthood is found to be undergoing a profound and significant transformation in almost every part of the globe. There had also been a major shift in the language used in the social sciences to refer to human parenting. Twenty years ago, parenting meant mothering, and moreover the studies conducted frankly labeled their subject “mothers” besides anyone quickly learned that all the subjects were women, although the title referred solely to parents. A decade ago, one also started to see the label “care giver”, most likely to project the belief that parenting can be done not only by fathers as well mothers, but by non parent surrogates too (Lewis & Rosenblum, 1974).

Anthropologists have observed from a long time, that among the list of people who have taken up the role of child socializers, mother and father are considered to be the most significant social relations (Whiting & Whiting, 1978) and furthermore among the factors of ‘child-rearing environment’ parental behavior is considered to be one important part of it.

It has been known that the dependency between parents and children is a lifetime procedure that has its onset at the time of conception and endures all through the phase of adulthood. The subject of ‘nature versus nurture’ is repeatedly dealt with in both anthropology and psychology. A child’s way of living, personality and self concept is said to be influenced by the potential environment, while on the other hand it has been believed by the psychologist that these things are also inherited by the child. The parents of the child for the greatest part are considered to be the most important people in their lives, until they reach their teen years (Chang, 2007).

According to Chang (2007), nearly all children as well as adults are said to rely upon their parents for the provision of food, finances, shelter, and companionship. A considerable influence on children’s personality and attitudes can be caused by the love of parents and at the same time the punishments given by them.

It has been seen in the western world that some children during the phase of teenage hold this believe, that they have developed a sense of self, and would prefer to live away from parents independently on their own. On the other hand teenagers are of the view, that real independence in the teen phase of their life can be hindered if they will show dependency on their parents in other matters of life. Hence due to this reason, gradually the need for independence by teens and the will and wishes of teen parents lasts in conflict (Chang, 2007).

Diverse ways of different psychosocial trials as well as realization and understanding of it for parents is brought by every stage of child's development. Both the parents during the phase of their child's infancy, come across the pleasure of getting acquainted with a newborn who is just on his way to take form of a new person, and beside that the parents go through a tremendous responsibility of giving their infant the supportive care. However during preschool years, the matter of authority over the child as well as between the spouses, remain one of the main challenges. It has also been identified that the financial concerns and problems, increased household chores, and changing role of parents, remain one of the major reasons to cause an obvious clash and disagreement, which is said to be greater during the preschool years, between the husband and wife as well as between parent and child. Nonetheless the teenagers with the beginning of adolescent phase give rise to different parenting issues, as they demand their rights of adulthood as well as recurrent questions related with parental values, beliefs and competency (Steinberg, 2002).

The relationship between children and parents is affected by many factors and thus these reasons can also vary in due course. Changes in the composition and size of the household as well as its communication and interactions with the outside world can have an effect on the experiences of children growing up inside that environment. Likewise, changes in the roles of parents or servants, for instance, may affect the socialization of the young by the family unit. Furthermore some changes in the perceptions of the nature of children or child's suitable role in society is expected to influence their dealings with parents and other adults (Vinovskis, 1983)

As long as the parents and adolescents are living together under the same roof, some absolute clashes do take place in most families. Adolescents both male and female in general believe that they should be approved of the privileges of adult status, much earlier and more considerably, than parents do (Holmbeck & O' Donnell, 1991). This difference of opinion over status and age rises from the generational stake. Twenty years old youth believe that controversies between themselves and their parents involves basic values such as personal privacy and freedom, which must not be interfered by parents (Holmbeck & O' Donnell, 1991).

As known from the research findings, absolute freedom is asserted and claimed by the adolescents and besides, they also have a tendency to detach themselves from their parents, once the physical, cognitive and social maturation is attained (Alessandri & Wozniak 1989; Feldman & Gehring 1988).

Parents also believe that the same issues (sleeping late on weekends, engaging in long telephone conversations, wearing tight revealing clothes, and leaving one's room in a mess) ought to be within parents authority, since they have concern for the child's well being at their heart. However few parents can make a critical comment about the dirty socks on the floor, and few adolescents can calmly listen to "expressions of concern" without feeling that they are unfairly judged (Smetana & Asquith, 1994).

1.1 Statement of the Problem

The aim of the study is to find out the perception and understanding of youth regarding gender differences in parenting exercised with them. How youth define the term "parenting" as well as the parental roles associated with it. Furthermore it will explore the authority and influence of parents in different activities of their young ones as well as parental control, parental warmth and eventually the acceptance of the youth's autonomy.

Parental practices that have been a concern of many studies, has constantly revealed that there are two basic dimensions of parenting: affection and control (Baumrind, 1975; Maccoby & Martin, 1983; Schaefer, 1965). Emotional bonding functions as the

first dimension that takes place between the parents and children, while in the second dimension, parents play their dynamic role in teaching respect for the rules and social gatherings, along with making certain the positive and successful social mixings which continue till the later phases of life.

1.2 Research Objectives

- To identify youth definition of parenting.
- To investigate gender differences in parental warmth and influence
- To find out both the parental control and one's own control
- To explore youth perception of the parenting style exercised by their parents.

1.3 Significance of the Study

The study notably falls in the domain of Psychological Anthropology and the current research will present novel information about parenting behaviors practiced with the youth and significantly youth understanding and perception of parenting exercised with them. The majority of past researches involving parenting have focused their studies only on young children furthermore only marginalized work on it has been done in the department of Anthropology, QAU. This study has particularly chosen youth as sample, since 'youth bulge' has been one of the most important focus of our country and the abundant one population wise. Current study has also focused on teenagers as well as the adult phase of life under the study of parenting. It is also designed to explore the most commonly reported parenting style being exercised and in addition some parental roles which the youth perceives are practiced by their parents.

The majority of the current western studies have in general focused on the gender differences in parenting during the phase of infancy, early childhood, and middle childhood, whereas regarding adolescents there are relatively a small number of studies when addressing the topic of gender differences in parenting (Collins & Russell, 1991; Lamb, 1987). However it has been known, that the results of such studies remain ambiguous as well as indefinite, and furthermore they go for this

general belief that between mother and child interactions, there is more warmth and responsiveness as compared to the interactions between father and child which is not considered that much stronger (Collins & Russell, 1991; Russell & Russell, 1987, 1989). My study has also revealed that there are also those fathers who have exhibited warmth, affection as well as involvement factor in them, towards their offspring's as compared to the mothers.

1.4 Outline of the Thesis

The study comprises chapters on Introduction, Literature Review, Research Methodology which further involves area profile on Satellite Town Rawalpindi. Furthermore the research addresses chapters such as Parental Warmth and Affection, Parental Influence, Parental Control, Parenting styles and Parent-Youth expectations. Lastly the chapter on Summary and Conclusion as well as Suggestions and Limitations.

2. LITERATURE REVIEW

The child rearing practices that are being exercised by the parents can be determined by parent's own cultural inheritance. On the other hand gender roles are said to be the beliefs about the manners and conduct, according to which the individual, familial, community roles according to the society are gender defined (Slavkin & Stright, 2000). It has been understood, that there are major traditional gender roles, which are considered to be common in traditional families in which generally the breadwinner is mostly the male figure of the house, and the childcare and housekeeping tasks is associated with the females. In such set up, masculinity is being defined as independent, forceful, and aggressive where as being caring, thoughtful, and emotive traits are associated with femininity (Slavkin & Stright, 2000).

It is known that mutual independence and interconnection, social grouping, harmony and unity within groups, and modesty at personal level are incredibly emphasized by the societies of Asia (Wang & Leichtman, 2000). Then again in some cultures specifically Eastern, religion and culture are frequently intertwined, and children are raised with this belief and expectation that compliance and approval of the elders permission and domination is a sort of obligation (Stewart et al., 1999).

Commonly it is understood and established from the studies that mothers are believed to spend more time in looking after their children than fathers do (Craig, 2006). Because of this it is held, that emotional closeness is felt more between mother-child than between father and child because the child has spent more time with their mothers. On the other hand the effects of child's attachment with the father as compared to mothers, have also been studied by the researchers. Regardless of what people may think, the relationship of fathers with their children is very essential and vital. Dalton, Horbury, and Kitzmann (2006) asserted, that the worth of current relationships with a romantic partner were associated with father's parenting rather than that of mothers. Moreover the view of oneself as being able to build close and secure relationships was also linked with father's parenting.

Another study by Craig (2006) yielded the noteworthy results. As usual it was found that mothers unlike fathers not only spend overall time but were also involved more in multitasks i-e., considerable physical labor, along with an inflexible timetable and still expectedly tend to spend more time alone with their children and furthermore on the whole exhibited substantial responsibility for their children. In case of fathers, it was found that they tend to spend more time by playing with their children, connecting themselves by having discussions and talks with them, involving themselves in educational and pastime activities and other sort of caring. Apart from this, mother as compared to fathers, still tend to spend twice to thrice as much time more with their children (Baxter, 2002; Yeung, Sandberg, Davis & Hofferth, 2001).

In psychological anthropology, the relation between parenting and individual identity are considered to be the fundamental subject matter (Bock 1988; Ingham 1996; Whiting and Whiting 1978). Other main themes in this field of anthropology includes how parental behavior is influenced by the cultural context, that consequently plays its role in the socialization of adult intercultural diversity, and besides this other major topic of concern remain the comparative significance of universalism versus relativism (Hinton 1999; Quinn 2005; Wallace 1970).

Eventually different opinions are held by the parents in the matter of how their children should be controlled or socialized as well as the level involved in doing it, besides it is understood and held by many that every parents major role is to educate, monitor and have positive effect on their children (Niaraki & Rahimi, 2013).

2.1 Childhood: Anthropological Aspects

The most significant influence in human development are the cultural settings according to the anthropologists, in which the infant is deemed to grow up and develop. The focal point of questioning is how, when and by whom children are regarded, appreciated, nourished or loved, motivated, disciplined by punishment, provided with means, and so forth, and how these all things vary so extensively across human societies. In studying the perspective of childhood, biological, psychological

and cultural anthropologist work together, in view of the fact that to understand childhood it is comprehended that biology, mind and culture all are needed (Weisner, 1996).

The developmental niche of childhood is studied by the anthropologist which involves studying physical and social settings on daily basis, cultural practices of caring, and the cultural models of parenthood that play their role in shaping the psychology of caretakers and eventually guide their behavior such as their aims, plans, and basis for parenting and being a child (Harkness & Super 1996)

In anthropology, a wide range of childhood perspectives prevail. It is held by one of the views, that children learn and continue to carry those set of norms and customs which were used to socialize them. Children are small adults in this process of nature, who are prepared as the receivers of traditions, with parents and the adults of society playing their role to mold them. And by doing so they aim to assure stability in cultural and moral teachings as well as learning the need of proficiency and capabilities for continuing to exist in the environment of the society, complying with customs and traditions, suitable conduct and respect for elders in manners and through gender roles (Weisner, 1996).

2.2 Culture and Personality

In 1920s and 1930s, culture and personality school of thought emerged under the influence of Franz Boas and the relation between personality, individual and culture were explored. In the first half of 20th century ‘culture and personality’ (Benedict, 1934; Kardiner, 1939; Dubois, 1944) surfaced as a significant field, which was primarily directed by psychologist, anthropologists who were psychoanalytic-oriented and psychiatrist. This school of thought is also referred to Psychological Anthropology. The major proposals by ‘culture and personality’ as reviewed recently by Church and Ortiz (2005) and LeVine (2001), holds the following prepositions:

(1) Distinctive ethos are inherited by every culture, and every participant who belongs to that culture incorporate those ethos which eventually leads them in developing an

equivalent personality structure (the uniformity assumption), which is believed to be common to each of them.

(2) Experiences of childhood that are profoundly shaped by culture, can be associated to adult personality patterns that are deemed as predictable (the continuity assumption).

(3) The characteristics of adult personality that prevail in a nation has a direct effect on its culture, social and historical trends, psychopathology and institutions.

Theorist who belonged to the school of culture and personality maintained that personality patterns are created by the process of socialization. It helps in shaping person's behaviors, feelings, cultural values, cognitions, and norms so that they could fit and adjust into the society and act as a beneficial and valuable member of the society and surroundings. More work was later on added by Margaret Mead and Ruth Benedict, who played their role in developing the 'culture and personality' school of thought. 'Coming of Age of Samoa' the profound work of Margaret Mead (1928) presented the relation between culture and personality as being a persistently primary and significant (Winthrop, 1991)

2.3 Margaret Mead Views On Parent-Adolescent Relation

The increase in quick social change, pluralistic value systems, and modern technology has made the world look as if it is full of complexes and too unpredictable to adolescents to present them with a stable frame of reference.

Mead (1950) is of the view that close family ties should be loosened to give adolescents more freedom so that they might take their own decisions as well as live their lives according to themselves. Mead (1950), feels that adolescent-parent conflict and tension can be reduced if the parents will expect their adolescents to be less reliant, less compliant as well as enduring the individual differences in the family.

2.4 Parent-Child Relations over the Life Span in Different Cultural Contexts

For anthropologists the theme of culture and parenting has been a subject of interest for a long time (Harkness & Super, 2001), but it is also known that in psychological research and opinions this topic of concern has just lately arrived (Bornstein, 1991; Goodnow & Collins, 1990; Sigel et al., 1992). Anthropologists and developmentalists working cross-culturally have long claimed that parents knowingly cultivate the skills that are considered necessary for their children for the kind of lives they expect them to lead (Harkness & Super, 1996).

Review on the *parent-child relations in childhood and adolescence* in diverse cultures show a significant variation in numerous aspects, for instance in parenting, beliefs, interactions, and relationship quality (e.g., the famous 6- culture-study by anthropologist Whiting & Whiting, 1975; the volume edited by Roopnarine & Carter, 1992; the meta-analysis on attachment concerned interactions by Ijzendoorn & Kroonenberg, 1988; the systematic study of differences in Asian and Western contexts by Rothbaum et al., 2000; the review by Trommsdorff & Kornadt, 2003). These studies have their focus on childhood and adolescence (at times referring to the pre-natal period). The change and shift of parent-child relations from childhood to adolescence and the connected developmental tasks for children and parents vary among cultures (cf. the review on anthropological studies by Dasen, in press; Brown, Larson & Saraswathi, 2002; or the empirical multicultural study by Trommsdorff, 1995). These studies inquire the assumption, such as, that the struggling for autonomy is the most significant task in adolescence influencing the quality of parent-child relations.

Only a small number of studies deal with relations between *adult children and their old parents* in different cultures and also exhibit significant diversity. For instance, some anthropological studies on the relations over three generations, including grandparents, demonstrate a substantial diversity among different cultures in such relationships. The early studies of *grandparents' relation to grandchildren* by

Radcliffe-Brown (1940) explain it as relaxed "joking relationship" quite the opposite to more tense relations between parents and their children.

2.5 Parents-Infant Relation

While the researchers observed and studied mothers, fathers and infants, interested differences were discovered. It was found that infants looked up to fathers for excitement and fun whereas to mothers for ease and comfort. In comparison to mothers' play, fathers' play is found to be more loud, emotionally energetic, physical, and idiosyncratic (Fagot, 1997). Without any surprise, young infants in general were found to laugh and cry more, while playing with their fathers.

In the likelihood, the additional physical play of fathers assist the children to master their motor skills, enhance them as well as develop muscle control. It was also discovered that play with father was also a factor in the growth of social skills and emotional expressions (Pellegrini & Smith, 1998).

Apart from the information that fathers are good playmates does not mean that they are restricted to that position and role only, but fathers are pretty skilled in providing essential emotional and cognitive nurturing, talking in motherese way like a native, and developing a secure relationship, equally as secondary caregivers and so as the primary ones.

2.6 Parents-Infant Attachment

It can be said that the pattern of an infant's attachment may possibly be a preview of the social and personality development of the child in the years to come. Securely attached infants have a propensity to become children who interact with teachers in sociable, friendly and appropriate ways, who tend to seek help when they need it, and are also competent in a wide range of cognitive and social skills (Belsky & Cassidy, 1995; Fagot, 1997).

Attachment on the other hand is not the cause, but a sign, a symptom, and sometimes considered as a predictor of the direction of the child's development. Attachment commonly denotes to the nature of the relationship between child and caregiver, and that generally continues, through childhood (Steinberg, 2002).

Therefore, a child who is said to be insecurely attached at the age of one, may possibly become securely attached by the age of two, and so this will significantly brighten any long-term predictions about personality. On the contrary, disturbance in the family, such as divorce or abuse, can shake or lose an early secure attachment (Beckwith et al., 1999). It is considered that the temperament of children as compared to the parents care giving patterns, appear to affect the parent-child connection (Rosen & Burke, 1999).

Conformity and confidence are the major factors which result from secure attachment and is also exhibited foremost by the infants attempt for remaining close to their caregiver and then infant's enthusiasm to look for his surroundings which eventually holds equal importance. The child in this phase is all set to try new things and risk ahead, since the caregiver serves as the secure base and as a mean of exploration in such a relationship. For example, a child might climb down from the lap of his caregiver to play with a toy, but from time to time may look back to assure the caregiver's presence and furthermore indulge in repeating some syllables, or go back for a hug. This is a step further than social referencing; it is reestablishing contact (Ainsworth, 1973). By contrast, insecure attachment is marked by an infant's fear, anxiety, anger, or seeming indifferent toward a caregiver. The insecurely attached child to a good deal shows less confidence, possibly being unwilling to let go of the caregiver's arms or perhaps playing in a meaningless way without trying to uphold contact with the caregiver (Ainsworth, 1973).

2.7 Parent-Adolescent Relation

During the phase of puberty, adolescents change significantly and the parents-adolescents expectations generally appear violated. Most of the parents witness their compliant child changing into somebody who is non-compliant, ready to oppose, and

resistant to standards set by parents. Because of this parents usually get tough and in order to conform parental standard exert more demands on the adolescents. Young adolescents are also expected by many parents to act as a mature person within 10 to 15 minutes, without even realizing that from childhood to adulthood, the transition phase is a long journey (Santrock, 2001).

On the other hand, parents generally deal with the adolescents misbehaviors more proficiently and composedly, once they accept that adolescents take a substantial time to get it right, as compared to those parents who insist on instant compliance to the standards set by them (Santrock, 2001).

2.7.1 Parents as Managers

Assisting youth and children to control their feelings remain one of the major parenting concerns. One of the chief role that can be played by parents is being the managers of the decisions that are taken by their young ones, acting as the supervisor of the child's social relationships, as well as being the one who initiate and direct them in the society (Parke & Buriel, 1998). It has also been known that as compared to fathers, mothers are more likely to have supervisory or managerial position in the process of parenting particularly during the period of infancy through childhood. The selection of friends by adolescents, their social surroundings, and leisure interest also comes in the process of parental monitoring which involves parents supervising their adolescents in these choices (Santrock, 2001)

2.7.2 Being Criticized by Parents

Adolescents have been asked about the extent to which their parents criticize their behavior and attitude (Harris & Howard, 1984). It was reported by both the boys and girls that for being defiant, sluggish, untidy, careless as well as being not enough motivated, they have been condemned by their parents. Frequently the girls have been criticized more for being silly, showing less gratitude, argumentative and inflexible or obstinate. Boys on the other hand are generally criticized for being disobedient, not

involving themselves in tasks, being impulsive, distant and having undesirable friends.

As indicated by the traditional sex roles, being the breadwinners and hardworking are the traits that are expected from males whereas being mature, obedient, and caring are the characteristics expected from females (Nollar & Callan, 1991).

Adolescents with most positive self-image had parents who usually showed acceptance, and were not much critical. However, those adolescents with the most negative self-image were the ones whose parents were highly critical and not very accepting. In other words those adolescents had more negative self image, whose parents showed greater level of criticism and less acceptance (Nollar & Callan, 1991).

2.7.3 Parent-Adolescent Conflict

It is a commonly held believe that parents and adolescents have been separated by a massive gulf that is termed as generation gap, which means that the attitudes and values as held by the adolescents come increasingly in clash with those asserted by their parents. On the other hand, the generation gap for the greatest part remain a stereotype. Such as on the matters of accomplishments, worth of hardworking, career oriented ambitions, plus beliefs regarding politics and similar religious views, most parents and adolescents share beliefs that remain the same (Gecas & Seff, 1990). However for many parents, the adolescents sense of responsibility and quest for autonomy give rise to conflict and confusion. Teenager are perceived by their parents by moving away from their control. Because of this the parents have this recurrent urge to control the adolescents in massive way as they begin seek personal responsibility and independence for themselves.

Frequently, the urge is to take stronger control as the adolescents seek autonomy and personal responsibility. Teenagers are also expected to spend quality time with the family, listen to the advice of their parents, and grow up in a way and do what is considered to be right, and when these expectations are not fulfilled, parents become bothered (Santrock, 2001).

On daily basis, the family life events, that is dressing in a tidy way, having the cupboard and bedroom clean, getting back home in precise time and avoiding talking on the phone constantly are a cause of a great deal to conflict (Holmbeck,1996). However literature holds the claim that conflict is an essential and predictable part of parent-adolescent relationship. On the contrary, even though conflicts are natural and common during this phase, they are not essentially problematic for these relationships. Conflicts between adolescents and parents in nearly all families are quite uncommon, short lived, and mild in intensity (Montemayor, 1986).

An efficient method for solving conflict is to engage in mutual decision making and to show respect for the teenager's point of view. Furthermore mutual understanding and respect between parents and children, realistic and consistent rule enforcement, as well as interest and participation in the teen's activities will smooth the progress of resolving slight differences and reduce conflicts (Turner & Welch, 2012)

2.7.4 Parent-Adolescent Communication

Communication is said to begin with one's adolescent in cradle. Parents set off to communicate with their infants by naturally responding to their wide range of behaviors, such as touching of genitals or simply crying. The tone of voice used by the parents, their facial expressions, and particular answers to a preschoolers questions in addition can have effect on the direction in which a communication system can take place. To sum up, by the time a child reaches adolescence, the communications system prevailing in the family by now can be explained as open or closed, verifying how the teenager will feel in talking openly about their other matters and problems with the parents (Hamner & Turner, 1990).

On the other hand, the family's communication system is essential in affecting adolescent's willingness to disclose themselves (sharing personal information about themselves with others). Disclosure in spite of risk and openness to positive feedback has been recognized as an important characteristics of the relationship between parents and teenagers (Klos & Peddock, 1978).

Disclosure by adolescents has been linked with positive feelings toward parents and highly correlated with adolescents' perception of their parents as warm, affectionate, nurturant. Additionally both disclosure and openness to feedback were considerably associated with the adolescents perceiving their parents as casual and easygoing in spite of strict and disciplinary (Klos & Peddock, 1978; Snalk & Rothblum, 1979).

2.7.5 Adolescents Perception of their Parents

One feature of the parent adolescent conflict that cannot be overlooked is the differential relationships that take place regarding the sex of the parent and sex of the child. Traditionally mothers have been more active participants in child rearing for both boys and girls as compared to fathers. It has been indicated that relationship with fathers are crucial for the healthy development of both adolescent boys and girls. Boys who tend to get less than adequate affection from fathers are less secure, less self-confident, and more distant from their fathers (Hamner & Turner, 1990)

Those parents who are perceived by their adolescents as affectionate, friendly, kind and devoted, seem to report to the nonexistent delinquent behavior as well as disturbance. However if these perceptions are not present, depressions among adolescents is more prevalent (Blatt et al., 1979) and delinquency is more common (Smith & Walters, 1978). Fathers as well as mothers have influence on adolescent behaviors.

Treatment of adolescents that is harsh, illogically random, and abusive is strongly associated with antisocial rather than prosocial aggression. Punitive approaches to discipline (including verbal and physical abuse and unreasonable deprivation of privileges) are linked with low expressions of guilt and an external orientation to transgression and noncompliance (Baumrind, 1978).

2.8 Baumrind's Parenting Styles

Baumrind's (1971) authoritative-authoritarian-permissive parenting model in the early 1980's was highly praised in the field of child development and it played its role

mostly in the studies of parents' influence on the development of child (Darling & Steinberg, 1993). The approach of Baumrind (1971) being merged with that of behaviorist resulted in focusing on the subject of reinforcement. Later on Baumrind's "permissive style" was further divided into 'neglectful' and "indulgent" style of parenting by Maccoby and Martin (1983).

According to Maccoby and Martin (1983) and Baumrind (1971), child-rearing practices or parenting styles are identified by two dimensions: parental demandingness and responsiveness. The first dimension i-e., the demandingness is concerned with the commands or claim that parents make on their children so that they may fit into the family system by means of their maturity demands, through supervision and monitoring as well as efforts to discipline them and eventually parents devotion for dealing with the child who refuse to comply. In contrast when parents carefully advocate the individuality of their children, support them in self-assertion and self-regulation, show them their agreement, become accommodating as well as give regard to child's needs that are exclusive then these such features are claimed to be a part of responsiveness dimension. Lastly when parents show interest and involvement in the activities of their child, listen to them and are also being supportive, then it is referred to as parental warmth (Broderick & Blewitt, 2003).

2.8.1 Authoritarian Parenting

Authoritative, authoritarian, permissive/indulgent are generally the three types of parenting styles according to Baumrind (1968). Authoritarian parenting "attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct... any deviations will result in forceful measures to curb self-will" (Baumrind, 1968, p 110-119). In this style of child rearing, the standards for appropriate behavior are high, misbehavior is punished severely, and the communication between the parent and child is low. Authoritarian parents raise their child by having them under their complete authority, deny them their freedom and free will to do those things that they wish to do. The parents of the child play major role in deciding every act and generally all decisions concerning the life of their child.

It is a commonly held attitude of the authoritarian parents that they are the supreme authority figures and children are expected to be obedient at the cost of their wishes and needs. Another characteristic of authoritarian parents is that they appear to be detached from their children, which involves exhibiting insignificant love and care. In this style of parenting, the demand for maturity is high as well. Those adolescents who are raised in the authoritarian homes, are more submissive, more reliant, less socially skilled, less self-confident, and are less intellectually inquiring (Steinberg, 2001; Kurdek & Fines, 1994).

2.8.2 Permissive/Indulgent Parenting

Conversely, a permissive/indulgent parent "allows the child to regulate his own activities as much as possible" (Baumrind, 1968, p 110-119). Children under the style of permissive parenting, are commonly expected to make decisions regarding their life and promote their own autonomy. Permissive parents also give little guidance in the decisions related to the life of their children.

These children are having those parents who have given up their position as authority figures and treat their children like their very own friends and eventually they believe that their children have their own plans and programs. In the permissive style of child rearing, children are rarely punished, guided or monitored by their parents, but these parents are caring and communicate well with their children. Discipline is negligent because demand for maturity is low.

Most adolescents who had their brought up in the permissive family unit frequently show less maturity, more recklessness, conforming more to their peers, and showing lack of ability to take up the leadership positions (Steinberg, 2001, Kurdek & Fines, 1994).

2.8.3 Authoritative Parenting

Authoritative parenting lies between these two radical styles of parenting. In this practice of child-rearing, the child's activities are managed in a fair or unbiased issue-

oriented way, and these parents endure the child's verbal give and take (Baumrind, 1968). The authoritative parents are ready to listen to their child's opinions as well as are willing to make compromises, apart from providing guidance and setting limits for their children. These children are also expected to compromise on certain matters with their parents, but apart from such limitations these children are also supported by their parents to make their own decisions and choices as well as make use of their independence. Authoritative parents are of the view that rather than dictating child, they must listen to the opinions and thoughts of their child, and hence offer suggestions and guidance accordingly.

Many earlier studies have concluded that authoritative style of parenting produces strong and generally those children who are mentally and emotionally stable at least in the western culture. The children of authoritative parents are expected to exhibit maturity, but these parents at the same time are caring, compassionate, merciful instead of punishing their child particularly when the demand for maturity is not fulfilled.

Adolescents who have been raised in authoritative family, as are said to be more competent psychosocially as compared to their friends who had their brought up in authoritarian and permissive families. The adolescents of the authoritative homes exhibit more self confidence, more responsibility, easy to adjust, more imaginative and innovative, more inquisitive, more skillful socially, and being most successful in school (Steinburg, 2001; Kurdek, Fine, 1994).

2.9 Effects Of Parenting Style

Perceived parenting styles and its effects have been studied in a variety of perspectives, and generally the results are in agreement with the conclusions given by Baumrind (1971). Parenting styles in different studies, have also been found to be associated with social and academic outcomes (Chen, Dong & Zhou, 1997; Heaven & Ciarrochi, 2008) self-esteem (Buri et al., 1988), happiness (Furnham & Cheng, 2000), interpersonal competence (Lamborn et al., 1991), drug use (Pilgrim et al.,

1999), narcissism (Ramsey et al., 1996) and anxiety and coping (Wolfradt, Hempel & Miles, 2003).

As suggested by research, when the authoritative parenting style is exercised by parents, the child is properly disciplined with consistency and equality, together with love and tenderness. However on the other hand authoritarian parents are perhaps very discipline-oriented instead of displaying affection (Milevsky et al., 2006; Luyckx et al., 2007).

Furthermore it was known that when the permissive parenting style is proficiently being exercised, children were provided with affection and warmth but with some uniformity and discipline. On the other hand it was also established that those parents, who endowed their children with warmth and affection along with uniformity and discipline i-e., authoritative parents were said to have children who showed higher self-esteem, less depression, and great life satisfaction (Milevsky et al., 2006; Luyckx et al., 2007).

The two parenting styles, authoritarian and permissive are considered to be the two poles of a continuum, whereas the authoritative style of parenting is said to have its place somewhere in the middle. When the authoritative parenting style is adopted by the parents, it is said, that these parents are likely to possess good skills of nurturing, use fair parental control so as to let the child develop gradually and into an autonomous one (Baumrind, 1966, 1967, 1991; Reitman et al., 2002). Those children who are said to be reared in authoritative parenting style are not completely controlled, but instead are permitted with an fair degree of autonomy in their behavior.

Whereas positive outcomes concerning the psychosocial development of child have been associated with authoritative parenting style. The children of authoritative parents are said to have a propensity to be self-sufficient, self-controlled, confident, accepted, curious and interested (Buri et al., 1988; Wenar, 1994). The adolescents

who have authoritative parents exhibit less psychological and behavioral problems than those who have authoritarian and permissive parents (Lamborn et., 1991).

Current research proposes, that parenting that is high in support and responsiveness and exert moderate level of control i-e., authoritative parents, is said to be the most favorable and positive style of parenting for children and adolescents, moreover it is also linked with positive adjustment (Henderson et al., 2006; Paulussen-Hoogeboom et al., 2008). On the contrary, parenting which is extremely high or low in control, lacks responsiveness and support, as well as high in rejection are linked with poor positive adjustment for children and adolescents (Baumrind, 1991; Henderson et al., 2006; Paulussen-Hoogeboom et al., 2008).

2.10 Parenting In Different Cultures

The study of culture and parenting attained importance due to the work of anthropologist such as Benedict (1934) and Mead (1928). Mead particularly regarded socialization as one of the fundamental part of studying and grasping the idea of culture. Furthermore when Whiting, Child and Lambert (1966) conducted their researches, the reports on parenting and culture also turned out to be visibly authorized and widely accepted.

Anthropologist Seymour (1988) research on behavior that claims obligation and which is being in practice proposes that parents rely a great deal on girls than boys to accomplish family obligations, at least inside the home. Her work on responsibility amongst families in Bhubaneswar, India found that girls in any case carried out twice as many household tasks as did boys, with the prominence of gender difference being the maximum in low socioeconomic families. Seymour (1988) claimed that mothers, mainly those with little financial means who were employed outside home, relied to a great deal on their daughters than sons to fulfill responsibilities that they were not able to do themselves.

Steinberg (2001) proposed that: “As a general rule adolescents fare better when their parents are authoritative, regardless of their racial or social background. . . This

finding has been confirmed in samples from countries around the world that have extreme diversity in their value systems, such as China, Pakistan, Hong Kong, Scotland, Australia, and Argentina” (p. 12).

Studies have discovered that the relationship between the child rearing styles and its effect on adolescents is diverse in the different types of culture (Dombusch et al, 1987). According to Rudy and Grusec (2001) authoritarian parents who belong to cultures that are collectivistic in nature may possibly exhibit their nature of placing limitations, insist compliance without any questioning behavior but in actual it was held by such parents that they may not be deficient in providing love or affection, or denying their child rights, but actually these parents associate their indifferent temperament towards their children because of their misconduct. On the other hand, in the cultures that are individualistic oriented, the unpleasant parental traits such as unresponsiveness, negative temperament towards children and unfriendliness are commonly associated with authoritarian parents who believe in limitations as well as insist on compliance devoid of any give and take (Baumrind, 1967; Dix, Ruble & Zambarano, 1989).

As stated by Baumrind (1971, 1989, 1991b), authoritarian parenting and practices that are said to be limiting, intolerable, and show deficits in affection are associated with negative and risky psychosocial and academic outcomes for children who belong to those cultures that are identified as collectivist as well as also those that are also marked as individualist (Chang et al., 2003a; Chen et al., 1995, 1997a, 1997b, 1999; Crystal et al., 1994; Leung et al., 1998; McBride-Chang & Chang, 1998; Sheldon et al., 2004; Steinberg, 2001; Stewart et al., 1998a).

In the same way, Chao (1994) points out that, “strictness is sometimes equated with manifestations of parental hostility, aggression, mistrust, and dominance [for European Americans]. For Asians, parental obedience and some aspects of strictness may be equated with parental concern, caring, and involvement” (p. 1112). Furthermore it was proposed by (Chao, 1994), that Asian families scored high on the authoritarian scale as they associated control with care and affection rather than with

power. However adolescents' statements regarding dominating and restrictive control, discipline which is acute and strict, and intended parental infliction are linked with negative adolescents outcomes (Bush et al., 2002; Kim & Ge, 2000; Lau & Cheung, 1987; Stewart et al., 2000; Supple et al., 2004).

For many Pakistani women, for example, the concept of "supervision" is important in the definition of the parental role. Mothers are expected to keep tabs on their children and make sure they follow what is expected of them by the culture. Despite the differences, some customs of Islamic and Confucian culture present common views related to responsibilities of the family comprising of parents and children. For instance both the cultures have this common belief that children innately possess good qualities and that there is a strong relationship between parents and nature in the upbringing of the children. Both the cultures also highlight the importance of early nurturing environment (Chao, 1994; Obeid, 1998). It is observed in Chinese tradition that mothers can put their lives at stake for the better development of their children (Chao, 1994).

The Chinese expression "*chiao shun*" is taken equivalent to the term "*Tarbiat*" in Urdu. It has several matching implications in the upbringing of the child. In Islamic literature the terms "training" and "supervision" are recurrently implied in the explanation of parental duties. Women play a solemn role of supervisor and take it as their obligation for the potential guidance of their children. They manage and ensure that their little ones complete their home assignments by the end of the day (Mann, 1994).

Concerning the adolescents and young adults in Hong Kong, United States and Pakistan, it was found by a comparative study (Stewart (et al., 2002), that when *guan* was measured, it showed adequate internal consistency in all these three different cultures. Furthermore in these three cultures, *guan* is entirely associated with parental warmth.

According to Chao (1994) and Obeid (1988) , in Chinese and Asian cultures, cooperation with others is emphasized, and in childhood compliance and the power and permission of authority is expected to be agreed and accepted. In Pakistan, compliance is appreciated and valued as well as in many other cultures that are collectivistic. Miles (1992) says, “Pakistan sees little correspondence of the Western middle-class aim to produce individuals who will increasingly exercise their own life choices and preferences as they become independent of their parents” (p.245). Furthermore in Pakistani culture, it is expected by a girl, that she should learn to show compliance to her mother and ought to grow up so as to be like her besides a boy is expected to like his father.

2.11 Theoretical Perspective

Child’s foremost and most powerful agents that are concerned with their socialization are parents, who from the time of birth frequently treat female and male infants in a different way. Girls are held more tenderly and are cuddled even more. On the other hand, fathers particularly adopt rough and without any rules game with the boys, and engage themselves in pushing and showing them around in a playful manner (Parke, 1996). Furthermore parents also shape the gender roles of their children through differential treatment in several important ways, including talking, setting expectations, and providing opportunities for various activities.

Surprisingly it is seen, that there isn’t a specific unified theory presented by the anthropologist on the topic of how and why childhoods vary around the world, or the question of how the culture is accomplished and accepted during the phase of childhood. Relatively the work done in the field gives abundant, diverse propositions, as well as details and essentials on childhood (Super & Harkness, 1997). Due to this reason, psychological and sociological theories were employed in this study relating them with the data collected which has focused on different parenting styles that have bring forth different outcomes in child and adolescent personality

2.11.1 Mead's Theory of the Social Self

A symbolic interactionist George Herbert Mead (1863-1931), was of the view that the primary foundation of humanity is 'self' which is developed not because of the biological drives but due to the social communication and contact. According to Mead (1934), *tabula rasa* which is the Latin phrase for a blank slate was associated with a newly born baby, which means that a new born infant has no innate tendency to conduct herself/himself in a specific manner. Furthermore it was held by Mead (1934), that the required way of living, thinking and conduct is acquired by the boys and girls so that they can adjust in the society.

Imitation is one of the foremost major means by which a child learn by copying the words, manners and conduct of those people who are important to him, to his life, for example parents, siblings and other prime caregivers. As held by Mead (1934), when the importance of the roles are learned by the child, they in due course identify and understand the ways in which society expectations can be responded.

This theory is linked with the study's findings, since it was seen from the responses of youth that it was through interaction and imitation significantly of their parents that they learned certain behaviors and code of conduct. According to youth, some particular behaviors and attitudes are mostly shaped by parental response to the youth needs and some manners are learned by simply observing their parents.

2.11.2 Symbolic interaction/ Interactionist perspective

Interactionist perspective also identified as symbolic interaction, render its significant role in examining social contact by means of sociological approach but at micro level. According to symbolic interactionist, when the conduct of people are studied in community environment, it was commonly held that the behavior of people was constantly changed because of the notion that social contact or communication is a dynamic course of action and that people transform because of the social interaction itself (Lindsay, 2010).

As maintained by symbolic interaction, a term which was initiated by Herbert Blumer (1900-1987), it was stressed that the world which is around us is not immediately responded by the people but instead they are concerned with the meanings they give to it. It is because of human contact and relations that makes the society, social organizations and its structures continue to prevail (Blumer, 1969). Furthermore the question of how a social gathering or contact is understood, how a situation is perceived, and the significant connotation which is brought to it, all depends on how people are willing to make interactions.

The following theory was employed because it was known from the youth response that some of the behaviors changed with time and also according to particular situations as perceived by the youth. And this happened not only because of their own understanding for the situation but also the moral values taught to them by their parents regarding it. According to Lindsay (2010), for the youth it was the interaction at times that enable them to behave accordingly in social settings.

2.11.3 Attachment Theory

It is an evolutionary, ethological as well as a psychological theory which is concerned with the relationships that are formed between humans and it was proposed by John Bowlby (1907-1990) a British psychologist, psychiatrist and psychoanalyst. Attachment theory (Bowlby, 1988) proposes that an infant's primary caregiver act as a *secure base* from which he or she can discover the world as well as a *safe place* when the infant encounters distress and eventually the attachment behavioral system is set in motion. In the beginning, early theories targeted mainly on infant-parent affective ties; nevertheless, attachment bonds influence relationships and interactions across the life-span.

Mary Ainsworth American-Canadian developmental psychologist (1913-1999) is the other major figure in the foundation of attachment theory. The relationship connecting parents and child is lifelong, and in addition the contact that is based on immediate responses as well as the mutual laughter and glances can also be seen between the parents and adult children. Moreover Ainsworth (1973) defined attachment as a bond

of affection that is developed between humans, as well between humans and animals, with this significance that it connects them mutually and continue to lasts with the passage of time.

In the context of attachment, adolescents are said to cope a lot better when they feel accepted and acknowledged by their parents and are able to talk about their troubles and problems as well as issues to discuss and cooperate with changes in roles and rules. Generally it is seen that many problems surface from the difficulties parents and adolescents face in communicating their feelings and needs. However an accepting and accommodating environment makes it easier for the adolescents to engage in the more basic tasks of identity exploration and development (Nollar & Callan, 1991).

Moreover main concern is that adolescents who are capable of talking with their parents about their issues and depend on them for emotional support are expected to rely less on the peer group for both their emotional support and for guidance regarding which behavior is suitable. Adolescents who feel satisfied about their relationship and attachment with their parents are more liable to reflect their parent's values, to disclose to them and to cooperate with them (Nollar & Callan, 1991).

2.11.3.1 Adult Attachment Styles

In general, adults have an enduring long standing history of attachment experiences with parents, best friends, and romantic partners. It is from one's own experiences every new relationship can instigate trust and anxiety, thus affecting the expectations about future attachments.

In the last decade, developmentalist have set out to investigate the role played by secure attachment as well as the concepts that are related with it, i-e., adolescents association or attachment with parents (Kobak, 1999; Cassidy, 1999). It is believed by them, that if the adolescents have secure attachment with their parents, then adolescent's welfare and competency at social level and which is also apparent in

their emotional adjustment, self-esteem and physical health can ease this course of development (Copper, Shaver & Collins, 1998; Jaung & Nyugen, 1997).

According to recent studies, adolescents who formed secure attachment with both parents were considered to have healthy companionship and relations that developed due to positively formed friendship (Lieberman, Doyle & Kaplan, 1984). The security or insecurity of adult's past relationship, influence the attachment with the next generations, and thereby classify adults into four categories in the context of secure and insecure attachment (Main, 1995)

2.11.3.1.1 Autonomous/Secure Attachment

Autonomous adults give high regard to close relationships and hold them significant and influential. On the other hand, they are not overwhelmed by the emotions regarding their childhood attachments; they can talk about them fairly and objectively i-e., negative as well as positive characteristics of it (Main 1995). Those adolescents who have the privilege of secure attachment are liable to have relationships that are lasting and trustworthy. Moreover high self-esteem, having good social support, being pleased with relationships that are intimate and being capable of sharing their feelings with other people are the other significant qualities of securely attached adolescents (Santrock, 2001).

2.11.3.1.2 Dismissing/Avoidant Attachment

Dismissing adults are incline to de-emphasize the significance and influence of their attachment relationships (Main 1995). In this type of attachment, the attachment needs consistently undergo rejection by the caretakers. One of the potential result of this kind of attachment is that adolescents and parents detach themselves from one another which eventually results in minimizing the influence of parents. According to one study adolescent behavior that is aggressive and hostile was associated with dismissing/avoidant attachment (Santrock, 2001).

2.11.3.1.3 Preoccupied/Ambivalent Attachment

Preoccupied adults are incredibly occupied with their childhood experience. They are incapable of discussing their early attachment relationships objectively, and they frequently show significant emotions when inquired about their relationships with their parents (Main 1995). Another possible outcome of this attachment is due to the inconstant accessibility of adolescent parents. Preoccupied attachment in due course results in feelings of anger and behavior that is identified as attention seeking (Santrock, 2001).

2.11.3.1.4 Unresolved Adults

Unresolved adults have not yet shown resignation or acceptance with their past attachments in relation to their current ones. They are still in spite of everything trying to understand parental rejection, death, or early experiences (Main, 1995). In this type of attachment, adolescents have unusually high level of fear and confusion (Santrock, 2001).

The attachment theory was adopted for the study since the answers of many respondents reflected clearly, that it is because of their attachment with parents that had made them respond to specific issues, or in certain situations accordingly. Moreover due to the significant attachment with the parents and the parental care which they have received until now had played an important role in making them stand as they are now as an individual. The attachment from parents have made them accept, reject, show compassion and compromise for different matters.

2.11.4 Social Learning Theory

Albert Bandura, a social cognitivist and behaviorist proposed social learning theory. It is one of the most important and leading theory on learning and development. Social learning theory maintains this principle that way of thinking, behaviors and attitudes are learned by people through social contact and communication. Moreover

impersonation, reinforcement and modeling also leads to learning (Bandura & Walters, 1963; Lynn, 1969).

When incentives and punishments are received directly or indirectly for particular behaviors which are gender role specific, reinforcement takes place. Furthermore with the method of imitations and engaging in observations, children learn to conduct themselves as girls and boys. Children also have a tendency to understand and comprehend gender by simply observing and watching what is done by whom in their families even if they do not get punished or rewarded directly or indirectly for carrying their conduct as girls or boys (Bandura & Walters, 1963).

On the other hand a father who is always busy in work and is not often at home clearly communicate this idea that money is supposed to be earned by men. A mother is who is always working and taking caring of their children in best possible way, sends the message that women are supposed to be nurturants and care takers. Moreover children naturally regard parents as their most important role models, since in general parents maintain emotional importance in the lives of their children.

Other role models involves caregivers, teachers, friends, and celebrities. Concluded by the researcher, a role model selection can have a positive and negative outcome on a teenager's psychosocial developments (Yancey et al., 2002).

The social learning theory was employed in the study because it is a common understanding that since the beginning children learn certain behaviors and attitudes by observing their role models which are mostly the primary caregivers such as parents. Furthermore reinforcement and regard that is positive as well as negative towards specific actions, make the children learn sooner or later that what is right and what is wrong. It is because of this learning that the youth emerge as the ones who have this conscience element to differentiate right from wrong.

2.11.5 Structural Functionalism Theory

The association between family and large society is studied by structural functional theory. Functional sociologist Talcott Parsons and Robert F. Bales (1955) studied the social position and social roles. When the family structure is examined by the functionalist they study that how the different elements collaborate to execute the various roles as well as responsibilities that are essential for the survival of family. Moreover when husband and wife perform two specialized and uniquely different kind of roles, i-e., *instrument* and *expressive*, the family duties that are adult oriented get finely accomplished (Parsons & Bales, 1955).

2.11.5.1 Family Roles

Instrumental roles that are carried out by husband or fathers include the provision of shelter, protection and food for the entire family and also by being ambitious, strong and dedicated. They are also regarded as the breadwinners of the house. On the other hand *expressive roles* that are performed by the mother or wife includes the provision of emotional support, looking after family and supporting the needs of husband or father and finally the qualities of nurturance that keeps the family circle continue to nourish. The mother or wife are also regarded as the home makers. Social scientist label these family roles as traditional family, a type of family that would be favorably carried on and maintained by the traditional groups.

Other roles that are played by the members of family can be characterized as *functional*. That is to say, they maintain loyalty, control, harmony and balance. In order to ascertain the health and survival of family, they also present them emotional support and physical shelter (Parsons & Bales, 1955). This theory was used because it was one of the objectives of the study to investigate the parental roles as well as what youth expects from their parents to carry certain roles and responsibilities which in youth's view are meant or ought to be carried out by their parents.

2.12 Operational Definitions

Once the objective is developed, the next step begins which involves forming operational definitions of the concepts to be investigated in the research.

2.12.1 Youth

The term youth can be understood as a phase of change or transformation from the childhood dependency to the independence of adulthood as well as understanding of interdependence for being a member of a society. The grouping of civil society referred to as “youth” is defined by the United Nations General Assembly (UNGA) as persons between 15 and 24 years of age (Axelsson, 2010).

Another definition of youth is that, it's the population that comes inside the age group of 15 to 29 years old (Ministry of Youth Affairs [MOYA], 2010)

The definition of youth and age range used in the study is similar to the one defined by Ministry of Youth Affairs Pakistan.

2.12.2 Adolescence

In every society, adolescence can be defined as a phase of growing up, moving from the time of childhood immaturity into the adult who is fully grown as well as mature and eventually getting ready for the future (Larson, 2000).

The encyclopedia of anthropology has defined adolescence as a transitional stage in the humans. During this phase of life the child enters into an adult position, and in this period of time a person goes through a variety of biological changes and come across a number of emotional problems. The stage of life, in human differ by culture, and varies pre teens to 19 years. The term was claimed at the turn of the 20th century (David & Philip, 1976).

2.12.3 Parenting

The process of parenting or child rearing involves supporting and endorsing the child's emotional, physical, social and intellectual development from the period of infancy to childhood. Belsky, Robins and Gamble (1984) define parenting as "the style of child rearing that enables the developing person to acquire the capacities required for dealing effectively with the ecological niches that she or he will inhabit during childhood, adolescence, and adulthood" (p. 251).

Parenting in this study will focus on the how the youth perceives the warmth, control, influence and behavior of their parents in the process of parenting, as well as the parenting styles used by parents.

2.12.4 Gender

The behaviors and attitudes that are learned and that differentiate people belonging to one sex or the other is labeled as gender. Cultural and social expectations are the basis for gender formation rather than physical traits. Therefore, people may be born as either female or male, but with the passage of time they learn to be either men or women since traditional or standard behavior patterns are associated with each sex. (Benokraitis, 2011).

The above mentioned definition is employed, since the gender differences in parenting were observed by the youth from the conduct, attitude and teachings of parents.

3. RESEARCH METHODOLOGY

This chapter deals with the following topics including the locale and sampling methods.

3.1 Research Setting/Locale

The locale of my research is area of Satellite town in Rawalpindi. One of the main reasons behind the selection was accessibility of the participants and reference. In order to have a good review of this area, it is essential to know the major features that persist in the Rawalpindi district.

3.1.1 General Description Of Rawalpindi

The city of Rawalpindi is also known as Pindi. It is said to be the twin city of Islamabad and is situated between Azad Jammu and Kashmir and Khyber Pakhtunkhwa. Population wise Rawalpindi is the fourth largest city of Pakistan. There are also many shopping malls, parks, plazas and fast food restaurants.

3.1.2 Geology

In Rawalpindi Tehsil limestone is yielded almost all over the place as well as beside the low hills and *kankar* (pebble) deposits are commonly found in the plain. The high hills of Kahuta, Murree, Kotli Sattian Tehsils are composed of stone and tertiary and lime stone is also present. Excellent buildings material is also produced by some strata's. Margalla's range chief constituent is limestone and this is also the main reason for fertility of villages which lie at the bottom of this range. Murree hills are also said to have small quantity of limestone.

3.1.2.1 Flora & Fauna

Rawalpindi because of its diverse geographical characteristic is rich in the range of its flora, which remain uniquely dissimilar at different elevations. The widespread trees in the upper part of Murree hills *Kao* (Wild olive), *Phulai* (*Acacia modesta*), *Sinetta*

Figure 1. Rawalpindi in Punjab Province



Source: Khan (2005)

(*Dodona Burmanniawa*). The plains also include the wild products such as raspberries, flora buds of the pomegranate, black berries, wild pears, cranberries etc.

The animal life in Pakistan shows that the jackals are relatively widespread in Rawalpindi. The fox is also found frequently and the piercing sound of the hills fox can be heard in its surrounding area. Wild boars are also somewhat generally there. Grey partridges are common and black partridge is rare. Ducks can easily be seen on the roads of satellite town, mostly kept as pet at homes. Quails are kept in as pets along with parrots and pigeons. Apart from crows, myna, parrots, sparrows, and eagles are the more commonly found birds in Rawalpindi.

3.1.2.2 Climate

In Rawalpindi, a humid subtropical climate is marked with very hot and long summers, short, mild and wet winters, along with the season of monsoon. During the year, Rawalpindi and its city Islamabad encounter an average of 91 thunderstorms.

3.1.3 Civic Administration

The district of Rawalpindi is administratively divided into 6 *Tehsils* (administrative areas) i.e., Rawalpindi, Gujar Khan, Murree, Kahuta, Taxila, Kotli Sattian and Kallar Syedan (recently declared). 168 union councils are a part of this district, which further include 114 rural and 54 urban ones, whose chosen representative originate *Zilla* (division) and *Tehsil* councils. The district is also linked with other districts by means of Silk Road, Grand Trunk (GT) Road and rail network.

Figure 2. Map of Rawalpindi District



Source: Khan (2005)

3.1.4 Races And Tribes

The chief races and tribes residing in Rawalpindi are Rajput, together with the chief sub-divisions are Rawal, Bhatti, Chohan, Janjua, Mughal, Awan, Dhunds, Quershi Syed, Sattis as well as Ghakkars.

Furthermore other minor groups living in Rawalpindi are Malyar, Jatt and Pathan. The people of Rawalpindi in general have lighter complexion and are not that dark as compared to the rest of Punjab. However those Kashmiri's who are residing in this area are prominent because of their fair complexion, good looks, and green eyes (Khan, 2005).

3.1.5 Economy

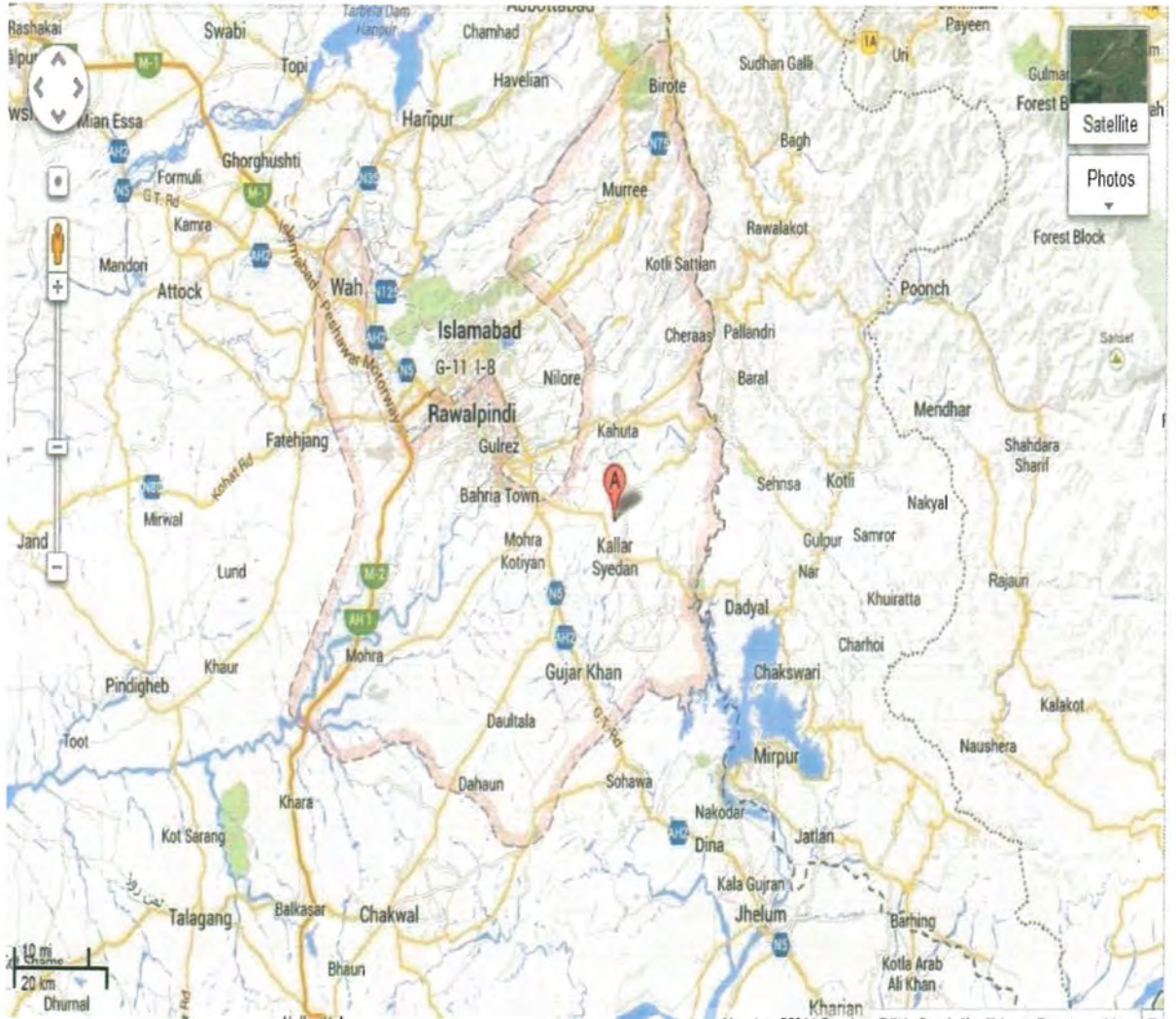
Rawalpindi district is not recognized for its industrial goods as compared to other districts. However in the private sector, development and progress has generally been made. In reality, there is also deficiency of expert manpower. The Rawalpindi district consists of the following mills, estates and renowned business areas.

- Kohinoor Textile Mills: One of the major units in the district is Kohinoor textile mills. It is situated near *Naseer Abad* and is set with 1,021 power looms and 50,000 spindles.
- Wattan Woolen and Hosiery Mills: It is equipped with 10,000 spindles.
- Rahat Woolen Mills: It is one of the oldest and well known mills in Rawalpindi. It was established in 1954.
- Bahria Town: Is one of the largest real-estate developers as well as investors in Pakistan. It is also one of the largest private housing society in Asia, with its signature investment in Rawalpindi, and is spread over 40,000 Hectares.
- Jimmah Road: Previously known as City Saddar Road, is considered to be one of the busiest business markets. It also function as business headquarters in northern area of Pakistan consisting of wholesalers, retailers, manufacturers, distributors, having roughly a cash flow of more than 1 billion rupees per day.
- Murree Brewery: It is one of the biggest company in the core of the city and is the only company in Pakistan which is licensed to make alcoholic products.

3.1.6 District Health Development Center (DHDC)

In 1998, DHDC Rawalpindi was established by the support of World Bank at the DHO Office and it manages Second Family Health Project which are meant to offer trainings before services and other activities on research and development.

Figure 3. Rawalpindi, Pakistan



Source: Google Maps

3.1.7 Satellite Town Rawalpindi

It is the chosen locale for research and F block was selected. Youth was interviewed to achieve the objectives of the study. Satellite town was established in the mid-1950s and is one of Rawalpindi's oldest residential areas. It is divided into six blocks (A-F), of which Blocks B and D are the most admired because of the spacious homes and commercial areas that are buzzing with activity.

3.1.8 Modern Facilities

3.1.8.1 Water & Gas Supply

Though the area of Satellite town was developed back then, but still it has an easy and adequate supply of water and gas, whose shortage however is faced in new developing areas of Islamabad and other parts of far off Rawalpindi. To provide clean water, water filter plants are in every block apart from the water which is already supplied from Rawal dam and other Tube wells. Some residents have bore water system in their houses as well.

3.1.8.2 Telecommunication

In Rawalpindi, Pakistan Telecommunication Company (PTCL) offers the main network of landline telephone. Whereas other major companies of mobile phones which are operating in Pakistan also provide services in Rawalpindi subsequently. One of the PTCL franchise is also located on 6th road Satellite town Rawalpindi near Post Graduate College for Women.

The telecommunication in Pakistan is considerably affected by the Pakistan's broadband revolution. Currently the city enjoys extensive coverage of WiFi, and Wimax operators, with Wateen, WiTribe, and Qubee having the benefit of most shares. Moreover DSL internet is also reported to have its major coverage having NayaTel and PTCL as its main stakeholders.

Figure 4. F Block Satellite Town Rawalpindi



Source: Google Maps

3.1.8.3 Pakistan Post Office

Pakistan post office started functioning as the Department of Post & Telegraph in early 1947. However in 1962, it separated itself from that department and started operating as independent branch. One of its leading office is located in commercial market, Satellite town Rawalpindi. Letter mail is the major traditional service of the Pakistan Post.

3.1.8.4 Cable Services

With the increase in cable services that provide opportunity in seeing international channels, cable services are availed in almost every home of Satellite town. The most common cable service used by the residents is 5 Star , Unicorn cable and Classic cable.

3.1.9 Health And Education

Satellite town has plenty number of reputed hospitals and clinics; some of Rawalpindi's renowned educational institutions are located there especially Holy Family Hospital in F Block, where as Rasheed nursing home, Aziz nursing home are on Saidpur road Rawalpindi. Renowned educational institutions include Punjab College of Commerce, Punjab Law College and Siddique Public School, Government college for boys. And recently there is an increase number of Educators, and Kay-Zed school building. Along with that Government Post Graduate College for Women 6th road Satellite town Rawalpindi which was founded in 1950 is currently accepted as an institution of high repute.

Some names of hospitals and health centers in satellite town are as follow

- Bilal hospital
- Ayub medical center
- The Agha Khan family health centre
- Al-Raazi hospital
- Afzal international hospital
- Aesthetic plastic surgery

3.1.9.1 Non-Governmental Organizations (NGOs)

The executive district officer for the community development supervises the Social Welfare Department of the district and is also supported by the deputy district officer. For all the NGOs it is obligatory to register with the Social Welfare Department. In the district Rawalpindi the registered number of NGO's are 462 including 85 for education, 33 for health, 12 for special education/disabilities, 180 for women's welfare, 68 for general welfare, 3 for children rights, and 77 inactive (Pakistan Initiative for Mothers and Newborns , 2005).

Name of NGOs in satellite town and in its near surrounding:



3.1.9.1.1 Thali

Situated in Satellite Town, this organization began in 2009, and provides free , subsidized food to those below poverty line.



3.1.9.1.2 JNT-Jawad Nazir Trust

It's head office is in Rawalpindi and in this organization the under privileged children are offered educational help and also work to support the cause concerning elders and their family members.

Figure 5. Katarian Market Satellite Town Rawalpindi



Source: Author own photography

Figure 6. Holy Family Hospital, Rawalpindi



Source: Author own photography

3.1.9.2 Girls And Boys Hostels

In the past few years, a number of hostels have started functioning in the area of Satellite town, because of its spacious house areas. Furthermore due to its location in the middle of city, it makes it easier for the students to reach and have access of their destined institutions. Following are the most known hostels in Satellite town Rawalpindi:

- Madre Millat Girls Hostel
- Eman Girls Hostel
- Madina Girls Hostel
- Jinnah Girls Hostel
- The City Hostel
- Iqbal Girls Hostel

3.1.10 The Markets and Old City

In the old city, *bazaars* (markets) offer amazing and outstanding good deals. Old fashioned shops can easily be seen in Moti bazaar, Saddar bazaar, Kashmir bazaar, Raja bazaar, and Sarafa bazaar which is well known for beaten (impure) gold and jewelry made of silver as well as copper and brass ware. Another specialty of Rawalpindi is in handicrafts, for instance decorated *sheesham* (rosewood) and walnut furniture, embroidered and woolen *kurtas* (shirts), Kashmiri jackets and shawls and household linen. Besides this, cane furniture and baskets, walking sticks and hand-woven carpets of Kashmir and Bokhara as well as *chappals* (slippers) and *jooties* (shoes) of Potohar are also available.

3.1.11 Commercial Market

Commercial Market, which forms Satellite town's commercial spine, is one of Rawalpindi's oldest and busiest shopping districts. There is a wide range of shopping offered there from fabrics, clothes and jewelry to electronic appliances and cookware.

Commercial market is also famous for its sweet shops, specifically Rasheed Sweets and Mughal Sweets which are particularly popular especially during Eid and other events. The Refreshment Centre is one of the most popular food venues during Ramazan in Rawalpindi because of the specialties it offers.

3.1.12 Parks

Satellite town's main recreational venues are its lush and well-maintained parks which are recurrently visited by its residents. Children generally play in the wide open spaces while older residents can be seen jogging on the tracks or relaxing on park benches. A Sunday bazaar is held in one of the parks in Block B and has great crowd because of the bargains it presents.

3.1.13 Ethnic Groups

Punjabis dominate the Satellite town area of Rawalpindi and then it is occupied by the Kashmiris.

3.1.14 Castes

The Sheikhs are found in majority in Satellite town area. Subsequently comes Kashmiri and then Rajput, Gujjar, Malik and Butt.

3.1.14.1 Sub Castes

Mostly the Sheikh's who belong to Kashmir reside here, as well as those Sheikhs who run their own business which include leather good, bridal work clothes and other wears.

Figure 7. Government Post Graduate College 6th Road Rawalpindi



Source: Author own photography

Figure 8. Educators School and Safa Masjid, F Block Satellite Town Rawalpindi



Source: Author own photography

Figure 9. Common Poor Road Side Dwellers



Source: Author own photography

Figure 10. Drum Band for Weddings in Satellite Town Road Sides



Source: Author own photography

3.1.15 Family Structure

As revealed by the census survey form filled by 50 residents of Satellite Town Rawalpindi, 30 families belonged to Nuclear family system, 5 families fell in the category of Extended family system, and 6 fit in to Joint family system

3.1.16 Occupation Of Household Heads

The head of the families mostly the males were involved in government jobs, then business in which Sheikhs of the areas were dominant, followed by those residents who are working in private firms, and some retired officers belonging to Army. The ladies of the house are mostly house wives in this area, and by the survey it was found that only one of them was doing job as a teacher by occupation.

3.1.17 Level Of Education

Table 1: Mother's Education (N=50)

Qualification	Frequency
Uneducated	3
Middle	6
O levels	1
Matric	12
FA/FSc	11
BA/BSc	11
MA/MSc	5
Doctor	1

Source: Socio Economic Form

The above table shows the qualification of 50 mothers taken from 50 households with the help of socio economic form i-e Uneducated, Middles, O-levels, Metric, Fa/FSc, Ba/BSc, Ma/MSc, and Doctor. It was found that most of the mothers were mostly Metric pass i-e 12 of them, and then 11 of them were Fa/Fsc and 11 had Bachelors degree. There was only 1 mother Doctor in the area and on the other hand 3 uneducated mothers were also found. 5 mothers held the degree of Masters, 1 of them was O'levels, and lastly a number of 6 who had just studied till Middle.

The following table shows the sample of fathers, a total of 50, depicting their level of education i-e Uneducated, Middles, O-levels, Metric, Fa/FSc, Ba/BSc, Ma/MSc, MBA, PhD, Engineer, and LLB.

Table 2: Father's Education (N=50)

Qualification	Frequency
Uneducated	0
Middle	1
O levels	0
Matric	7
FA/FSc	17
BA/BSc	13
MA/MSc	6
MBA	1
PhD	2
Engineer	2
LLB	1

Source: Socio Economic Form

The above table shows the qualification of 50 fathers taken from 50 households with the help of socio economic form. It was known that fathers were found to be more educated as compared to mothers. 17 of them had done Fa/FSc, whereas 13 had done Bachelors. The number of fathers who had Masters degree were 6, where as 7 had studied till Matric. 2 fathers had done PhD and 1 had done MBA. LLB was studied by 1 father and 2 were Engineers. However, no father was found to be uneducated or did O'levels, but 1 had his studies carried till Middle.

The following table shows the number of youth (a sample of 40) belonging to the mentioned category of institutions. Altogether 5 girls from school, 9 girls from college, and 14 girls from university. Whereas there wasn't any boy from school, but 7 from college and 6 from university.

Table 3: Youth Education (N=40)

Institutions	Boys	Girls	Total
School		5	5
College	7	9	16
University	6	14	19

Source: Demographic Form

The table shows the qualification of youth (girls and boys), a sample of 40. The data was obtained from the demographic form filled before in depth interviews. From the demographic form it was found that there were more university and college girls as compared to boys and furthermore there were only school girls who were interviewed since school boys were not mostly reachable and present in the study age range.

3.2 Sampling

A sample of people is chosen in a research study, so that they could act as participants. This chosen sample for the study is expected to be the representative of whole population. Since the representative sample has been selected by the study, this makes it easier to seek the information about the population without interviewing the whole population. The study has taken youth as sample, with age ranging from 15 to 29 years. Adolescents who are living with their parents, both mother and father were mostly found in this area and were also chosen for the study purpose. Such family type is also known as nuclear family.

3.2.1 Sampling Units & Sample Size

My sampling unit involves the individuals that are labeled as *youth* in this study. I regard them as target sample too. The sample size comprises of 40 people , 27 females and 13 males under the label of youth who had been known through in depth interviewing.

3.3 Sampling Methods

The following sampling methods were used in the study

- Convenience Sampling
- Purposive Sampling
- Snow Ball Sampling

3.3.1 Convenience Sampling

A convenience sample is simply a group of people that is convenient to access, and this method of sampling is common in academic studies. This sampling technique has been chosen because the study is accessing the area of field in which the researcher is residing and also because the youth which is selected as sample is easily accessible and convenient to be interviewed.

3.3.2 Purposive Sampling

In this method of sampling, the sample of population is chosen for a particular purpose. People might be selected deliberately so that they could serve as informants who can provide you with exclusive information concerning the purpose of study. The study is particularly searching for the answers from youth sample only, who are basically in their time of educational phase, as well moving to adolescent stage by reporting a clear understanding of the parental roles carried out by their parents.

3.3.3 Snow Ball Sampling

It is the method in which the researcher asks the study participants to make referrals to other potential contributors, who consequently make referrals to other participants, and its goes on. This technique helped in easily getting access to further volunteers and gaining information because of the references and further relations.

3.4 Methods of data acquisition

3.4.1 Qualitative Research

The major concern of the qualitative researchers is understanding of the meaning that is constructed by the people, that is to say how people comprehend the world in which they live in as well as the experiences they encounter within it (Merriam, 2009).

This research however prefer the simpler and more handy definition offered by Nkwi, Nyamongo, and Ryan (2001): “Qualitative research involves any research that uses data that do not indicate ordinal values” (p.1).

3.4.2 Rapport Building

For a researcher, rapport building is one of the major tasks after entering the field to interact with respondents. It includes gaining the trust of the community members so that they could accept with ease the researcher as a part of them and their community.

In order to undertake an-depth-study in any locale, it is certainly important to break down social barriers so that to communicate effectively with the respondents.

Some authors consider rapport as free and receptive conversation (Goudy & Potter, 1975), while it is also seen by some as a degree of approval or support on the part of the interviewee concerning the research project (Blohm, 2007).

After entering the locale, rapport was successfully developed with the respondents since the area was the one in which the researcher is already residing since years. With the help of rapport building, it made it easy in revealing the sample the purpose and aim of the study, and to make them understand and appreciate that their part is essential in yielding the required information.

3.4.3 Survey Forms

Bernard states the benefits of taking a census by saying that taking a census can be a way to achieve rapport in a community by walking around and so while visiting every house it can have the effect of offering you credibility (Bernard, 1994). In the study, 50 households from the area of F block of Satellite town were chosen to fill the survey form.

3.4.4 Participant observation

This qualitative method has its basis in traditional ethnographic research. Participant observation always takes its place in the settings of society as well as the locations which are believed to have significance regarding the research questions. Participant observation is a unique method since the researcher communicates with the participants in their own environment instead of making the participants approach the researcher (DeWalt & DeWalt, 2011). The researchers in these community settings make thorough objective notes about what they have seen, as well as by making record of all accounts, and writing down their observations as field notes in a field notebook (DeWalt & DeWalt, 2011).

This method was used to have understanding of the participants, their relationship with their parents or any other elder in the house. It helped to observe and explore the respondents ideas, norms, and certain events which enable to observe particular behaviors and activities, what they mostly do, how commonly and with which parent.

3.4.5 Self Disclosure

Researchers often involve themselves in mutual sharing of their personal accounts with the participants, so as to make sure that the relationship between the participant and the researcher is non-hierarchical (Liamputtong & Ezzy, 2005). Self-disclosure possibly improves rapport, as well as the participants are also shown respect and get supported for their stories.

During the interview this technique was only used when it was required, particularly when the respondents asked for certain questions to be answered by the researcher first, so as to make themselves at ease. This made them willing to add their personal experience.

3.4.6 Reciprocity

According to Daly (1992), qualitative research must be related to the doctrine of 'fair exchange', which is also similar to the reciprocity concept that involves uniting the participant and researcher in a mutual process of sharing. During this process, the participant and the researcher exchange different parts of their stories with one another, which eventually adds to the quality and depth of the data (Daly, 1992).

This technique was used in most parts of the question since it provided a candid environment and a feeling of easiness to respondent which in turn made them share their some personal grudges or thinking towards the question being asked.

3.4.7 Probing

Probing is one of the most commonly used methods, which effectively persuade and encourage the informants to give quality information. In the process of probing, the

interviewer avoids engaging him or herself into the narrative, and it eventually motivates the informants to share more. Huge quantity of favorable abundant information can be achieved if probing is done proficiently and expertly, which on the other hand could be missed. This process further reveals significant fascinating information that leads to a additional line of questioning (Bernard, 2005).

This method was used to seek and gain information, after the questions were being delivered and the researcher needed more aspects of that question to be revealed.

3.4.8 The “Tell-Me-More” Probe

In this type of probing, the informants are mainly inquired by the interviewer to go into detail on the comment that is said earlier. It is considered to be one of the easiest techniques of probing. Alternatives that can be used in this probe involves, “What exactly do you mean by that”, and “Could you say more about it” (Bernard, 2005).

This technique was used when questions on parent’s behavior was particularly being asked, or to explore their attitude toward certain notions, way of living and the controlling approach parents used towards their off springs regarding certain matters of autonomy, control and sharing.

3.4.9 Unstructured Interview

For the purpose of exploratory research of current topics and ideas, unstructured interviews are suitable. In this interview technique the informants are allowed to express and communicate themselves freely, with the interviewer exerting minimum control so as to achieve potential extensive information (Bernard, 2005). However during the course of interview the flow of information is slightly directed by the interviewer by probing the participant and moreover it ascertains that the conversation doesn’t deviate too far from the topic of subject (Bernard, 2005).

This method was employed so as to have better insight of what the respondents wished to deliver regarding the topic and their views concerning different aspects of

it. This technique also made most of the respondents quote examples related to their siblings or friends.

3.4.10 Key Informants

Absolute knowledge about the culture can easily be gained from those people who are known as key informants. These are those people who are often well-informed and connected within their communities. The key informants are easily approachable and communicative as well as can easily comprehend what the interviewer wishes to know (Bernard, 2005).

On the other hand, some informants because of their excellent and close relationship with the interviewer become key informants and also due to their capability to comprehend what the interviewer is looking for (Bernard, 2005).

In the study, the key informants who were selected were those who had been living for a longer period in that community, and had the knowledge of the events, behavior of youth, their leisure activities which can be easily observed on the streets and specially because of acquaintances with their families.

3.4.10.1 Asim Majeed:

A 22 years old boy who had been living in Satellite town Rawalpindi with a family of 8 brothers and 3 sisters since 30 years was chosen. He is the youngest among 11 siblings. According to him, in this area the majority of the youth is interested in sports, i-e, mostly cricket, which is played on their street. But this sport is also reducing in intensity because of the social media and internet games. Mostly old residents have moved and shifted, and because of this nuclear families have taken their place. According to him there is a positive interaction between families and youth here and mostly family oriented people live in this area of Satellite town, who are ready to show respect towards elders and friendliness towards little children who play on the street.

3.4.10.2 Aaseya Badar:

She had been living with her husband and 3 children since 26 years, though the house is 54 years old. According to her, youth in this area is well-mannered and do not irritate anyone in the neighborhood. She also mentioned that cricket is the favorite pass time of youth in this area. The youth was also reported as helping and ready to assist the residents here who needed any kind of help in the time of need. According to her the area is good and so are the people living here.

3.4.11 In-Depth Interviewing

Another qualitative research technique used in the study is in-depth interviewing. The aim of this interviewing is to investigate the respondents perspectives on thoughts, particular programs, point of views, or situation. For this purpose a small number of respondents are chosen for intensive individual interviews. According to Kvale (1996) as proposed by the term “inter-view”, one can comprehend the exchange of ideas between the people around a common subject (Kvale 1996).

In depth interviewing was used in the study to primarily have a peek in an individuals in depth knowledge about the parenting styles employed, the environment in which parenting is carried out, parental warmth and their attachment styles being used. The method also helped in intense probing for deeper meaning and understanding of the responses. A total of 40 in depth interviews were conducted.

3.4.12 Focus Groups Discussions

In the focus group discussions generally those people are selected for group discussions who are not familiar with one another and also share particular characteristics related to the questions of the study. The FGD’s are generally composed of 7 to 10 people (however some range of group may contain 4 or as much as 12 participants). A supportive environment is established by the interviewer, accompanied by subject related questions which are asked to promote discussion that may yield conflicting point of views, thoughts and belief’s. This method of discussion

yields high 'face validity' because it is without any difficulty grasped and comprehended as well as the results seem authentic and realistic (Morgan, 1997)

The study has utilized this method to gain an insight in understanding the parenting practices being used, and it eventually enabled the participants to talk in open candid way in the environment that was particularly created for them to explore their attitude toward their parents and child-rearing practices, their relation with their parents and its significance. One group of girls (a total of 7) were taken from different areas of Satellite town Rawalpindi to fulfill the purpose of focus group discussion.

3.4.13 Case Study

A case study is anticipated to sum up the complexity of a single case, and the method which enables this has advanced within the social sciences. A case may be selected with purpose for example information-rich, significant, critical revelatory, exclusive, or extreme. If a case is purposefully chosen, then there is significant concern in generalizing the findings. (Stake 1995; Patton 1990).

The case studies mentioned in the research will give an overall picture of parenting as well as the different relationship patterns between parents and youth that prevail distinctively in all families. A total of 17 cases have been employed in the study, 6 cases altogether in 2 chapters and 5 cases in one chapter.

4. YOUTH UNDERSTANDING OF PARENTING

4. INTRODUCTION

It is mainly acknowledged that parents provide a major environment for the development of their children, particularly starting from infancy to the phase of life which is known as adolescence as well as youth or teenage. Parents have a natural way of dealing with their young ones under the perspective labeled as parenting and so this chapter deals with the subject of how youth defines the term parenting according to their view. The data collected shows diversity in the ways youth defines parenting. Simply by labeling parenting in the premises of bringing up of children in appropriate environment, under the supervision of parents as well as sticking to moral values even in their absence. However youth also defined parenting in the context of a bond between a parent-child/adolescent. While others perceived parenting in the frame of love and care and eventually identifying themselves with the presence of their parents.

According to Brooks (1987), principally the term parenting is identified as course or condition of being a parent. As soon as you have a child, you are drawn in the course of action known as parenting. Nevertheless it is said that parenting is not that simple and according to Morrison (1978), parenting is regarded as the procedure of employing and enhancing the abilities and information which is suitable for making proper plans, child bearing and rearing as well as giving finest care to their young ones. By this definition it means that parenting begins when there is a plan for it and it involves not just bringing up of children but also providing them with care.

4.1 Youth Definition of Parenting

From the diverse responses of youth, the definition of parenting was categorized in this study in the following way:

4.1.1 Parenting as Bringing up of Children

Youth is of the view that parenting involves the 'bringing up of children' as the main responsibility or definition of parenting. In their view parents should provide the basic necessities, make them practice moral values, educate and provide them food in best way. As said by a respondent of age 17:

"Parenting involves, bringing up of children by inculcating moral values, helping in decision making, and making us independent individuals"

Moral values for the respondents included being responsible, sincere toward parents, respect for them and to always do good beyond respect and care.

Research has revealed that all parents regardless of any kind of background utterly care and have great desire for their children's education (Trawick, 1997). The respondents clearly defined one of the parental role, as in providing their young ones with basic necessities involving good education in this tough and n costly era of the life. Moreover it can be added that since birth the baby is biologically determined to seek out safety through closeness to the caregiver (Karr-Morse & Wiley, 1997). A girl of age 19 identified parenting according to the above mentioned finding:

"Parenting is the name of care provided by the parents, from birth till we grow up. It is guiding us and providing us basic necessities, (education, food, clothing) and everything beyond it"

It is also evidently known that a friendly environment since childhood period that leads eventually to adolescence, always play a vital role in creating a healthy personality as well as giving youth a chance to grow accordingly and positively. Schore (1994) indicates that early experiences have an effect on the development of a unique personality, its adaptive ability, as well its weaknesses and resistances contrary to specific forms of future pathologies. A 22 year old boy described provision of environment as one of the roles of parenting in this way:

"To just take care of your children by providing an environment which encourages children to grow and be passionate in their life"

It is believed by youth, that when the parents have friendly relation and environment at home, the young ones easily confide in with their parents in different matters that they would not have discussed with them if the environment had been little strict or controlling. that

4.1.2 Parenting as Supervision of Children

Respondents were of the view, that it is the parents, who know best for their young ones, how they should make certain decisions in their life, what path they should choose. In simple words, they act as a supervisor over them, who simply want the best for their life. A respondent girl of 24 was of same view as she said:

“Parents provide supervision of whole family. They guide us from their experiences, and in doing so they may make better decisions for us”

Youth hold this view that it's the parents experience that remain greater than any knowledge because parents will never wish any bad thing happening to their young ones. Also in doing so they supervise them carefully so as to enhance the quality of their life, personality and enable them to face the world in confident positive way. It is said that the parenting style that is being practiced by parents absolutely will result in having some effects on the children's physiological health, self concept and quality of life (Trawick, 1997). Another respondent of age 15 explained parenting in similar manner:

“Parenting is how the parents supervise their children, how they guide their children to take appropriate directions, how they teach us to face the world, and how they tell us to differentiate between right and wrong”

When parents become successful in imparting what is good and harmful for the youth under their careful supervision, they make the adolescent bear positive qualities in them, which eventually make them stand in this world in an acceptable and proper way. A 23 years old girl identified parenting in this way:

“Making we kids face the world in best possible way”

Parents supervise the youngsters in best possible ways thinking that ultimately their young ones would have nothing to regret or lose. Parents always believe whatever they think or do for their children is best for them and since they are never their enemies but a well wisher till the end. 17 year old boy stated:

“ What is good for us, they do that for us”

4.1.3 Parenting as Bond between Parents and Child

Parenting was also generally defined as a bond which glued both the child and parent in strong relation. It was believed that parents are those creatures, with whom u may disagree or agree, yet still at the end of time they remain there for you with kindness in their behavior. As defined by the 29 year old girl:

“It is a bond between parents and child, a warmth towards children and giving them freedom in a pleasant way”

The respondent was also of the view that it is the warm, kind attitude of parents that make their young ones become more friendly with them. And since freedom is given in appropriate way, the child neither feel under any pressure or control rather they think that since freedom is given they should remain true to their parents in some way, if not completely. This bond which is based on love and compassion eventually strengthens the attachment between both of them. A 22 year old girl told:

“A strong bond that is between parent and child depends upon love, affection, understanding”

Besides understanding and affection, it is said that in the relationship between parents and adolescents, feelings of closeness is linked with parents' viewing their parenting as gratifying and useful to them. Moreover it is favorable for the self esteem of youth and their involvement in the activities of family (Paulson, Hill & Holmbeck, 1991). The respondent girl of 28 included the characteristics of closeness and attachment as well:

“Parenting is all about caring, attachment and strong bond ”

Among other attributes of parenting, friendliness and secure bond remain one of the major features of parenting, resulting in the well being and adolescents way of living. A 24 years old girl believed that parenting should be in terms of openness too, because it enables the youth to communicate easily with a secure feeling in heart and which in the long run turns out as healthy and constructive for both the parents and adolescent bonding.

“ There should be a bond, but of friendly type. Parenting should not be strict ”

It is held that secure bonding directs a way to psychological well being and helps in resisting ordinary as well as extreme stress that are encountered throughout a life time (Thompson, 2000)

4.1.4 Parents as Identity for the Child

In our society it is a well known belief, that a child or youngster can be identified from their parents, or the family they belong to. In simple words it is the parents that stand as a key identity from which a person’s existence can be recognized and identified. A respondent of 21 years was of this view:

“Parents are like shelter, or you may say they are backbone. If you want yourself to be recognized, you eventually get that identity from your parents”

For the respondent, parents are a strong shelter that makes their young ones feel secure from the beginning as well as act as a strong role model to which the youth look up to for their identification. Fraiberg (1959) indicates that our personal identity which is the intense core of our humanness is achieved all the way through the early bonds of child and parents.

Besides identifying themselves with parents, some adolescents stated that it’s the parents themselves that come immediately in their mind when the term parenting is coined in front of them. In addition to this testimony, a respondent clearly identified that they and their life is because of their parents. A 15 year old girl said:

“Because of our parents, our life is meant to be”

4.1.5 Parenting as an Embodiment of Love and Care

Parents are mostly deemed in the perspective of unconditional love in many cultures and in any part of the world. Even when there is some disagreement or argument, youth is of the belief that it is the only parents who in due course mostly surrender to their young ones needs and then support them accordingly. A girl of 24 said that these 4 qualities come in her mind when parenting is said to be defined:

“For me parenting is: Love, care, support, comfort ”

According to Papini , Roggman and Anderson (1991), when the young ones get support from their parents, it results in producing feelings of positive regard as well emotions linked with a sense of attachment. When adolescents encounter these emotions, favorable positive results become apparent. Besides support, parents also tend to fulfill the wishes and needs of their young ones so that they may feel more attached as well as being taken care of. A respondent, 26 years old stated:

“Parenting is to give care and to take care. To fulfill the wishes of your children”

It can be said that the role of parents is to provide the child with a protecting, caring, affectionate, warm environment that is also supportive. This type of environment will eventually let the young ones have a hale and hearty as well as contented youth period with their parents. (Lerner et al., 1995).

5. PARENAL WARMTH AND INVOLVEMENT

5. INTRODUCTION

One of the most important dimensions of parenting involves parental warmth, support and involvement. According to Broderick and Blewitt (2003), when interest and involvement is shown in the activities of child, as well as listening to them and showing the young ones support, the term warmth is implied. On the other hand when parents spend time with their children, show importance or interest for the activities of child, offer them emotional support i-e., their accessibility and warmth, keep knowledge about their activities as well as when parents mutually share an understanding with their children regarding daily life events, parental involvement is said to take its place (Grolnick (2003).

This chapter has focused on different aspects of parental involvement and warmth including emotional bonding between youth and parents plus differences in parental affection. In addition to this it has also identified that with which parent, youth spends the most time and differences reflected in the topic of conversation between parents and youth. Over all it was found from the answers of youth, that among parents, if one care giver was lenient the other automatically played the role of strict parent and vice versa. There wasn't any such home where both parents were found to be strict or controlling to the extreme extent. Mostly parents with lenient and authoritative style were found.

Parental warmth one way or the other is conveyed through embracing, kisses, admiring the young ones, encouragement, usage of kind words, and by telling the young ones that they are loved and cherished. As stated by Chen, Lui and Li (2000), adolescents who have those parents who show warmth and affection have less tendency to develop problems of adjustments as compared to those whose parents who exhibit rejection and indifferent behavior towards them.

Studies also point out that a lower frequency of psychological maladjustment can be anticipated among children and adolescents across cultures, if parental acceptance and warmth is given. (Baumrind, 1991; Rohner, 1986)

5.1 Youth Definition Of Parental Warmth

From the understanding of youth, warmth held different meaning for different individuals in diverse ways in the context of parenting. Basically youth defined warmth of parents in 3 broad frameworks. These are listed below.

5.1.1 Parental Warmth as Care, Love and Kindness

Parental warmth is viewed by youth in a distinct way. They define it in a divine sense, as parents are meant to be there and provide them love, care and kindness unconditionally. In other way it may be said that parents are highly regarded by the youth as a symbol of care and love and it is the only existence of parents that come on their mind when the term “warmth” is being said. A girl of 20 years marked :

“By the term warmth, care of parents come in mind”

Apart from perceiving parents in the context of care considerably, the youth also believed that even in the resentment of parents, love is hidden. A boy of 22 said:

“Warmth refers to a caring attitude. Even in the anger of parents there is love”

It has been found by most of the researches that those relationships that are shared between parents and children and have nurturance, warmth and affection in them eventually leads to a general prognostic of positive behavioral, psychological and social growth of the children as well as adults (Rohner, 1975; Rohner & Britner, 2002). Youth expect the parents compassionate behavior towards them, particularly in the hour of need. It is this attitude that makes them feel they are still close to their parents, and they have a strong rope to hold on to. A girl of 28 defined it as:

“Warmth is caring and understanding nature of both parents especially understanding the youth in time of need”

Love is another significant quality associated with the warmth of parents. A 15 years old girl respondent described warmth as it as :

“Warmth is the love of parents”

Youth acknowledge parental warmth in a sense of parental gentleness and thoughtfulness for them. They see it in the frame of being emotionally attached with their caregivers. 29 years old girl indicated, “Warmth is kindness or emotional attachment”. Furthermore another girl of 29 defined warmth in the same context of kindness as, “Parents loving and kind attitude towards their child”

5.1.2 Parental Warmth as Provision and Protection

In our culture, it is a commonly held belief that parents are responsible for providing their offspring with basic necessities of life, from food to education and vice versa. Fathers are mostly regarded as breadwinners, referring to the financial support provided by them, and as they work to earn money to buy whatever is necessary, to feed and also look after their children. A boy of 22 indicated:

“Every parent provides you with care. Father provides you with pocket money and other things, mothers show warmth in everything within the four wall premises”

Another respondent also linked parental warmth with provision of whatsoever he desires to have and hence expects it to be given by his parents . Haider 23 said:

“Whatever I want they provide me”

Youth also described parents’ role in keeping their young ones safe and in doing so ensuring they are not in danger since there had been disturbance in the society because of anti-social acts and life threatening activities which has made the parents

over protective at times. Still the youth believe it is for their benefit that their parents have such protective attitude. A boy of 22 indicated:

“To have a feeling that there is always someone for you who is protecting you”

Parents are naturally protective of their children. In this context parents make sure their young ones remain out of trouble, and turn to them in any kind of situation which might distress their young ones, particularly because of a bad situation. A respondent, girl of 17 was of the view:

“For me warmth is parents support in bad situation”

It has been shown by research and practice that a continuing ongoing support from at least one permanent, caring adult can make an huge difference in the life of a vulnerable youth (Howard & Berzin, 2011). Lastly, it is also stated by LeVine (1974), that one of the important objective of parenting is to provide the child’s wellbeing and health proper protection.

5.1.3 Parental Warmth as Understanding of Youth

Youth in our culture needs right to be autonomous, and also need guiding principles and limits from parents in order to learn and grow. If parents act as warm, friendly, direct in opinions, helpful, encouraging, and involved, it can help confirm a positive relationship with their teenagers. Youth these days desire to be heard and listen to, they wish their message be conveyed to the parents without raising any argument or conflict between them. A girl of 24 proposed:

“Warmth is that, parents should listen calmly to their children. The way a youth wants to talk, they should let him/her talk that way even though the parents may agree or disagree with it”

Besides being heard to about what youth wishes to convey, they also expect their parents to understand and respect their views one way or the other. It is deemed that a

loving parent deals with his child with respect by talking and treating them considerately. It is believed in our culture that an individual who is treated respectfully has a better chance of becoming an adult who values respect and put it into practice as well. Respondent girl of age 15 said:

“Parenting is an understanding, understanding of the thinking of youth, and respecting their point of view”

Parents are also expected to be present when their young ones are worried for something, and so they equally expect their parents to make them understand and face that particular matter or situation. A girl of 26 indicated:

“When you are worried, they ought to be there, and make you understand certain things”

Lastly parental warmth has been described by Amato (1990), as showing concern or interest in the behaviors of children/adolescents, pastime activities and peers, involvement in the activities of children, appreciation for their achievements, showing care and warmth and manifestation of eagerness and interest.

5.2 Emotional Bonding

Emotional bond is a source of attachment that prevails between the parents and the child/adolescents. It focuses on how parents understand the emotions of their young ones, how they listen to them with consideration, as well as how much they are ready to share what they have to say and want to get. Emotional bonding naturally expects friendliness on the part of parents, so that the youth might find it easy to communicate with their parents about personal and general sharing's. The youth had emotional bond at 3 levels, some of them bonded more with mothers as compared to fathers, and some were good at sharing much with fathers than mothers. While the other ones keenly bonded with both parents and vice versa.

5.2.1 Gender Differences in Parental Emotional Bonding

The following perspective of emotional bonding will focus on how parental gender differences can be observed in emotional attachment from the point of view and experience of youth.

5.2.1.1 Youth Emotional Bonding with Mother

In parent-adolescent family relationships, mutual disclosure is greatly shared between daughters and mothers. Moreover, mothers also play an important role by acting as a therapist, educators, companions of their young ones as well as a providing them with vital means of emotional plus materialistic support.

Listening is one of the important features that enable us to comprehend the strong and frequently existing bond between the mother and child, and it also verifies, that to any relationship listening is a significant feature. Moreover the young ones have a tendency to share their profound intense emotions commonly with those who they feel are dear and near to their lives Brownell (2006). For the youth, sharing is always easy when parents either mother or father are willing to listen to what they have to say and in turn provide either solution or support. Respondent girl of 24 said:

“My emotional bonding is more with my mother. One main reason is that, she listens to everything, and she is more like a friend than a mother. She also solves out things for me. In case of my father, with him emotional bonding is to some extent”

Parents not only listen to the young ones, but sometimes parents also share their matters with young ones as well. According to Penington (2003), children show their interest to listen to their parents in some situations that are particularly interpersonal, if the parents exhibit enthusiasm and readiness to listen to them as well. 19 years old girl marked:

“I have emotional bonding with *mama* (mother). Mama also likes to shares with us her talks, the way we also share with her. It’s a friendship kind of bonding”, however in case of her father she said “He is not expressive and not much sharing. Furthermore we even don’t try to share because of this barrier”.

Similarly for the alike reason of being listened to, a boy of 25 disclosed healthy attachment with his mother while opposing his father’s contribution in emotional bonding because of unconcerned attitude:

“My emotional bonding is with my mother, she listens to everything which I have to say. And whatsoever happens, I share with her. Dad says, leave it or let it go”

In the same lines of parental differences in attachment, particularly on father’s aloof nature, a 23 years old girl indicated:

“My emotional bonding is with my mother, because I share everything with her”, and regarding her father “ I don’t have that much frankness with my father that I may share everything with him”

Since the mothers and daughters communicate with each other on daily basis and the young ones also share with them their personal information, this aspect leads to the belief that there is a closest bond between mothers and daughter (Penington, 2003).

Most of the respondents had this similar reason for interacting more with mothers because she is mostly home and available as compared to the father who is usually a breadwinner and comes late at home. Respondent girl of age 17 marked:

“My emotional bonding is with my mother because I spend more time with her. And with my father it is less because he mostly comes late at home and there is not enough time left to share then”

Youth was also of the view that mothers beside being available, also offered solution to the problems and remained mostly composed in her temper while listening to them. A respondent girl of 15 told:

“My emotional bonding is with mother. She doesn't react instantly, rather she solves the problem. It is less with my father and whatsoever I share with my mother I don't share it with my father”

Mothers are thought highly of being kind hearted and because of this reason the youth easily share their concerns with them. It was however the fear of their father that proved to be as some barrier for youth in sharing less with them. 17 years old girl pointed:

“Emotional bonding is with my mother, she makes me understand things easily. Concerning my father I have fear of him, he may end up scolding me”

Similarly a 21 year old boy said:

“I have emotional bonding with my mother. First I always share with my mother because with dad I have fear, so I share less”

5.2.1.2 Youth Emotional Bonding with Father

In father-adolescent relationship, it has been known from the results of this study that youth also considered father as warm and sharing as compared to mothers. Usually this reason prevailed in such families, where mother was somewhat strict in some matters and so father held the lenient grounds.

It has been found by the researches that on the whole, life satisfaction and occurrence of less depressions in children's, was positively linked with the father involvement (Dubowitz et al., 2001; Formoso et al., 2007; Zimmerman, Salem & Maton, 1995), as well with less behavioral problems (Formoso et al., 2007), less psychological distress (Flouri, 2005), less distress regarding emotiosn (Harris et al., 1998), less expressions of negative emotions such as guilt and fear (Easterbrooks & Goldberg, 1990), greater sense of social competency (Dubowitz et al., 2001), higher levels of self-reported happiness (Flouri, 2005), fewer anxiety symptoms, and lower neuroticism (Jorm, Dear, Rogers & Christensen, 2003).

It was found by the study that respondents were naturally inclined towards those parents, with whom they were most compatible with and particularly in sharing certain matters. A girl of 25 was of the view:

“I feel I have more emotional bonding with my father because there is a compatibility level. And I share less with my mother because she sometimes doesn't agree on some decisions”

Besides being compatible and like-mindedness, some adolescents from the beginning had emotional bonding with their father, as 21 years old girl said:

“Since the beginning I had emotional bonding with my father. I have some bonding with my mother too, but to great extent it's still with my father”

Furthermore a boy of 18 expressed his love for his father naturally in this way:

“My emotional bonding is more with my father as compared to my mother. I simply adore my father more than my mother”

In case of a 15 years old girl, a temporary abroad breadwinning father was highly held even in his absence, and that made her more attached with her father. She had also some bonding with her mother too. She told:

“My emotional bonding is with my father. When we were little, he was abroad for 7 years. I used to hold his picture as he was far away and at that time I always felt his need. May be that’s why I feel I have strong emotional bond with him. In case of my mother, I have bonding with her too, but its more with my father”

Fathers are also looked up to as friends in the process of parenting. A respondent has reported her father as being secretive about her some sharing’s, accepting them in fairly and friendly way. A 21 years old girl describe her bond with her father in this way:

“I have emotional bonding with my father. He never scolded me on anything. If I tell him anything particular related to me he mostly says, “it’s ok, never mind and don’t tell your mother about it”. He also regard me as his friend. As compared with my father, its less with my mother”

Fathers who were responsive and frank were also deemed by the youth. It was one of another reasons which made adolescents turn to them with positive hope and need of fulfillment. A 17 years old boy said:

“I have more emotional bonding with my father, because he is frank in nature. I don’t have that much bond with my mother, because she has quiet nature”

5.2.1.3 Youth Emotional Bonding with both Parents

Emotional bonding with both parents was also intensely seen among the youth. According to some respondents there existed a mutual bond with both parents, yet

keeping in mind the parental differences while sharing some matters. A girl of 17 was of the view:

“My emotional bonding is with my mother as well as my father. But there are few things which I just share with my *mama* (mother)”

Similarly another respondent a girl of 24 explained the differences while bonding with both parents in such a way:

“My emotional bonding is with my father, because the way I share with him, he also in turn shares with me. I also have bond with my mother but still its more with my father, because she is always busy in her work of interest”

Unconditional love and acceptance was also reported by respondents on behalf of both parents. A 22 years old respondent girl expressed it this way:

“I have emotional bonding with both of my parents because both have loved me unconditionally”

Collins and Russell (1991) indicated that usually the main and general focus of fathers while communicating with adolescents was on the instrumental goals that are related to academics, sports related accomplishments and plans regarding future. Moreover political debates and arguments were also the part of their discussion and objective issues. On the other hand mothers interacted with adolescents by having discussions of personal issues. 24 years old girl indicated it as:

“My emotional bonding is with both of them. In matter of studies it's with my father, and apart from this in everything it's with my mother”

5.2.1.4 Youth Partial/ None Emotional Bonding

A rare type of bonding was only seen in one respondent. 23 year old boy appointed out that he shared little or no, neither with parents nor with friends. He reasoned that he liked keeping things to himself. He said:

“I have no emotional bonding with both of my parents or either its partial with them. Mostly I avoid this because both of them just become rigid in the end, making me understand things which I am not willing to do”

Generally, adolescents disclose more to parents who are approachable, receptive, and accepting; warm, nurturing, and uncritical; attentive and available; approve of their experiences; and who inquire for their adolescents’ opinions too (Dailey, 2006). On the contrary, adolescents disclose less to parents who are disapproving and rejecting; often critical; disregarding adolescents’ communication efforts; and giving not as much of personal responses (Dailey, 2006).

5.3 Parental Affection

Fondness, care, pampering and fulfilling what the young ones desire is all what it takes to be termed as parental affection. The answers of respondents clearly indicated that they received affection from both parents but in different ways at times. Sometimes the arrow pointing more towards the mothers in pampering and sometimes it pointed at fathers for being more affectionate than mothers.

An important behavior of parents, which is associated with the effect of communication patterns of family, on the well being of young adult children is labeled as affection. Moreover behaviors that exhibit emotional warmth and care for others, are said to be identified as affectionate communication manners. Furthermore assisting children with their homework as well as having a meal together were said to be those shared supportive activities, which exhibit affection between the parents and child (Floyd et al., 2005).

5.3.1 Gender Differences in Parental Affection

The following perspective of parental affection will focus on how gender differences can be observed in the affection of parents, from the point of view and understanding of youth.

5.3.1.1 Youth Perception of Mother Affection vs. Fathers

In the view of respondents, it was the mother who provided them with affection in a wide range of matters as compared to fathers, who were reported mostly to be either reserved or less expressive when it came to being affectionate.

It has been found that there is a stronger attachment and healthier intimacy between mother and daughters as compared to other relationships between parents and child (Thompson & Walker, 1982; Troll & Fingerman, 1996). A respondent boy of 25 defined his mother's stronger affection for him, as well as mentioning his father's less pampering attitude in a distinct way, he said:

“My mother is more affectionate towards me. She expresses love and care in the way she talks with me. My father is not that much affectionate. First he shows his anger, and then finally he will say, fine go ahead share with me”

Besides this, a girl of 21 told that her mother is really expressive as compared to her father, who only express affection by fulfilling the demands but not in the sense of pampering.

“My *mama* (mother) is more affectionate because, she is expressive. My dad is somewhat affectionate but he doesn't show it. My *mama* shows it by *laad* and *payar* (pampering and loving) me. My father shows it by fulfilling what I ask for, but he still doesn't pamper”

22 years old boy marked the difference by simply revealing that it's the reserve nature that makes his dad less affectionate as compared to his mother who was actually expressive:

“My mother is more affectionate. Whenever I am outside the house, she makes sure she is there for me in any way. She gets to know it easily when I am having some problem. Dad is also somewhat affectionate, but he will not show it that much”.

According to Chodorow (1989), it is stated that for daughters the primary and most important role models are their mothers. Moreover as compared to fathers, daughters associate and acquaint more with their mothers (Starrels, 1994). Lastly the attitudes and values which are taught to daughters by their mothers get internalized in the value system and thinking of daughters (Looker & Magee, 2000).

5.3.1.2 Youth Perception of Father Affection vs. Mother's

Goldstine (1982) asserted, that better verbal ability, academic accomplishment and intellectual functioning are linked with nurturing and active style of fathering. A 19 years old girl mentioned her father's affection in a way:

“My *papa* (father) shows more affection for me. He supports what I have to say, and he asks of whatsoever is related with me. My *mama* rarely is affectionate towards me, may be its her nature”

Another 20 years old girl reported her father intense affection as compared to her mother’s rare fondness, which is only exhibited when something is asked with determination:

“My *abu* (father) is affectionate. He will show it by helping me out, and will also guide me. My mom hardly shows affection except when I become headstrong on something and then she express affection by fulfilling it but that is also very unusual”

Furthermore a common reason given by 15 years old girl negating her mother affection was that, her mother was more fond of her brother and so this made her father clearly gave propriety to her:

“My *papa* (father) shows affection by giving me priority among my all siblings. My mother shows more affection for my brother”

Apart from favoritism, another different reason regarding mother’s lack of affection was given by a a girl of 21 who told:

“My *ami* (mother) is introvert, and so she is not expressive. My dad is always affectionate in every way”

It has been known that when a child and father spend their time together, it excessively makes a father sensitive and responsive to the child’s need for attention, care, guidance and their stability (Snarey, 1993; Coltrane, 1996)

5.3.1.3 Youth Perception of Mutual Parental Affection

Various researches propose that daughters and sons receive affection to a different extent and manage affectionate behaviors in a different way (Barber & Thomas, 1986; Tucker, 2003; Larson & Richards, 1994) and besides mothers and fathers may

express affection in a different way to their children (Condry, Condry & Pogatschnik, 1983; Felson & Zielinski, 1989).

The respondents believed, they were shown affection by both of parents in their own significant ways. It was commonly seen, that mothers demonstrated it by physical affection as well as verbal appreciation, where as fathers on the other hand behaved as friends as well as showed affection through financial assistance. A 25 years old boy said stated that he received affection it its proper connotation from his both parents:

“Both of them show affection towards me. My mother shows affection by hugging me at times, kissing on my forehead and any other way. My father shows me affection by greeting me properly, and often he moves his hand on my head to show he cares”

Another typical gesture of affection that was commonly observed in parents was, mothers expressed affection by caring and pampering, where as fathers exhibited it by fulfilling what they wished for or through monetary means. A respondent girl of 29 said, “Both of them are affectionate. Mother tends to my wishes and whatsoever I like. My father fulfills and look after my financial needs more”. Another boy of 18 gave similar reason for this parents affection in this way, “Both of my parents show affection. My mother shows it by loving and taking care of me, and my father shows it by fulfilling what I ask from him”

Besides being loved by both parents in distinct ways, another unique way of affection was revealed by a boy of 21 who said:

“My parents mutually show affection. If my father scolds me, my mother gets ready to give me love. If my mother scolds me, my father is there to take care of me”

In the same lines, a girl of 17 regarded the resentment of her father as a symbol of affection, by pointing it by stating:

“My *ami* (mother) shows affection as well as my father. Dad shows it by scolding me when I forget to take my medicines. My mother express it by appreciating me when I look good”

Lastly a 25 years old girl respondent expressed her father and mother affection for her in this way:

“Both of them show me affection. My dad listens to me more and my mother shows it by discussing problems with me”

Researchers have verified that parental affection is positively associated with a number of outcomes that are associated with the well-being of children-adolescents. For instance, affection makes easy relation related closeness and satisfaction in parent-child dyads (Floyd & Morman, 1998, 2001, 2003) and is linked with decreased loneliness (Downs & Javidi, 1990). Expressions of affection together with the parental support and closeness, are considered to be an effective predictors for the absolute life satisfaction of adolescents male and female.

5.4 Gender Differences in Parental Interaction with Youth

The study has explored differences in the topic of conversation between parents and youth in this chapter. Mothers were mostly found to communicate with youth on general talks, from domestic issues to general matters of buying clothes. On the contrary, fathers mostly interacted on political, current issues while some showed interest in their adolescent's university life encounters. Youth also found parents mutually enjoying the exchange of words with them. For those who found the involvement of only one of the parents in discussions, told a significant reason of either the reserve nature of father or mother for being a good listener. Stattin and Kerr (2000), described disclosure as the degree to which children instinctively disclose information about what they have done out of immediate supervision of their parents.

One of the most common reasons given by youth was, their mothers took interest in what happens within the house as well as sometimes university life, while father were keen to discuss current issues. A respondent boy of 25 told, "My mom talks about things that mostly happen outside home premises i-e what I do in university, with whom I am involved in fun activities. My dad talks about current issues". Similarly another respondent girl of 21 stated similar reason by saying, "Yes my father likes to talk with me regarding every account of university, he is a very good listener. My mom likes to talk about family related topics, issues, and matters related to clothes and any girlish talk".

Furthermore a girl of 17 indicated her mother's fine quality of listening as well as describing participation of her father in this way:

"Both of my parents participate in talking things over with me. My mama enjoys more by listening to our talks rather than speaking herself, whereas my father also talks about himself apart from listening to us".

Moreover, to yield good communication between parent and adolescent warmth and involvement is required (Simons & Conger, 2007). For instance, parents who are said to be warm and concerned with their adolescents will exhibit recurrent and better communication with their adolescents.

Apart from this a 15 years old girl expressed her parents interest in the topic of discussion by stating, “My mom discusses school problems, where as my father likes to discuss any kind of news”. Another 21 years old boy said, “My mama likes to talk about almost everything with me, whereas my father likes to discuss politics only”

Besides positive involvement of both the father and mother in conversing with their young ones, it was unsurprisingly found that there were some fathers who by nature didn't participate while talking over with their young ones. A 25 years old boy said:

“She likes to talk about numerous things. *Walidah* (mother) is eager to talk about general topics such as household related talks. My father hardly gets into conversation just because of his nature”

Research affirms that there is a tendency for better communication, responsiveness, honesty, and more positive exchanges and communication between mothers and their adolescents (both sons and daughters) than between fathers and their adolescents (Barnes & Olson, 1985; Dailey, 2006; Heller et al., 2006; Hutchinson & Cooney, 1998; Jaccard, Dodge & Dittus, 2002). Another respondent girl of 25 stated:

“My mom enjoys indulging in discussion with me and so do I. My father hardly likes getting involved in conversation”

Apart from discovering an uninterested father in conversation, a mother was also found to participate less because of being busy with elder siblings rather than the young one. Respondent girl 20 years old girl:

“Mostly my father enjoy having conversation with me regarding family, business or daily routine. My mom hardly likes to have conversation with me, she shares more with my elder sisters”

Lastly, a 29 years old girl stated a distinct way of defining her parents involvement in talking things over with her this way:

“Neither of them involved in having any sort of discussion with me because I was the youngest in family and both of them were too busy in resolving elder siblings issues. Sometimes they used to chit chat with me however”

It is known that adolescents who feel that their parents are attentive as well as support their experiences and point of views, are more likely to report greater openness in communication between themselves and their parents (Dailey, 2006).

5.5 Case Studies

The following case studies have shown different aspects of parenting, regarding the parental warmth, involvement and interaction with the youth. It will also give information about the differences in parenting style concerning the different aspects of parental attitude towards their adolescence in different matters, from emotional bonding, emotional detachment, and letting their off springs do what they like doing.

5.5.1 Case Study 1

Mr S is a 17 year old and also has a fraternal male twin. His mother has strictness in nature as compared to his father who is more frank and friendly. He has more emotional attachment with his father than mother. However he feels that his father at times get detached particularly when his father is texting or using his cell, and because of this he pays less attention besides he is however thoughtful enough to understand his problem and worries than his mother. He also told that he shares less with her mother because he finds his father more friendly. Both of his parents let him do his favorite things or tasks if they are appropriate enough for him. He told that he has good relationship with both of his parents apart from the differences in parenting.

5.5.2 Case Study 2

Mr S is a 21 years old eldest son living in a family of 5 siblings. According to him, his mother is a truly friendly person as well as caring and loving. His father is loving too but he doesn't express love that much. Mr S has also some fear of his father because he is strict but still he is a good father in his views. Both of his parents are there to

solve his problems when he shares it with them. His father also has no objection in letting him do things he like doing and along that Mr S is also aware how to differentiate between right and wrong things. He has more emotional bonding with his mother and because of this, he shares more with her. In case of his father he still has fear of him due to which he hesitates in sharing. His mother as compared to his father also speaks in a warm and friendly manne. According to him, his mother is more affectionate towards him, however his father also never ignores what he asks for. Both of his parents also understand what he needs or want. Mr S has spent more time with his mother, since she is a house wife and is mostly at home. He has told, he has friendly relations with hir mother, and doesn't hesitate in sharing anything with her, however with his father the relation remain in boundaries.

5.5.3 Case Study 3

Miss H is a 17 years old, living in a family of 6 siblings all sisters and no brother. According to Miss H, whatever she shares with her mother she listens to it eagerly. Her mother takes care of the whole house alone and also never complains about it. She also told that she likes her father so much but still had fear of him because of his temper. On the other hand she also likes doing the work of her father. Both of her parents talk with her in a friendly tone most of the time and are affectionate towards her too. Her parents are also never emotionally detached with her. Her mother enjoy talking things with her particularly her friends, where as her father mostly likes to discuss auto mobile related topics. Both of her parents have also given her standard freedom, and she says that whatever they stop her from its for her own good.

She told also added that she mostly shares with her mother and sisters and less with her father, and in turn they understand her problems and worries. According to her , she doesn't show her parents if she is upset, but her mother still get aware of it and eventually helps her out. She mostly spend time with her father in the morning while going to school and mother in the evening when she comes back from school. She likes her mother to the extent that she mostly feels love for her and want to stay with her frequently. Her father however holds an esteemed position in her eyes because of his good nature and behavior with everyone.

5.5.4 Case Study 4

Miss R is 24 years old in the sibling of 3 sisters, and is also the eldest one. According to her she has bonding with her father in matter of studies because of this she can easily discuss things with him i.e., the present and future studies. On the other hand the rest of bonding is with her mother in every matter, but it's not that much where she can share each and every detail. She also mentioned that both parents got detached emotionally with her in some personal issue of her, but that happened for some time until it got resolved. Her parents also appear to understand her problems and worries but still they don't show that they are aware of it besides miss R told that this they did because of their nature. Both of them however seem to understand her needs and wants, but she pointed that it has to be discussed with them beforehand so that they can easily grasp it. However she spend more time and interact with her mother as compared to her father, because of his job nature. She has friendly, understanding relation with both of her parents, and they listen to her as well as spend good time when they are together.

5.5.5 Case 5

Miss H is a 29 years old in the sibling of 5 and is the youngest one. According to Miss H, her father (who has died) used to fulfill her every wish and never ignored her demands. Her mother (dead as well) however paid much attention by making her understand things so she may let go of some habits and things, which her father on the other hand fulfilled easily and gave it to her. As compared to her mother, her father let her do things more which she liked doing, particularly even in some minor cases such as listening music loudly, which her mother said to listen in low volume. Both of them understood her problems and never got emotionally detached with her. She mentioned that since she was the last one in family, her parents remained busy in solving the matters of elder brother and sisters who were also married, but still they spend good time with her eventually. She also told that both of her parents also didn't make her feel better when they found her upset, but her mother used to ask her and after being told the problem she simply said, "It's ok it will get fine", but for Miss H this much concern still wasn't enough. On the other hand she mentioned that she had

good relations with her mother who was also strict in almost everything because her mother was of the view that girls should be raised this way. Lastly she said, whatever she was unable to do in her mother's presence or strictness, she fulfilled it with the help and care of her father.

6. PARENTAL INFLUENCE

6. INTRODUCTION

The study's objective also focuses on the aspects of influence that the parents have over youth. Personality is influenced by our parents and it remains one of the obvious realities linked with human nature. Moreover it seems obvious that as the parents play their role in bringing up of children it put forth a long-term influence on the nature of their personality.

Youth has defined influence of parents in diverse manner, by describing it in the context of the ways that are practiced by parents as well as the nature possessed by them and because of which the parents influence the young ones. For them it is the influence of parents that affects the behavior and attitude of youth. Besides, it is due to parental influence the youth adopt certain qualities of parents in their personality. This chapter had also revealed youth hesitancy in sharing perspective and related it to the parental influence as a ground reason. That is, with which parent they feel most hesitant while sharing certain things. Eventually, hesitancy in sharing with father has basis of his anger and resentment and in case of mother, hesitancy is related with either worrying about getting scolded or situation oriented fear.

6.1 Youth Definition of Influence

Youth defined influence in the light of parents conduct and how under its effect the young ones learn certain attitudes and deal with different matters. A 24 years old girl described influence in the context of parents ways and behavior by saying:

“Whatsoever are the ways of parents, we simply adopt them under their influence. Parent's behaviors have influence on us”

Apart from parental behavior, influence was described by another girl of 29 as a parent who has significant effect on you due to his/her influence:

“Which parent has most affected you, your attitude and activities, describes influence”

However for 15 years old girl, influence was only seen in the perspective of father figure, she said:

“It’s only the influence of father that exists, because they are strict and head of the family”

Influence of parents was also seen by respondents as a bond between both the parents and youth, a 24 years old girl explained it as:

“The influence of parents is to remain in bond with them and live accordingly”

Yet obeying was another element observed by the youth in the context of influence, a girl of 24 stated:

“Influence is that we must listen to them”

A 21 years old girl is of the view that parental influence enable us to behave maturely by adopting good things from parents which stay with the youth till the end.

“Under the influence of parents we do the good things in the long run and we try to copy them unintentionally”

Another girl of 21 defined influence as an element of understanding between parents and the youth, she stated :

“It is the every type of influence by parents yet in friendly environment for me. My parents fulfill what I say to them and I fulfill whatever they ask of me. I know which thing will make them upset, and the thing that will make them contented I will do it ultimately”

Parental influence was generally defined as the behavior demonstrated by parents, and which is observed and carried out by the youth eventually. A 22 years old boy described it by saying, “Influence depends on the ways of parents, and for how they have dealt with you. And whether they can fulfill your wishes or not as well. Girl of

15 years stated, "Influence is, that if the attitude of parents is soft, and whatsoever will be their ways, the child will learn it that way"

The relationship between parents and children may play a significant role in affecting and altering the temperament of a child to a specific intensity (Papalia et al., 2002). A 15 years old girl defined parental influence beautifully this way:

"Influence is, that every parent has its shadow that naturally comes in their child. My father has this habit that he never says no and I have learned this from him. My mother is extra friendly, so I have this in me too and I take care of others in her way"

It is evident from the studies that the development of children in almost all the areas of life can be considerably influenced by the parents (Papalia et al., 2002); also the influence of parents on development is most prominent in the issue of psychosocial development. In addition, parents also play a fundamental role in the emotional, moral, and social development of their child or young ones.

6.2 Gender Differences in Parental Influence

The most important ways in which parents can socialize and influence their children is by interacting with them and conveying them the targets or aim they would wish their young ones to accomplish. It is through this interaction and influence the child gets to learn the values their parents want them to internalize, their parental expectations and desires for them. It is under the influence of parents, children get to learn and behave in a certain way. This chapter will focus on how parents gender differences can be observed in the matter of influence.

6.2.1 Mutual Parents Influence

Children and adolescents are influenced by their parents merely by who they are and how they do something. It is known, that children simply learn by observing those who are around them and parents are the most noticeable models in their world. A 24 years old girl said:

“My parents have equally influenced my life. My mama has influenced me in house making i-e, keeping the house proper, and having good behavior with others. My father has influenced me in staying confident and that his support is always with me”

A 22 years old boy explained influence of his parents by mentioning his father’s experience and mother moral teaching:

“My father has influenced my life. He teaches me every time about how things should be handle, particularly by the experience he had. My mother has also somewhat influenced my life. If there is something improper, she will stop me from doing it.

Another 29 years old respondent girl stated how her parents have played their role in influencing her by teaching certain things:

“My mother and father, both have influenced my life. Father has taught me to never tolerate wrong things, and to practice justice as well. Mom has influenced by teaching me love and kind-heartedness”

It is known that proper social behavior is learned by young ones by merely imitating the behavior of parents (Papalia et al., 2002). Respondent girl of 28 stated alike:

“My mother has especially influenced my life in a way that if I am soft spoken and kind hearted currently, it’s because of her. Father has influenced me in buying manners, particularly going for the quality things”

22 years old boy defined influence of both parents as:

“I see my father influence in a way, that he is always good at decision making. My mom influence is in general daily life matters, particularly making me work under my father’s influence”

It is also evident from the researches that those parents who are acknowledged as spiritual role models by children, play their role in affecting the general outcomes such as religiousness in adolescents (King & Mueller, 2004). A boy of 22 mentioned the element of religiosity taught by his parents in the following way:

“My father has influenced me. I like his rules of life. He had always kept us in limits, and I believe this is the reason that makes children respect them more. My mother has influenced me with love and care, and in the perspective of religion by making me believe that *namaz* (prayers), *rozah* (fasting) are the better things”

Likewise a girl of 29 explained the same religion perspective of parental influence as:

“My mother has influenced my life in a way, that she was always Islamic type as well as kind hearted. She mostly used to teach me about *deen* (religion) and Islam. She also inquired me for *parda* (veil) till the end, but that I failed to comply with. My father influenced me with this teaching, that whatsoever be said to you, never reply back in detest”

A girl of 21 associated her father in influencing her in the matter of religion, she said:

“Father has influenced my life. He is very humble person. He is also both into religion and world. In the influence of my mother there is emotional attachment factor”

Researches show that parents are influentially prominent by simply modeling how they would like their children to think and conduct themselves accordingly, as that behavior is often copied by their children (Axinn, Clarkberg & Thornton 1994; Bader & Desmond 2006; Manning, Longmore & Giordano 2007). A 22 years old girl said:

“Both of them have influenced my life. Just like my *ami* (mother) I believe in social interactions. I am also sensitive like her. Dad has influenced me in a way that whatever the matter may be always be strong enough to deal with it and I have learned this attitude from him”

6.2.2 Favorable Father Influence

A girl respondent of 23 mentioned how her father has influenced her by exercising the permissive parenting style by always liking her and teaching her to be carefree, which eventually made her father stand favorable in her eyes, she said:

“I am a copy of my *abu* (father) when it comes to being influenced. Both of my parents are good, but I will like to turn out as my *abu* (father)”

Another 24 years old girl explained her father’s significant influence as compared to her mother’s dictator like ways, :

“My father has influenced me more than my mother. Whatever he asks for I do it. I simply really like him, and in fulfilling what he says I get extreme satisfaction. My mother however demands me to surrender, she is a dictator type”

A 17 years old teenage boy stated his father influence by simply adopting his father’s way of dealing with certain matters:.

“My father has influenced my life more than my mother. Whatsoever the work of any sort, I deal it in a way I saw my father dealing with it. My mother’s influence is relatively less”

Another 15 years old teenage girl mentioned that it’s because of the positive influence she likes to copy her father, she said:

“Papa has more influenced my life. I try to copy him more. Mama somewhat imposes influence, yet I still follow her”

6.2.3 Favorable Mother Influence

It is said, that the ways in which the daughters play their role by developing themselves in the environment as well as mounting their sense of self, is said to be highly influenced by the behavior of mothers (Dauglass, 2005). 19 years old girl expressed her opinion of mother influence in this manner:

“Mama has more influence on my life. She discusses matters with us, guides us from the experiences of her life, so that we remain decent and good. My papa is not that much home because of business, so there is less interaction and rare influence”

Another boy of 23 told, his mother has influenced him more as compared to his father, he said:

“My mom has influenced me in a way that she guides me and makes me understand things. My father’s influence is less. And when both of them go in detail of something, I simply start getting irritated”

22 years old girl is of the view that mother influence is more prominent because she is naturally made that way to have effect on us:

“*Mama’s* (mother’s) influence is in a way that she teaches us in all ways, and it’s natural that mother influence is more because I have seen her giving me almost everything for what I ask for. My father’s influence is almost 40%, because in childhood he was mostly strict”

The adjustment of humans from the period of infancy to late adolescence has been said to be influenced by the availability of parents (Cummings & Davies, 1995; Parmar & Rohner, 2005). A teenage girl of 18 said:

“My mother influence is more in a way that whatsoever is good she will help me on that. Earlier my father influence was more, but comparably now it’s not because he remains busy in his own life”.

Parents are deemed to provide assistance in the development of their child's moral way of thinking and judgment skills through helpful discussions and conversations.

6.3 Youth Hesitancy in Sharing with Parents

In the last theme of parental influence one of the major aspect being addressed was, what makes youth hesitant while sharing certain things with their parents. It was seen that the adolescents mostly worried about their parents reaction towards what they wanted to share, or merely the coldness of parents in responding to certain topics particularly personal confessions or sharing's. However there were adolescents who felt easy in sharing every sort of things with their parents, either with mother, father or mutually with both of them.

When teens enjoy friendly and supportive relationships with their parents, they have a tendency to share significant information about their activities with their parents and this level of disclosure is ultimately associated with amplified parental information about teens' friends and activities and decreased levels of antisocial adolescent behaviors (Kerr & Stattin, 2000).

It has been found that strong relationship prevails between the adolescent and parents relationship and parent-adolescent communication (in the matter of frequency and quality). Generally, parent-adolescent relationship of a lower quality leads to destructive communication patterns which are linked with less parent-adolescent discussion (Noller, 1984).

6.3.1 Youth and Parental Gender Differences in Sharing

The following perspective of sharing will focus on how parental gender differences can be observed as youth share certain things and feelings with their parents accordingly. Furthermore this chapter will also focus on the different sharing styles the youth has adopted, depending on the nature of their parents, and who they select most commonly to share their views and problems with.

6.3.1.1 Carefree Sharing (with Parents)

For the children and youth particularly, mothers and fathers remain significant attachment figures. Even though both mothers and fathers are loving and show

warmth towards their children, mothers are most commonly the parent to whom children rely on for ease and comfort as well as with whom they share personal feelings frequently (Collins & Read, 1990). A girl of 24 told she faces no hesitancy with either of parents. Moreover she mentioned that even if she shares only with her mother, the sharing eventually reaches her father:

“I don’t feel hesitant with any of my parents when it is a matter of sharing. But few things which I may not share with my father I simply share them with my mother, but he still gets to know it eventually

A 21 years old boy testified carefree sharing as:

“I don’t hesitate while sharing anything with both of my parents. I can tell anything to any one of them, yet they don’t ask any personal questions, that makes it easy”

17 years old boy respondent told then even if he is good at sharing, still the matters he should be careful about, he simply don’t hesitate in sharing that too. He told, he had an easy nature to share with parents who will also listen to him peacefully in return.

“Actually I don’t hesitate while sharing. Even if I have to be cautious, I still won’t hesitate in sharing with them”

Another girl of 21 stated that if she had to choose between sharing with either of parents, she will go for her father because of his good listening nature:

“Although I don’t believe in sharing that much, but if I have to share that will be with my father”

Eventually a 17 years old girl and 18 years old boy stated similar reasons in sharing easily with mother, when they told, “Few things I easily share with my mother”, the girl said, whereas the boy told “I don’t hesitate that much from my mother, so I share with her”.

6.3.1.2 Mutual Hesitancy with Parents (in sharing)

Since teens may willingly disclose particulars about their friends or activities to their parents, they might at times choose not to share information with their parents for a

number of reasons (e.g. to avoid negative outcomes or parental disapproval) (Marshall, Tilton-Weaver & Bosdet, 2005). A 29 years old respondent girl mentioned:

“Father: I have fear he may not lose his temper (regarding any personal sharing particularly. Mother: Few things I mostly hesitate in sharing (generally personal) because she may disapprove after knowing it”

A girl of 15 mentioned that her hesitancy in sharing depends on the nature of the topic to be shared with parents, she said:

“It depends on the nature of talk for which I may feel hesitant in sharing. If its papa (father), I can’t tell him everything at least, and if it’s my mother, I still share less out of hesitancy, but regardless of everything she solves that for me”

A 17 years old girl and 23 years old boy gave similar reasons for not liking to share at all. However the girl gave the reasons for her hesitant behavior, she said:

“First and most of all I don’t like sharing. With mama, I feel hesitant in sharing things that are related to my friends or siblings fights. In case of my father, to avoid giving rise to any issue, I don’t share”. Whereas the boy told, “ I may feel hesitant in sharing with both of my parents. And mostly I don’t feel like sharing with them or anyone”

6.3.1.3 Hesitancy with Father (in sharing)

Youth hesitated to share with father figure, because of the common distinct reason identified as father’s response of anger. Another reason was the hesitancy of sharing personal matters with father, which the youth believed may yield outcome of annoyances on father’s behalf. A 17 and 23 years old girl mentioned that sharing of personal matters may lead to father’s harsh response:

“I hesitate in sharing with my father because I know there are few private things, which I fear that if I will share with him it may cause him to show strictness”. Whereas as girl of 23 said, “ I just feel hesitant with my father, when it comes to sharing of personal matters”.

Besides being cautious about sharing personal matters, youth pinpointed gender differences and communication gap as an element of hesitancy, a respondent girl of 17 told:

“With *papa* (father) I feel hesitant. I don’t discuss that much with him, due to his gender difference in my view”

Moreover, besides gender differences, anger and temper of father was pointed by 29 years respondent when she stated:

“I feel hesitant because I have fear my father may lose his temper and get angry”

However a 21 and 25 years old boy just had this fear that they may feel humiliated or uneasy if their father may end up saying a slight no to their sharing or simply by scolding. “I just feel hesitant with father. I believe if he will stop or say no to something, I may feel humiliated. Whereas 25 years old said, “With father I feel hesitant because when he scolds me I feel uneasy”.

Father’s facial expressions of rage were also identified by the youth, when it came to the hesitancy involved in sharing. A girl of 24 said that her hesitancy is due to this reason, “Aggressive look which appears on my father’s face” and another 15 years old girl explained “With regard to my father, I have to take precautions while sharing. I have fear of him, because if there is something serious which I share, his face expressions change instantly”

Besides the attributes linked with the father figure, youth’s own traits played a role in displaying hesitancy while sharing. A 22 years old girl mentioned, “I feel shy and that makes me hesitant in sharing with my father”. Whereas 18 years old girl stated, “He is not that much frank and since the beginning I don’t have this habit of sharing with him”

Rigidity and reality orientated behavior was another feature associated as a barrier between sharing on fathers behalf, a respondent girl of 29 said, “I feel hesitant with father because he is little rigid and gets angry easily”. While a 22 years old girl said, “I feel hesitant with my father because his reaction is different and he is reality-oriented”

6.3.1.4 Hesitancy with Mother (in sharing)

Hesitancy in sharing with mother was dependant on the mother's mood while sharing as well as being scolded in the sharing perspective. Mother's lacks of friendliness in interaction was also an additional barrier for sharing. Besides this, hesitant behavior was identified as situation oriented too, i-e mother's disapproval for certain activities particularly peer gatherings. A boy of 18 stated:

"I feel hesitant with my mother, regarding outing with my friends"

Moreover changeable mood of mother was a kind of nervousness for youth to initiate sharing. A 21 years old girl said:

"*Mama* (mother) : She is strict and her mood swings are unpredictable mostly. Father: I can face papa while sharing"

Apart from mood swing, a predictable reason of getting scolded was given by 29 years old girl when she told:

"I feel hesitant with my mother. I had fear she will scold me. However with father I didn't feel hesitant"

Unfavorable attributes of mother was again one of the reasons youth identified for their hesitant behavior. 17 years old boy said, "With my mother I feel hesitant. She doesn't have friendly nature. My father is friendly". Where as a girl of 23 mentioned, "I used to feel hesitancy with my mother, out of her fear because she is introvert type. With father I used to share everything".

Wrapping up it can be said that hesitant behavior mainly depends upon the nature and ways of the parents that are carried out with the youth. It eventually either opens a way for the youth to share freely or make them stand hesitant because of the fear for parents annoyance. To the least part, it was the attribute of the youth themselves, which youth identified as an obvious nature of not sharing with any parent, regardless of parents behavior.

Inclusively research has shown that parents play a major role in their ability to develop a friendly and positive relationship with their teens, which ultimately play a

significant role in teens' readiness to share information concerning their friends and activities with their parents (Stattin & Kerr, 2000).

6.4 Case Studies

The following case studies have revealed youth's perception regarding the influence that parents have over them. Parents responsiveness and receptiveness in different matters is also discovered. The case studies have also shown youth hesitancy while sharing certain things with parents. Furthermore while growing up, which parent they felt closest to and among mother or father who took care of them and in what matter. Lastly it has revealed that by which parent the child was punished during childhood and what kind of relation the youth has at present with their parents.

6.4.1 Case Study 1

Miss A is a 15 years old and the last one in the siblings of 6. According to her the influence of parents is the teaching they give and which is learned automatically. She told that her father had taught her more as compared to her mother and because of this she thinks, he has more influence on her. However her mother is more receptive towards her, listens and responds to her more as compared to her father. Her father however simply responds by saying "I will see" to something which is particularly being asked from him. She also shares more with her mother since she has some fear for her father. While growing up, she felt closest to her mother because she was housewife and was mostly at home while her father used to be out because of business nature. She mentioned that her mother had influence in a way that she used to help her in studies where as her father took care of her in matters when she had to be taken to doctor if she got ill. In case of punishment in childhood, she told that her mother used to punish her by not giving food particularly when she refused to eat it, where as her father made her sit in corner. Miss A told that she has such kind of relation with her mother where she can share anything with her, from secrets to problems where as with her father it's also friendly relation. She can also take any kind of advice from him and can also sometimes shares with him too.

6.4.2 Case Study 2

Miss Q is the only child of her parents. For her the influence can be defined as “action speak louder than words”. It is how your parents behave with you and how they give you response rather than being their silently and not expressing. She likes to turn out like her father, even though she is fond of both of her parents. Her parents were always ready to respond to her in every way, but the response remain different in their degrees. Since she had more attachment with her father (who is dead now) she felt no hesitation in sharing anything with him, but did feel fear while sharing with her mother. Even during her childhood, she felt close with her father than her mother, and it was her father who mostly took care of her. She also enjoyed, when her father used to cook for her in her presence. In matter of punishment, it was by her mother but it was less still. She mentioned that she has more mutual respect relation with her father and then with her mother. Regarding relation with her mother, she told that it is somewhat friendly and if she gets reserve with her mother, she believes it’s because of her mother egoistic nature. However with her father she felt free with him, talked about anything even the stupidest matters.

6.4.3 Case Study 3

Mr A is a 22 years old among the siblings of 3 and being the 2nd one among them. He believes that his father has more influence on his life because he is good at decision making whereas his mother influence in in general daily life matters and she strives to “make me work on my father’s influence”. He told that his mother and father are good at responding him, and he has never been ignored by them. In the matter of hesitancy in sharing, he said that it’s his father because he is strict and can be over reactive and so that makes him share easily with his mother without hesitation. However while he was growing, it was his father he felt closest to since he was attentive towards his needs which he required at that time and because he had this belief that there are few things which cannot be shared with mother by being a boy. It was also told that while growing up his mother used to take care of his house related needs, and his father fulfilled outside home requirements. Regarding punishment, his father used to punish him for not being attentive in studies where as his mother never even scolded him. He

mentioned that he has unconditional friendship with mother and formal friendship with father. There exist a mutual respect relationship between him and his parents.

6.4.4 Case Study 4

Miss S is a 24 years old, having last place in the siblings of 3. According to her, both of her parents have influenced her life in a way, that her mother taught her to be competent and learn from her father's existence. Her father taught her to become rough and tough and to learn it from his life experiences because the outside world cannot teach her the way parents can teach her better, and because parents have gone through many ups and downs of their lives. Both of them are good at responding to her needs and desires but it's her father she feels hesitant in sharing with because of the looks that appear on his face, but when she gets courageous she shares it with him eventually. She told that during her childhood she was closest to her mother because her father was abroad for almost 30 years. However it was her mother who used to punish her when she was either reckless or didn't pay attention to studies, while father just used to scold her. She mentioned that she has good bonding type relation with her mother, just like it should be between mother and daughter. She respects her mother in sweet, respectful way, and openly shares with her and in turn her mother responds her in sweet, loving and caring manner. On the other hand her father is loving and caring but gets aggressive and conscious in some matters, but when it is cleared to him properly, he understands and agrees to it.

6.4.5 Case Study 5

Mr T is a 18 years old among the siblings of 4 and on 3rd number. With the term influence it's the mother that comes in Mr T mind, because he believes that he had spend more time with his mother and that's why she still has more influence on him. However he thinks that his father had also influenced his life in a way that he taught him about many things and matters whereas his mother taught him about the matters inside the house. Both of them are equally receptive and responding towards him. He told that in matter of going out with friends, he hesitates in sharing with her mother particularly. He also mentioned that while he was growing up he felt closest to his

mother because he just remember her, being by his side and not her father. However it was his father who took him to school in that growing phase of life. He stated that in childhood he was punished for breaking the glass or tearing up clothes, where as his father used to hit him but not that badly when he used to fight with his siblings. Eventually he told that he has very good relation with both of his parents.

6.4.6 Case Study 6

Mr R is a 28 years old youngest son among the siblings of 3 brothers. Parental influence for him is, which parent you listen to most and obey. He told that in his life, the influence of both of his parents prevail, and no matter what they say he show obedience to it. His mother is more responsive towards him as compared to his father and furthermore it's his father with whom he hesitates in sharing because of the communication gap. He had spent more time with his mother while he was growing up , and comparatively less with his father. Both took care of him in the childhood phase of life and both of them hold equal importance in his life, then and now as well. His father however punished him in matter of studies but his mother never did. According to him, with respect he has good relation with her mother, but he is still not that much frank and with father its respectable and caring relation.

7. PARENTAL CONTROL

7. INTRODUCTION

According to Amato (1990), the intensity of supervision that is being employed by parents as well as the decisions that are made by them regarding the activities of children and their peers, and eventually the rules maintained by them for the betterment of children is said to be parental control.

Youth has defined parental control in a way, that how parents play an important role in bringing out the best in them, by exerting control over their certain activities and well as their ways of performing certain things. For the youth it is the control of parents that manages their conscience in early development and which eventually makes them capable to differentiate between right and wrong in later adult phase of life.

The control which is utilized most by parents as reported by the youth is the 'behavioral control' that refers to "rules, regulations, and restrictions that parents have for their children" (Smetana & Daddis, 2002, p. 563).

It has been discovered that children's sense of security can be weakened by either over and under control of parents, which ultimately leads to the feelings of emotional and physical fear in the presence of harsh punishment, as well as feelings of lack of protection (Davies et al., 2002)

7.1 Youth Definition of Parental Control

Youth defined parental control commonly in the frame of limits set by parents on their child- youth, in order to gain better results, enhanced personality and away from immoral acts. It is the control of parents that enable us to socialize and act according to the social settings, in the context of etiquettes and manners. A 24 years old girl defined parental control as, "Parents have taught us about social limits, by simply controlling our lives accordingly". Whereas a girl of 28 said, "It is good to set limits

for differentiating between good and bad. For me this is controlling behavior of parents”

A respondent girl of 29 however emphasized on parental control for the betterment of youth themselves, she said:

“It is necessary that parents should have control over their children. Because if the children will be in control of parents, they will eventually turn out successful”

In the similar lines parental control was also intended to be exercised in order to control ineffective needs. A boy of 22 said:

“Parental control should be meant to control ineffective needs of the youth. And parents should have full control over such inadequate activities.

However parental control was also regarded to be vital that ultimately as the child entered in the adolescent phase, he/she simply had learned things by then, which they would also not intend to carry out in the absence of parents. In other words, control of parents had lead them to thinking maturely. A girl of 25 stated, “My parents have controlled me when there was the suitable time of control to be exercised. Even though now I have grown up, and passed from that phase, I believe I am in control of myself. The things from which they stopped once, I don’t do it even now”. Whereas another girl of 17 said, “ It is the invisible property of parental control, that we think of them before doing something in their absence even, eventually caring for what they have taught us with time. It is natural phenomena that when parents try to control and stop us, we in due course stop ourselves”

Besides, another girl of 24 defined control in the context of saving a child from any bad experience or wrong doing. She mentioned:

“For me parental control is to stop the youth from every bad thing, every evil doing, and to save oneself from it”

However a 21 years old girl defined parental control in the context of understanding between the youth and parents. She said:

“Parental control is a factor which focuses on the extent to which the parents can listen and fulfill what youth asks from them, and whether the parents can make the child obey them in turn”

Since it is known that parental control is more common in East Asia than in the West (Wang et al., 2007), it is also held that parents from East Asia may exercise control more purposely and calmly, with little negative effects, since such control is not meant to violate, and is eventually an equal part of, “good parenting” (Grusec, Rudy & Martini, 1997).

7.2 Youth Control over their Life

This part of the chapter will focus on the control the youth have over their life as well some activities carried out by them. To what extent the control exist on their part as compared to the parental control that eventually exist side by side.

29 years old girl defined her control over life by mentioning her parents control too, “Yes I have control over my life most of the time but if I have to go alone somewhere or far, there I don’t have that much control, because my parents don’t allow to me to drive alone”. However a teenage boy of 18 said, “I have somewhat control. If I have to go somewhere I do ask them, but I also do outing with my will too”

A 22 years old boy associated control with his command on temper as he told, “ I have control over life, but if its anger, then I can’t control it that much easily. Else I have 60% control over my life”. On the other hand a teenage girl of 17 said, “ I will say I have 70% control over my life. However emotion wise, I don’t have that much control. If my *baba* (father) speaks in loud voice, I feel like crying”

Another 22 years old boy defined control in the context of decision making:

“ Yes I can control my life. I do take my own decisions, and my control is up to my maturity level”

A girl of 21 explained control in the frame of her parents understanding and likeliness, she said, “I easily exert control on my life, by keeping the comfort level of my parents in my mind”. Besides this a girl of 25 told, “I have control over my life. But if I have to do something, I keep my parents in mind, the decision makers of my life, and I act carefully”

A respondent boy of 25 defined control in the context of his activities and nature, as he said, “I will define it in a way that whatsoever I like to do, or go somewhere, as well as to have leisure time with my friends, it’s in my control. Even when we make fun of each other I don’t mind that. I have control over my emotions”. However another boy of 22 mentioned his control when he said, “I have somewhat control over my life. However in case of my friends, when I am in a gathering and if they drink, I never drink”

However a girl of 23 stated, that there wasn't that much parental control, since she was born after 12 years of marriage and the only child, so it was all permissive style parenting on her father's behalf. But after his death since 2 years now, she defined control over her life this way:

"I am trying to have control over my life,. I didn't have it before, but since my dad's death I am trying to control my life. My parents didn't control it either since I believed in talking things out with them"

A respondent girl of 26 defined control in a carefree manner, she said:

"I have control. Mostly I do things my way, however I simply inform my parents about it"

21 years old boy labeled control in the context of conscience, he stated:

"In a sense, yes I have control. I can differentiate what is right or wrong, and eventually this will not damage my parents respect.

Lastly a teenage girl of 15 said:

"I don't have that much control. However I can do few things related to me, but if I have to go with my friends, my mom approves but my father doesn't give permission"

7.3 Gender Differences in Parental Control over Youth Activities

This theme has focused on the activities of youth that are managed by the parents control. Youth has explained different ways in which these activities are being controlled i-e., from going out with friends to making decisions on their own. Teaching youth certain moral values as well as from giving them autonomy to the matters of over protection from parents. The control in mild intensity is however seen favorably by the youth in the context of their betterment in the matters of socialization and personal development in long run. Research which has been conducted on both children and adolescents, has suggested that insufficiency of parents in availability and control may affect an individual's emotional insecurity (Davies & Cummings, 1994).

A 29 years old girl described parental control in the context of interaction with friends and respect matters, she said, "Both of them controlled my activities. My mother used to control my chat chats with friends, demanding that I should not talk that much on phone with friends. Should not listen songs in high volume, and to cover my head with *dupatta* (covering), while going out. My dad used to say, I should not talk out loud, and I must talk with mother and siblings in respectable way". Another 22 years old girl mentioned the similar control reason this way, "Both of parents control my activities. My mother controls the way I dress i-e I should cover my head and dress properly when going out. And dad demands me to make less noise in house"

However another teenage girl of 17 again mentioned parental control in context of appearance, friends, outings and study, she stated:

"Both of them control in different way. My *mama* (mother) controls me appearance wise. How I am looking and what I am going to wear. She likes to know what kind of friends I have in my life. In case of my father, he controls where I should go and all other different kind of outings. He likes to tend to things related to study too, where as *mama* seeks all other things beside study matters in house "

Respondent boys of 17 and 28 described mild parental control regarding outing this way:

“Both of them to some extent control my life and activities. Outing related issue is controlled by both of them in a way that I should not stay late out night”. Besides 28 years old said, “Both of my parents mutually control me regarding staying late out at night, and not to stay away for long, without informing them.”

26 years old respondent girl describe parental control in the context of protection:

“My dad simply demands from me, not go to such places where there might be a fear of bomb blast. Else my parents don't control my activities that much, because I know what they don't like and I don't do it also”

A teenage girl of 18 sought parental control in the context of hanging out, seeing movies and awake till late, she said, “Both of them control activities such as, hanging out with friends,. Controlling not to watch movies extensively, and neither stay awake till late night. In addition a boy of 17 said, “Both of them control my outing's matter. Right now they enquire me not to watch movies, since its *Ramzan* (holy month of fasting)”.

Teenage girl of 15 and respondent girl of 21 defined parental control in the usage of internet, cell phone, and TV viewing, which is a common issue these days among teenagers and adolescents as well, she mentioned, “I don't have activities of such kind, which can be controlled. However my mama has more control over me as compare to my father, because he is understanding type and mother is possessive one. Right now they just want me to make less use of internet and cell phone. 21 years old said, “My mother says me to make less use of mobile and internet. And when it's the matter of TV viewing, my father mostly stops me i-e not to watch it that much My mother doesn't stop me from watching TV. In matter of shopping and outings, my mother and father go with me”

A 23 years old boy however gave a different picture of parental control in the context of parental guidance and culture, he said, “I do respect the decisions of my parents, but they don't have complete control over me. In my opinion they can't control, however they can give guidance now. In our culture I believe mild control is exerted on boys. Both of them mutually convey me their point, and my point is mostly conveyed to father by my mother”. Another boy of age 21 told, “Both of them I can

say control only some matters of my life, but over all they don't control my activities at present. They guide me for what I should and should not do, and the rest depends on me and I know what I have to do"

However a 22 years old boy defined parental control in the context of at least informing parents:

"I believe my parents have control only on those matters which I want them to control. My father hopes to be informed at least for what I am up to. However he expects me to take permission on the activity which is not a part of daily routine. My mother just wishes to be informed"

Stattin and Kerr (2000), viewed control as the degree to which parents expect adolescents to acquire their permission before going out and assert on being well-informed about their children's whereabouts, activities, and associates A teenage girl of 15 described parental control in view of parental obedience:

"Yes, my mama has more control. I take permission from her on my every task. I ask everything I need to know from her, and she tells. My *papa* (father) doesn't control that much. Even if I have to go out, my parents accompany me, nonetheless they do trust me as a matter of fact . They also think I am too young, so they don't let me do any bold task"

22 years old boy viewed parental control in the theme of peer company and selection:

"Both of them try to control my non-activities that are useless for me in their view. Regarding peer, my parents believe, I should not be in the company of those friends who are into smoking. And I should not befriend with those who are elder to me or above my age"

It is known that when higher levels of control is exerted by parents, it ultimately leads to greater depressive symptoms, a self-esteem of poorer quality, more expectations of failure, and on the whole poorer adjustment of adolescents (Kerr & Stattin 2000). On the contrary, adolescents reared by parents who are warm and supportive and put into effect their rules, exhibit less signs of depression and other behavior problems (Simons & Conger, 2007).

7.4 Gender Differences in Parents Role and Control in Youth Decisions

According to the respondents, parents also play an important role in controlling and supporting them in the decisions they take. Either they exert control on decisions with a believe that youth can't make proper decisions for themselves. Otherwise they have also shown their support in matters of career and education. The following perspective of youth decisions will focus on how parental gender differences can be observed in controlling certain decisions and choices made and planned by youth.

7.4.1 Parental Support in Youth Decisions

Youth has found their parents to eagerly encourage them to take decisions, particularly while opting for a career or any decision related to schooling.

29 year old girl mentioned parental support and faith in her decision of study matters as she said, "Both of my parents encourage me to take my decisions. Mother supports my decision which related to studies. My father however simply encourages me because he has this faith that whatever decision I will make it will be a better one". Where as a 22 years old girl in the same context stated, "Yes both of them encourage me in their ways. My mother encourages me in all decisions that are related to studies where as father wants us to take decisions so that we may learn to stand firm". Another boy of 22 said, " My parents know I won't make wrong decision. Both of them have faith in me"

However 25 years old girl said, that informing her parents is enough while she is making decisions. She said, " Both of my parents encourage me. My dad is of the view, that he should be at least informed once when the decision is being taken. And I mostly make decisions by keeping my parents in mind". Besides a 22 years old boy told, " Yes my parents encourage me to take decisions, but they want to be informed. Both of them supported me in educational and career decisions".

On the other hand, 21 years old boy mentioned decision making as a drive to maturity in his parents view, he said:

“Yes both of them support me. My mother and father are of the view, that I should take my own decisions so that it may help me get mature properly”

Another view of mutual parental involvement in decision making was given by a 24 years old, she said

“I take my decisions by mutually uniting with my parents. I tell them my point of view, and ultimately the listen to me and I listen to them”

A teenage boy of 18 however stated permissive parental support being exercised in his decision making, when he told:

“Yes my parents encourage me to take decisions. My mom says, whatever you wish to do, do it. My father is also of the same view, besides he also encourage me to take study related decisions”

However another teenage girl of 15 included parental encouragement in decision making this way:

“Yes both of them encourage. My parents mutually enquire me what I would like to become in future, but mostly it is asked by my father. However my mother simply say, whatever is better for me I should take that decision”

23 years old girl mentioned her father support and mother’s influence over decisions in this manner:

“Yes my father encourages more. My mother however likes to enforce her will in my decisions. Besides they support me to take decisions which are related to studies, and whatsoever job I find suitable, I should do that”

However a teenage girl of 15 considered the age factor while making the decision:

“No there is not yet such type of decision to be taken by me, because of my age”

Another boy of 23 mentioned the nature of decision to be taken and the parental role in it, he said:

“There isn’t any such significant decision yet to be taken on my behalf. If I take a decision, its fine with my parents. And if they make decision for me, then depending on the situation I agree to them”

7.4.2 Parental Resistance in Youth Decisions

Youth has also encountered parental resistance or opposition in their decisions. Either this resistance of parents is because of their personal reasons or attributes, else the teenage phase of life is mostly regarded by parents as a time in which youth can’t make proper decisions for themselves. So it is the duty of parents to make decisions for their young ones.

29 years old girl mentioned parental control in her decision making this way, when she said, “No both of them didn’t encourage me to take decisions on my own, particularly when I was in adolescent phase of life, in early 20’s. Both of them used to say, that they are present to take decisions for me”. Besides, 17 years old girl affirmed, “No my parents don’t support me in making decisions at present. Both of them state, I am not mature yet”. Another 17 years old girl said, “No my parents don’t encourage me in taking decisions because they know I am not sensible yet. We can take wrong decisions”.

21 years old girl identified her mother’s resistance as compared to her father’s support, she said, “ No my mother doesn’t encourage me to take decisions mostly. She thinks I am too young for it. However my father has no issues regarding my decision making”. Another 23 years old girl stated, “My mom doesn’t believe in my decisions (because she has insecure nature). My dad is of the view, that what so ever I am willing to do, I should be just happy”

7.5 Gender Differences in Parental Autonomy and Youth

Parents beside exerting control also believe in giving appropriate freedom to their young ones in making certain choices or moves in their lives. Youth is of the view that different level of freedom is given to them according to the needs and which also approves parental satisfaction. Moreover parents either give freedom mutually to the young ones or one of them generally take stand to give autonomy. Freedom is defined as a free will to make ones choices, follow and achieve specific goals (Collins, Gleason & Sesma, 1997; Hill & Holmbeck, 1986).

Parental behaviors that support and emphasize on independence and suitable autonomy are positive for adolescent outcomes, like self-esteem, self-confidence, and positive decision-making (Beveridge & Berg, 2007; Dailey, 2006). A 21 years old described mutual autonomy that is given to her by both parents: “Yes both of them give me freedom but to an appropriate extent, else excessiveness of it will be improper for me”. Another girl of 29 told, “ Both of my parents give me freedom. However there are certain things which I know I am doing right i-e, going out with friends both male and female from university, but due to generation gap and rigidity in their believe, I know they won’t understand this thing so I don’t share it with them. I just know I am aware of my limits and that wont upset them anyway”

A girl of 29 marked a difference in the provision of freedom by her parents in a way:

“Both of them give me freedom, but in limits. My mother gives me more, because she is lenient and easy going in nature. My father however condemns me autonomy at times for certain things, but gives permission in the end”

Another girl of 25 also testified autonomy which is given to her by parents as she said, “Yes both of them give me freedom the way I want. Besides I am aware of my limits too”. Further a girl of 22 mentioned autonomy vs. moral values being kept in mind as she told, “ Yes my parents in a limit give me freedom, as long as I am following their moral values (i-e not crossing my limits in anything, and maintaining respect of my and parents)”

A teenage girl of 17 explained moderate level of freedom given to her parents as she said,

“Sometimes I am given freedom, the way I want. My father gives me freedom, and my mama however mostly leaves the matter of autonomy in his hands. Another teenage girl of 15 told, “Limited freedom is given to me on few things and not everything. They let me do whatever I like to do within house. However in case of being out, under the control of my parents I have to behave being restricted and reserved”

On the other hand, a 24 years old was denied freedom by her parents as she told, “No, both of my parents don’t give me as much freedom as I want. They have set certain limits and I follow it”. Besides a teenage girl of 18 also stated, “No, both of them don’t give me the desired freedom. Where they feel freedom should be given, they give it then”. Another teenage boy of 17 gave his answer this way, “No my parents don’t give me that much freedom”, on asked the reason why not, he replied, “It must be good for me, that’s why they don’t give freedom completely”

17 years old girl regarded her father as a person who easily gives autonomy than her mother, she told, “ Yes my father gives me freedom the way I like to have. On the other hand my mama is of the belief that I should stay more at home. She doesn’t give permission for everything that much easily and readily. A girl of 23 showed overall satisfaction for autonomy when she stated, “ The extent of freedom which is being given to me , I am utterly satisfied with it, however my father gives me more autonomy”

Another girl of 29 described favorable autonomy given by father as well as mother’s denial of it in this way, “ Yes my father used to give freedom, the way it’s meant to be given in normal life. My mother however doesn’t believe in giving autonomy, because she was of the view, girls should not be given that much *aazaadi* (freedom). In addition a girl of 21 stated, “ No my mother doesn’t give me the desired freedom. She has her rules, and she wants us to follow them. But my father gives autonomy easily”

Conversely a boy of 22 mentioned his mother giving him desired autonomy than his father:

“Well, both of them don’t give me that much autonomy the one I wish to have. However my mother surrenders when I ask something with love and care, but my father still doesn’t give it away. A teenage girl of 15 said, “ Yes my mother is giving me favorable autonomy, but my father rarely gives it”. Another boy of 26 indicated his mothers view of autonomy this way, “ My mom says, it’s your life, so enjoy it but don’t do such act, which may be a mark of shame and disappointment for me and them. My father however shows strictness, though he gives freedom but in limits”

A boy of 21 in addition indicated excessive autonomy given by his parents this way:

“Well I am being given excessive freedom by both of my parents because both of them trust me”

Another boy of age 22 mentioned parental control and autonomy side by side, as:

“Yes both of them will let me have my freedom and along that they will have their control somehow”

A 23 years old boy mentioned autonomy in the view of independency, as he told:

“ No before now, they didn’t use to give me freedom. But presently they do give, because currently I am doing job, and I am sort of independent”

7.6 Gender Differences in Parental Over Protectiveness and Youth

Parents play a dominant role and show concern when it comes to protecting their young ones and child. Being protective of their offspring's remain a natural phenomena, however due to current disturbed environment and chaotic situations of unpredictability of bad happenings, parents have become more over protective than they were 20 years ago. Gender differences in over protectiveness are seen in respondents responses along with the reasons that lies behind such controlling attitude. Youth has identified both parents as well as any one of them exhibiting over protective behavior for them.

7.6.1 Mutual Over Protectiveness

Youth has reported over protectiveness on behalf of both parents, by giving reasons in diverse manner. A teenage girl of 17 said, "My mother and father both are over protective. My mother has fear of the current disordered situation in country, where as my father simply sees me as a girl, and this reason is enough to make him feel over protective for me". However a mother had this notion that "being girl" is a very cause of getting over protected. Teenage girl of 17 stated, "My mama is over protective, because she has this concern for me being a girl".

A teenage girl of 15 mentioned her mother's emotional nature and concern as its reason, she said, "Mama is over protective as compared to my father who is only protective for me. I believe it's the nature of my mama, that makes her over protective. And another reason is simple, chaotic situation these days". In addition a girl of 21 said "Both of them are over protective, however my mother is more. My mom is of the view that since she has only daughters (me and my sister), and has no son, so because of this reason she believes that she should protect us and we should be with her"

24 years old girl gave her reason for mother's over protectiveness in the light of her mother's experience this way: "My mother is more over protective as compared to my father. I can say, 60% for mother and 40% for my father. I believe she has gone

through different circumstances in her life and because of this so she is willing to guide me in best way”.

Furthermore chaotic conditions these days was generally reported as a cause of over protection, as 21 years old boy said:

“My *mama* (mother) and *papa* (father) both are over protective because of chaotic state of affairs”

7.6.2 Mother Over Protectiveness

Youth also considered mother as being more over protective as compared to the father. A 21 years old girl say:

“Yes my mother is over protective, but my father isn’t. My mother herself is a teacher. So when she sees all type of things happening around her in college, having that in mind she wants to protect us from such happenings. She is coward by nature in this perspective”

A 23 years old girl however gave reason of mother’s over protectiveness because of immoral people these days:

“My mother is over protective. She restricts us not to go out late enough, and to return before the evening sets in. She also says, there are wicked people out and we should fear their evilness”

In addition a teenage boy of 18 mentioned unpleasant circumstances as a reason of his mothers over protectiveness:

“My father isn’t over protective, however my mother is because of unpleasant conditions in the country”

A teenage girl of 16 however gave the reason of peer companionship in school as a ground reason of over protectiveness of her mother, she said:“It’s like when I tell my mother about the things that are related to school, she simply asks me questions about my company with friends, with a view that I may not get spoiled or end up being wrong in bad company”. Another girl of 19 said, “My mama is over protective,

however my father isn't because we are in little interaction with one another. My mama's concern is that I may not start following a wrong track of life"

7.6.3 Father Over Protectiveness

Father was also reported by youth as being over protective than mothers. A 26 years old girl gave the reason of her father's over protectiveness this way:

"My father is over protective, but my mother isn't because she trusts me her way. One of the reasons for my father over protectiveness prevail when I have to go alone somewhere and the other dominant reason is, I have more attachment with my father"

A teenage girl of 17 gave her father's social knowledge as a reason of his over protectiveness:

"My papa is only over protective, as my mom leaves everything to him. Also my father meet people daily because of his business routine, he better knows what this world and people are about"

In addition father's always had this thing in them that they can never see their young ones get hurt, a 29 years old girl stated:

"My father shows his over protectiveness. He can't see us get in any harm, particularly when we are out of sight. My mom is not over protective type"

Illness was another reason given by a 22 years old respondent for the basis of father's over protectiveness:

"My father is over protective, the reason is I have been very ill in past and due to this I am extra sensitive. This makes him care for me more"

7.6.4 Absence of Over Protectiveness

There are also those parents, who didn't exhibit over protectiveness but showed little concern or neither of it all. 18 years old teenage boy said, "Both of them are not over protective. They simply just ask once about my whereabouts. Where as a 17 years old

boy told, “No both of them are not over protective. I have my twin brother beside me and we are not the mischief type”

Another girl of 22 said:

“No both of them aren’t over protective. I am mostly in their sight. And when I have to go out my mom accompany me, as for walking or shopping”

In addition a 24 years old girl mentioned the inexpressive attitude for over protectiveness from both parents:

“No both of my parents don’t show any sign of over protectiveness for me. It’s there nature may be”

7.7 Gender Differences in Parental Moral Values

Parents play a major role in the provision of most stable and visible models of behaviors that are linked with the development of character. Without any doubt, in the moral development of children, parents play significant role, as they are the effecting role models and moral teachers that adolescents have (Hart, 1998).

Youth has defined how their parents have taught them moral values and want them to practice it as well. By teaching them values extensively from religion to general patterns of behavior and how to deal with people and most importantly siblings and elders. A girl of 21 said, “ My mama has taught me never to do bad with anyone. She is also strictly against gossiping, and so stops us from gossiping too. She has love for religion, so we all are taught that as well. Father is against abusive language and he wants us to deal with everyone on equality basis. And if someone is vulnerable, we should help that person too”. Another girl of 24 said, “ My mother stresses on offering prayers, and to observe *parda* (covering). My father says I should care for everyone, and if somebody wants something I should give them what they desire for”

Generally parents teach youth not to be rude with others while on the other hand personal disliking for music has been observed too, as a teenage boy of 17 said, “ My father says I should not behave rudely with anyone rather behave good and decent. My mama emphasizes on *namaz* (prayers), and she also restricts me from listening songs. Another 26 years old girl said, “ I am being taught to speak the truth, and both of my parents say, I should never be the 1st one to do wrong to anyone, and mom also stresses I should follow Islam”

However, 25 years old respondent boy talked about his parents preference for social interaction as a part of moral value, he told:

“My father is of the view that I should have hello hi or communication with everyone around me. My mother also believes in it, but she says that I should not have interaction with those who may stand in the line of wrong doers”

28 years old boy defined how moral values were taught mutually as he said , “I should respect elders, earn with *halal* (legal, permissible) means, not to get aggressive, and remain positive. My parents mutually taught me these values”. However a 22 years old girl told that apart from being taught to respect elders she is also expected to avoid being clear cut, as she told, “ Both of them taught me to respect my elders, and so never to get hyper in any situation. Moreover I should not be that much blunt and straightforward and must know how to carry out household works”

On the contrary, youth was also taught to be straight forward and be honest, as 22 years old girl said:

“My parents particularly my father taught me to be honest and straight forward. Moreover, I should observe punctuality, and offer prayers. Both of them taught me to be empathetic, caring and be respectful towards elders”

Compromising with life situations and remaining polite was another aspect of moral value being taught. 20 years old girl said:

“My parents taught me to live in any condition of life, and that to learn to compromise if any odd condition prevails. Also to remain polite with everyone even if the next person remains impolite. And that I should try to establish my life as well”

Besides, 21 years old girl mentioned moral value in the frame of siblings care. She said:

“I should not annoy or bother my siblings, offer prayers, keep my room clean and put everything at its place. These are the values my parents want me to practice”

25 years old boy mentioned the usefulness of anything to be adopted and practiced as a moral value that is being taught , he said:

“Whatsoever is worthy, and what proves to be useful for my life, I should do that. Apart from this I should not do any bad deed”

Mothers are commonly accountable and held responsible for training the young ones as well as communicating values so as to make their children a better member of the society (Johnson, 2000). A teenage girl of 15 however told how her mother teaches her different moral values and some with the examples of Holy book and *Hadis* (words of Prophet (P.B.U.H), she said:

“My mom says, I should offer prayers, never tell a lie. With the help of verses from Quran and *Hadis* she makes us understand these values too. She also stops us from back biting, and to respect elders and always be the 1st one to offer *salam* (greeting) to them.

21 years old boy stated, how his parents taught him obedience and respect as an aspect of moral value, “My father taught me never to speak unnecessarily in front of elders and teachers, moreover to always exhibit submissiveness, and never indulge myself in any fight. My mother used to say I should not ring somebody’s bell and run away in mischief, not to hit my little brother and sisters (since I am the eldest one), and I should have this enthusiasm to provide and give away”. Moreover a girl of 21 years told, “ My mama says that I should respect elders and by no means talk unnecessarily in front of any senior person. She is ready to give me religious teachings, and that I should dress decently and offer prayers”

Among different moral values, it was also told by a 25 years old girl, how her father expects her to behave even when the right is being denied, she said:

“Respect is what they taught me. My father is however of the belief, that even if I am denied of my rights, I should act with patience. Though my mother doesn’t agree with this belief”

It has been found that when parents and children share a caring and loving bond between them, it increases the tendency and motivation in children to pay attention to the messages that is being communicated by parents and so act accordingly (Hart 1988; Powers 1988; Walker & Taylor 1991). A teenage girl of 15 mentioned how she has learned to follow the moral value just because of her parents:

“ Mama and papa mutually stresses on offering prayers. So I have started offering prayers now”

Another girl of 17 regarded less TV viewing as a moral value being taught by her father, when she told:

“ Well my father only say that I should offer prayers, and that I should not watch that much TV”

Lastly a girl of 24 mentioned a list of moral values being taught in a distinct way:

“My mama only stresses on cleanliness as compared to my father, and that I should perform house chores. I must control my rudeness and should consider a human as human by respecting them. My father hasn't taught that much values”

7.8 Gender Differences in Parental Permission for going to Friend's House

Since we are living in a collectivistic culture, mostly youth seek permission from parents while going out and particularly going at friends. However there are some who just have to inform both parents for going out, or either telling one of them. Some have to take permission of both parents or likewise one parent in certain situation. Twin brothers of 17, a girl of 18, 21 and 29 told:

“Yes the permission of both parents was needed for going to a friend's house”

For them it was not informing one or both parents but taking permission from both of parents mattered to them. However a girl of 21 said that permission of one of the parents was enough to go to a friend's house:

“Yes I do need permission but from any parent who is present there then”

However in one case, informing or either taking permission was considered acceptable too, as 24 years old girl said:

“Though I don't go that much anywhere, still I ask my parents or even inform them if I have to go at my friends”

Another boy of 25 on the other hand mentioned informing and seeking permission in a distinct way, when he told:

“Yes I have to inform mother, but if dad is at home, I have to seek permission from him then”

7.8.1 Seeking Parents Permission

Permission is mostly sought before going to a friend's house by the youth. Either its mother, father or both of them from whom the permission is taken from. However

there were some adolescents who just had to seek permission from their father's for going to a friend's home. 15 and 19 years old teenager girl said:

"Yes I need *papa's* (father's) permission. My mama says I should ask my father before going to a friend's house"

Another teenager girl of 17 mentioned the distance of friend's house from hers, as the basis of taking permission:

"Yes papa's permission is required. If my friend is living far enough, then papa's permission is well required. However if she is living close by then it doesn't matter at all, I can easily go without taking permission"

However another girl of 17 told that even when permission of both parents is given still father's permission is more sought:

"Yes I need permission of both parents, but mostly papa's permission is required. If he gives it, I don't have to care for mama's permission"

Youth also turned mostly to mother's for seeking permission for going to friends home. 29 years old girl told:

"Yes, mom is mostly asked for that and she later tells dad"

However teenager girl of 15 and 17 mentioned that their father clearly says them to seek permission from their mother only. She said, "Mom's permission is required and my papa also says that I should ask my mama for that". Whereas the other one also stated, "My papa's permission is not that much needed, after all he himself says, I should seek permission from mama"

A teenager girl of 15 expressed her way of permission seeking in a different pattern:

“Yes, I have to ask mama and she asks my dad in turn. However he never says no, even my mom always seek him. I generally have to ask once, and I get permission, they never say no”

28 years old girl mentioned her father unavailability as a reason not to seek permission from him, when she mentioned:

“Yes I need my mother’s permission for going to my friends house. My father was mostly busy in his job, and that made me ask my mom always”

On the other hand 22 years old girl told that after taking mother’s permissions it’s her father who takes her to her friends mostly:

“Yes I ask for mama’s permission only. Whenever I have to go I ask her mostly, and then it’s my dad who takes me to my friends”

7.8.2 Informing Parents

Youth have also mentioned that at times they simply have to inform their parents rather than seeking permission before going to a friend’s house. Yet again they have to inform mother or father or both of them before leaving. As 22 years old girl said:

“Yes I just have to inform and mostly to my mother, since she generally deals with these activities”

Teenager girl of 17 told that after informing her mother for going to a friend’s, her father still get to know it by her mom about it, she said, “ Yes I just have to inform my mother for going to friends house, and she tells dad later on”. Another girl of 29 told, “ I just have to inform my mother mostly and she tells dad eventually”.

On the other hand a boy of 28 stated :

“ I just have to inform my mother only”

23 years old girl mentioned that since she is grown up now, she just has to mostly inform:

“In the beginning we used to take permission because we were young and small then. Now we just have to tell them and that we have to return before the evening sets in”

25 years old boy mentioned that it's just informing parents and nothing else, he said, “No I don't have to seek permission from both of them, I just have to inform that I am going”. On the similar lines 24 and 21 years old told, “I don't have to take permission from them, I just have to inform”. and the other stated, “No I don't need to seek any permission from both of them”. 22 years old boy said, “ I just need to inform and often both of them”. 18 years old teenager boy said, “ No, I just I have to inform any of the parent”

21 years old girl said, that she just has to inform either of the parents only as she said, “ I just have to inform my parents if I have to go at my friends, even if it means informing any one of them”. However 26 years old girl told, “ I just have to inform and if one of them knows the other gets to know it ultimately”

On the contrary, 21 years old boy replied in an interesting way when he said, “I inform my mother when I have to go, and while I am out or at friends, I inform my father then”. 25 years old girl said, “I just have to inform once and that even a day before. Either I have to inform both, or I just inform my mother, since from her it reaches my dad eventually”. Lastly, a 23 years old said, “ It's like I in a way am inform them and yet also say, shall I go”

7.9 Case Studies

The following case studies have shown youth and parental control. The cases have revealed the different dimensions in which the parents have exerted control i-e from socializing to simple meeting with friends or going out with them. How much the youth have control on their own lives, different activities and in decision making. It

has focused on autonomy given by parents as well as the over protective parents themselves.

7.9.1 Case Study 1

Miss M is a 17 years old among the siblings of 4 and is the eldest in family. According to her, her father has control over her life while her mother understands what she wishes for or wants. Regarding herself, she told that she has also control over her own life particularly on things which are appropriate. She mentioned that going out with friends is not that much likable by her father, and he doesn't allow for it agreeably. Both of them however do not control everything of her, and encourage her to socialize but within the home boundaries of friends but condemns going out with them. She is also encouraged to take decisions since she is elder among her siblings and therefore her parents control over decisions are mostly related to her younger siblings. However it's her younger siblings particularly her brother who sometimes interfere in her privacy rather than her parents. She also mentioned that freedom is given to her sometimes and generally by her father, since her mother leaves it on him to give.

Her father is also over protective about her as compared to her mother because she thinks he interacts with the outside world more and so know much about people and their mentality. Her father permission is also required if she has to stay out late on weekday evenings, and in that case it's her mother who accompany her along her friends. Her parents eventually do not control her spending of pocket money. However her father controls if she has to go to a friend's house particularly when its far, but if the friends lives near she can easily go. Miss M believes that her mother is good friend, caring and supportive where as with her father she has a friendly relation.

7.9.2 Case Study 2

Miss K is a 22 years old among the siblings of 4 and having 3 place in the family. According to her, she thinks she doesn't have that much control over her life, since she mostly get to hear by her mother that its time she should become a proper human. However both of her parents have control over her life but it's still less than normal, i-

e., if she is sitting all the time in room, they just ask her to come out and sit with them. Her activities are mostly controlled by her mother such as dressing while going out and to the least extent her father who mostly demands from her to make less noise. Her mother encourages her more to take decisions with cool mind, and her father mostly says to follow what her mother asks for. Both of her parents do not intrude in her privacy or activities, give her freedom and are not over protective. Her parent's permission is also required to go out on weekday evenings where as if she has to go to her friends, it's her mother's permission which is needed and her father is the one who always takes her. Miss K told that she has friendly and best friend kind of relation with her mother, and so she shares everything with her mostly. On the other hand with her father it's a normal relationship, which is friendly now but in the beginning during her childhood phase of life it wasn't that much friendly.

7.9.3 Case Study 3

Mr M is a 18 years old , 3rd sibling in the family of 4. According to Mr M, with the term control, his mother comes in mind. Though he himself has control over his life, particularly in the matter of going out, but at times he also has to ask from her parents and both of them have control over his life somehow. Mostly they do not control his activities, but if he has to go out during day, it's his mother control over it, and to go out at night, his father controls him so that he return early enough and won't go far. They also do not encourage him to socialize because his parents are of the believe that with the people they already are having terms they are enough. He is also not encouraged to take decisions yet, as he mentioned that may be he is too young for it in his parents views. His parents do not interfere in his privacy, yet they like him to take part in energetic activities which involve running, since he is over weight as compared to his age. Freedom is also given by her parents, but still his mother is over protective as compared to his father, because of the chaotic society these days. Permission is required by parents if he has to go out in evening, but if he has to go at friends house he just has to inform them. His parents also like his choice in clothing, his selection of friends, and trusts him to be responsible. Miss M has an okay relation with her mother and a good one with his father.

7.9.4 Case Study 4

Mr H is a 23 years old , having 2nd place in the family of 5. According to him, in our culture we cannot control the male that easily, since when they are outside the home they can do whatever they wish for. For him, the respect of parents is a right, and he believes that he is guided by them rather than controlled. He also respects their decisions but eventually he believe they cannot control him. Concerning the control over his life, he said that whatever he has in mind, he goes for it and fulfills it. He mentioned that his parents to some extent control his activities, and mostly his father is good at doing it. His mother however stopped him from playing hockey because he once had injury due to it. He is also not encouraged to socialize by his parents and he himself has no interest in it too. He told that he makes his own decisions but listens to the decisions of his parents as well and if they are acceptable according to the situations, he agrees to them. His mother however sometimes interfere in his privacy, particularly she asks him why the door is being closed. He is given autonomy but as he told that he is doing job he is sort of independent too. His mother is over protective significantly in the matter that he has studied with struggle but eventually she also shows care too. In matter of going out or at friends, he just has to inform his parents but at times he also ask them, whether he should go, giving them authority in this way. According to Mr H, there a relation of trust between him and his mother, and if she has to convey something to his eldest brother, she does it through him. With his father, it's also a sort of sharing relation.

7.9.5 Case Study 5

Miss H is a 22 years old, among the family of 4 and is the youngest one. According to Miss H, her parents have a fair control over her life and she herself has control over life in a way, as long as her parents agree to what she is up to. Both of them have control over activities as well, but the dominant one remains her mother, and the control is mostly on outing with friends. According to Miss H, her parents do not control or restrict her meaninglessly. Among her parents it's her mother who says her to socialize, but her father doesn't, since he is homely and choosey person. In the matter of decision making, her mother encourages more in studies, where as her father

is of the view that decisions should be taken by children so that they may learn to stand firm. Both of her parents do not like this nature of roaming or outing with friends so they only intrude in this activity of hers. On the other hand Miss H told that she is kind of dependant on her parents by nature and by personality. Therefore, she seeks emotional support from her mother and in decisions she feels she is kind of dependant on her father. Autonomy is also granted, as long she is following the moral values set by her parents. In case of being over protective, it's her father as more as compared to her mother, because she told that she had been ill in the past and that makes her father care for her more. Miss H has a satisfying, positive and good relation with her mother, and with her father it's also good and needs hard work to follow on his footsteps.

7.9.6 Case Study 6

Mr A is a 22 years old among the 11 siblings and is the youngest one. According to Mr A, parental control is meant to control insignificant activities of children, and in his life his parents have a vital control. For Mr A, he has controlled those activities of life, which he found his friends doing frequently i-e drinking or taking drugs. His parents also only control those activities which according to them may lead him to immoral behavior, or addiction, so they make sure he stays away from bad company. They also don't encourage him to socialize expect when they find someone good enough or the place suitable enough to be mixed with. He believes that when it comes to decision making he is of the view that he has not reached that age where he can make decisions solely, and his parents give him choice, so that he can choose what is better for him.

According to Mr A, his parents intrude only in activities which are related to going out particularly at night. As far as freedom is concerned both of his parents do not give it that much. However his mom may agree with him after he speaks with care and love, yet his father still doesn't not surrender. His father is also over protective towards him because he knows what's right and wrong. He told that even in this phase of life he still has to take permission from his father first if he has to stay out on weekday evenings. In order to go to a friend's house its again his father whose

permission is sought. Mr A has a very good relation with his mother, for him she is like a friend with whom he can share anything and has more attachment too. However he also has good relation with his father, since he fulfills all the fatherly responsibility for him.

8. PARENTING STYLES AND PARENT-YOUTH EXPECTATIONS

8. INTRODUCTION

Parenting styles have been accounted to have considerable impact on children and adolescent's personalities (Bumrind, 1983, 1991). In the final objective of the research it was find out, what kind of child-rearing practices or parenting styles were being exercised by the parents of today's youth. Parenting styles mostly explained that with which attitude or way parents guide their children, mend them and teach them certain rules and conduct of life. How youth is being disciplined and controlled regarding different aspects of life. How much parents are responsive and caring towards their young ones. The strictness and lenient attitude of parents towards youth as well as their way of demanding and showing permissiveness towards them.

8.1 Parenting Styles

The respondents were explained authoritarian, authoritative and permissive parenting, so that they could easily get the idea of each type. Furthermore they were asked to tell any other type that was exercised by their parents too. The three types of parenting were defined this way:

8.1.1 Authoritarian Parenting

In this style of parenting it is expected from the youth to follow the strict rules as established by parents. When such rules are not followed by the child, negative consequences such as punishment by parents take place. Authoritarian parents also fail to give reasons behind the rules that are determined by them for children. If an explanation is demanded by their children for the rules, the parents may reply by saying, because I am your parents and I said so. Another important trait of these parents is that they have high demands for their children, but lack in being responsive to their young ones.

According to Baumrind (1991), authoritarian parents are status and obedience oriented, and without any reason expect compliance for their order. They just like to exercise full authority over their children.

8.1.2 Authoritative Parenting

Authoritative parenting is similar to authoritarian parenting in the matter of setting rules and defining guidelines which they expect their children to follow. However this style of parenting is more democratic in nature. The authoritative parents give response to their children and are also willing to listen to their questions and reasons. If the expectations of parents are not met by children, they are not punished severely but rather forgiven and showed affection.

Baumrind (1991), proposes that in this style of parenting children are directly communicated and supervised with clear set of standards and conduct. These parents may exhibit assertiveness, but are not limiting or disturbing. These parents use support as a method of discipline rather than punishment. Authoritative parents expect their children to be self-confident, responsible socially, self-controlled, cooperative and helpful.

8.1.3 Permissive Parenting

These parents are also regarded as indulgent parents since they make very few demands of their children. The children of these parents are hardly disciplined, as permissive parents have low expectations of maturity and self-control.

According to Baumrind (1991), parents who are permissive are more responsive rather than demanding. Other characteristics of this parenting involves, being even-tempered, not expecting any mature behavior, allowing children with self-regulation, plus avoiding argument. Lastly, permissive parents are generally interactive and caring towards their children, involving themselves routinely by talking on the status of their friends. In general young ones have this privilege to do what they like doing.

Darling and Steinberg (1993) affirmed even though different parenting practices are exercised by parents, still these styles influence the development and adjustment of children, as they clearly offer an emotional basis that transforms the meaning of distinct practices adopted by parents.

8.2 Parenting Styles Ascribed to Parents by Youth

After being explained the meaning and definition of the 3 major styles of parenting, youth was asked to choose from the list the specific definition which best described their parents and were also add their own definition of the style which they think is exercised by their parents. The number of boys who were interviewed in the study were a total of 13.

Table 8.2.1 Boys categorization of the Parenting Style used with them

Parents	Authoritarian Frequency	Authoritative Frequency	Permissive Frequency
Mother	1	12	
Father	1 (40% authoritarian) mentioned by respondent	12	

Source: Field Data

From the results it can be seen that mostly authoritative parenting was exercised by both parents as reported by 12 boys and lastly 1 respondent reported it was authoritarian parenting on mother's behalf and the other one mentioned father parenting as 40% authoritarian.

Table 8.2.2 Girls categorization of the Parenting Style used with them

Parents	Authoritarian Frequency	Authoritative Frequency	Permissive Frequency	Authoritative/Authoritarian/Permissive Frequency
Mother	1	22	1	2 girls reported (both 70% authoritarian + 30% permissive) 1 girl reported (both authoritative + 30% permissive)
Father		23	3	1 girl reported (both authoritative + 40% permissive)

Source: Field Data

The number of girls who were interviewed in the study were a total of 27. From the results it can be judged that authoritative parenting was generally exercised by the girl's both parents and with one respondent it was authoritarian mother. In case of permissive parenting one mother was labeled under it and 3 respondents had permissive fathers too. Where as in mix type of parenting, 2 respondents labeled mother as 70 % authoritarian and 30 % permissive. The other mix type had a mother with both authoritative style and 30 % permissiveness. In case of father under mix parenting label, 1 girl reported to have a father with authoritative style along with 40% permissive parenting.

8.3 Youth Perception of Gender Differences Parenting Style

In was also asked from the youth, that among parents whose parenting style (mother/father) is comforting and satisfying. Different answers were received and it was known that youth either is satisfied from the parenting styles of both parents or

there were some differences which made one of the parent favorable in the eyes of youth. A 25 years old respondent boy who marked both parents as authoritative told:

“For me the parenting style of mother is more satisfying, since I don’t feel hesitation with her, it’s just love from her side. But as compared to my father, my mother loves me more than him”

Another 22 years old boy told his satisfaction for his mother and father’s different way of parenting, as he said, “*Maa jee* (mother) pampers and loves more, therefore I feel comfortable and in turn share with her more. My father however talks in a limited way with all of us, but still I feel this is his best way of parenting (it keeps us disciplined and in limits too)”. 24 years old girl on the other hand mentioned, “ The kindness and sweetness of my mother is comforting. She has those ways, which the parents are meant to have. My father parenting claims, that we should work hard again and again, and should not get dishearten. See us and learn from us”. 15 years old girl was of the view, “ Both of their parenting style is comforting. Mama shows her great concern for me, fulfils what I say, and gives regard. Papa also cares and show concern, and he guides in best way”.

On the other hand, 24 years old girl mentioned how her parents parenting style remain comforting because of their easy going nature, she told, “The parenting style of both of my parents is comforting because both of them are not strict”. However 22 years old boy said, “I shall say, the parenting of both parents is most satisfying since they agree on what I say to them”. Another 17 years old boy mentioned, “The parenting style of both of my parents is comforting. Whatever is appropriate, my father let me do it. Mother also do the same as father”

A girl of 17 on the other hand mentioned her choice for father’s parenting style as compared to her mother with this reason, “For me, it’s my father’s parenting style that is more satisfying, because he asks me with love and then make me understand accordingly. My mother however loses anger therefore I have fear for her”. 15 years old girl on the other hand told, “Father way of parenting is comforting. Neither he lets us get on his head, or let us be free, he talks normal with us but my mother way is different. She takes tension, gets lost in that and eventually loses her anger on us”. 18

years old boy stated, "Both of their parenting style is comforting for me. My father is good, he doesn't stop me from anything. Mother is also good, but she stops me sometimes".

28 years old girl told how she found parenting styles of both parents satisfying. She said, "Both of their parenting style is satisfying. My mother lends ear to my problems, where as my father help me in my financial constraints. It's his dominant way of parenting". 19 years old teenage girl told , "Both of their parenting style is comforting. Papa doesn't put that much restrictions and he doesn't interfere. Mama is good in care and in warmth side of parenting". Another 18 years old girl stated, "*Mama* (mother) is caring, and she cares by going in depth. Papa is also caring". 22 years old girl on the other hand defined her mother and father in the utmost lovely way, when she said, "Everything is because of my mother. My father however instantly understands what I say, and he fulfills my demands, and if I am not getting permission, I make him surrender ultimately to that"

A girl of 17 who marked her mother as authoritative and father as permissive, also showed satisfaction with both of her parents parenting, she told, "Both of them have comforting parenting styles. If I do something wrong, my *mama* (mother) makes me understand in the right way. My father fulfils all my demands". Another girl of 17 also marked his both parents this way, again father identified as permissive, by saying, "My father is committed type, whatever he says, he doesn't step back from it, and my mother parenting is a friendly one". 23 years old girl however stated, "There wasn't any balance in the parenting style of both of my parents. My mother used to give me permission out of anxiousness, where as my father gave it instantly"

21 years old girl who defined her father as authoritative and mother as 70% authoritarian as well as 30% authoritative still mentioned her mother way of parenting as comforting when he told:

" My father gives space, and my mother is very caring"

Another respondent girl of 21 defined her parents ways of parenting in a distinct way, she stated, "Father way of parenting style is satisfying. He always makes me understand with love. According to him, children should be understood first and then

whatever they are saying it should be accepted, but not that thing which is wrong on their behalf. My mother is like every need should be fulfilled. Even if a space gets left by my father, she makes sure she fulfills that need on his behalf, but she hardly expresses her (emotions). A teenager boy of 18 told, "Father's parenting style is comforting. My father says me nothing, but mom sometimes end up striking me. Well mother's way of parenting is satisfying too, sometimes she saves me from father as well"

25 years old girl told how her mother's parenting style is comfortable as compared to her father, she said:

"My mother's parenting style is much better since I spend more time with her therefore she knows more about my habits as compared to my father who doesn't know that much"

8.4 Parent – Youth Expectations & Perceptions

Since the youth had been interviewed, observed and talked about the different aspects of parenting or child rearing practices, parents particularly 6 mothers and 3 fathers as well as 7 adolescents/youth were lastly interviewed in order to know significantly the following 2 main questions from parents:

- What do the parents expect from their youth?
- What parenting style is used by them or ought to be used?

Furthermore the chosen youth whose parents were interviewed were also asked the following 2 major questions:

- What do the youth expect from their parents?
- What type of parenting style should be used by parents?

The following point of views of both the youth and parents simply focused on the 4 questions that are being mentioned above. Each 2 questions asked from the youth and their parents (mother/father).

The 1st interviewee, 19 years old Miss S, having second number in the sibling of 5, talked about the expectations she had with parents by stressing on being compassionate and less restrictive as parents role, she said, “Parents should understand their children and in some way there should be friendship between them so the children may not hesitate in sharing anything. Restrictions should not be more than limits, so that the child may not come extremely under the pressure of their parents, and in this way get unable to say anything to them”. Regarding parenting styles to be used she said, “To some extent there should be restrictions on the children so that the parents may know what their children are up to. Parents should keep on guiding, and eventually the child has this sense to take a decision by differentiating between the right and wrong path. But there should not be extreme strictness”. Whereas 42 years old mother of Miss S, explained her expectation with her children by saying, “ They should study properly, should follow the right path, because naughtiness is not bearable to me. They should stand on their own feet, and that every

child should be complete in their very own existence'. Regarding the parenting style to be used with children, she said, "I tell them each and every thing, explain them the right and wrong paths, yet even then I don't let go and keep track of them. I don't force them but I still interfere in most of the things. Furthermore in the present time, restrictions should not be forced that much since children these days have more awareness. Nothing should be imposed on them.

2nd interviewee 21 years old Miss A, the eldest in the siblings of 4, explained her expectations with parents in the light of having faith and concern, when she told, "I expect them to trust me and care obviously". Regarding the parenting style that should be exercised she was of view, "Rules and regulations should be told and freedom shall be given in limits. There should be check and balance as in balanced checking". On the other hand 55 years old father of Miss A said that youth should behave like a proper human and should not haste behind things that comes in short cut way without any hard work. Regarding youth he said, "They should become good humans and good Muslims. They should be realistic too". On the subject of appropriate parenting style, he was of the view, "Rules, regulations and traditions must be followed. They should be given liberty, particularly when they are in the phase of being responsible. Responsibility ought to be given to them as well. Training must be side by side. Restrictions and liberty is meant to be there, because if there won't be restrictions they may indulge in group drugs. One should not be negligent, parents should be aware of what their children are up to". Lastly he quoted "Give me a good mother I will give a good nation.

3rd respondent Miss M of 15 years, the second last child in the siblings of 4, expressed her views regarding the expectations with parents in the frame of being supportive and accommodating towards the child. She said, "Our basic wishes should be fulfilled. We should be encouraged and supported on whatever we intend for. In life there are different aims and aspects, so they should help us in accomplishing them". With regard to the proper parenting style, she stated that, "There should not be that much strictness in parenting, neither frankness, but a simple friendly behavior should exist. They must tell us about our appropriate right and wrong deeds. Strict rules should not be there". However 47 years old mother of Miss M, talked about

expectations with her children in a simple direct way when she told, “Children should respect their parents, and must offer prayers 5 times a day without being commanded”. Concerning the parenting styles that should be used, it was said, “To some extent there should be restrictions. Midway of anything is supposed to be there, and that one should be reasonably lenient. Fairly fulfill what they have to say, and make them listen to you comparatively as well.

The 4th interviewee Miss S of 24 years, the third in the siblings of 4, talked about her expectations with her parents as she stated, “Our parents wish to see our future bright, so whatever they do, they do for our own good. Trust should be there between parents and child, its important. They must be lenient on some situations, because one cannot learn from one mistake, so they should be somewhat lenient”. On the subject of which parenting style should be used, Miss S said, “They should be 50% lenient and 50% strict, balance must be there. Youth should have this feeling that they can easily ask anything from patents. Time management must be considered in some matters. In some situations where restriction is prevailing, parents should become somewhat lenient, so that the child may not be under that much pressure”.

Whereas 62 years old mother of Miss S, defined her definition of expectation from children in a distinct way, when she declared, “My children should gain more education than me. They should have maturity and stand on their own feet. They are not supposed to expect that someone else will do their work, they should show their competency. With regard to what parenting style should be should, she said, “Extreme freedom should not be given, limit must be there. Too much strictness makes a child easily fed up. Parents should always be with and for them as the children are not aware of the good and bad, because there is so much chaos in the society. Either a girl or a boy, they are still meant to be guided, even if they get enough educated, sensibility about good and bad is always imparted by parents. On the other hand media has also taught them. Guidance should always be given and I am not that much strict, but in the end it all depends on oneself. One should always remember what elders have said, since they have the experience. Never lie and be competent. If you will speak the truth, you will set on your destination”. Furthermore 67 years old father of Miss S, talked about the expectations with children in this way, “Children should

be educated, competent, and must have self confidence". With regard to the parenting style to be practiced, he was of the view, "Whatever the youth wishes for, that should not always be acceptable, but if the child wishes to do something with interest i-e in education, let him/him do it. Freedom should be there as well as the limits, and one should be punctual about time while leaving and coming back. They should respect parents.

A 5th respondent Miss N of 17 years, the second child in the siblings of 4 mentioned her expectation with parent in a naïve way, as she said, "Parents should be good, loving, and caring. They should fulfill every demand of the children. With regard to the appropriate parenting style to be used with youth, she told, "Parenting style should be friendly, they should make us understand on the wrong things, and on the right deeds, parents must show love and appreciate us". Whereas 37 years old mother of Miss N explanation of expectation from children encompass this, "Children should be good, and must study in good way. Their habits should also be good, and they are supposed to obey what we say to them. Concerning the parenting style to be exercised she stated, "Friendly relation must be there, and leniency should not be that much, that children may turn out disobedient. However in matters where strictness is required it should be practiced, but lastly be friendly".

Another 6th respondent Mr A of 22 years old, second in the siblings of 3, explained in 3 words the root of expectation from parenting, as he said " Trust be there". Furthermore relating to the parenting style ought to be used he told, "Democratic parenting should be used depending on the circumstances. The things parents should be strict on, they should, and be lenient on lenient matters". However, 50 years old mother of Mr A conveyed her expectation from her children in this simple way, "Children should be pious, and have a perfect life. Allah may save them from bad deeds, and children should be obedient to parents. Regarding the parenting style to be used, she was of the view, "I tell them what is right and wrong, and so they eventually know what they have to do next. I don't do strictness but I believe it should be exercised. I have a friendly environment, and I have never scolded my daughter, but it depends on the nature of child (who should be scolded).

The last 7th respondent Miss R of 29 years, third in the siblings of 4, stated what she expects from her parents in this manner, “Parents should always be there and keep us protected, and they do always keep us protected though. They should not be that much strict and must show compassion”. However regarding the parenting style to be used, she said, “ They should guide us, and understand what we want to convey, and want to say to them. They should show patience and less temper”. However 57 years old mother of Miss R briefly told what she expects from her children by saying that, “They should respect me, take care of me, and obey me”. Related to the parenting style being used she told, “Children should be parented with love, but should be seen with the lion’s eye”. Whereas 63 years old father of Miss R in simple way stated what he expects from her children, by saying, “Respect is what I expect from my children. Obedience as well”. With regard to the parenting style to be exercised, he said, “Parenting should be authoritative i-e., the midway”

9. SUMMARY AND CONCLUSION

The study significantly falls in the domain of Psychological Anthropology and major aim of the current ethnographic study was to investigate youth perception of gender differences in parenting. The study was conducted to explore how youth understands the roles and responsibilities that are considered to be a part of parenting carried out with them, as well as youth's perception of their parent's behavior, parenting styles, control, autonomy, affection, warmth, influence, sharing and interaction in various matters and steps of life. The study entirely focused on youth's understanding, perception and attitude towards the differences that exist during the parenting in their childhood as well as adolescence phase of life and until now.

In the current research, youth from F Block Satellite town Rawalpindi were included in the study. Since Satellite town is an huge area, block F was selected because of the accessibility benefit of key informants and further references, thus making the youth easily reached to study this topic. From the survey it was found that mostly nuclear family, with working fathers and house wife mothers, were residing in the selected area, and the old families from 1950's to the new residents almost 10 years back were occupying the area. Youth from age 15 to 29 were included in the study.

The study had 4 major objectives to be explored, and it began by describing that how youth defines the term parenting itself, and by dividing the responses into different dimensions based on their perceptions. The second objective aimed to explore and classify the differences that prevail in parental warmth and affection towards the youth and in turn youth sharing and emotional bonding because of that affective behavior towards them by their parents. It also investigated parental influence, by focusing on both the favorable mother and father influence as well as mutual parental influence that is perceived by youth and which eventually caused youth to interact with their parents under the effect of their influence. The third objective of the study was to find out the parental control over youth and youth's control over their own life. It further yielded information on how the parents control youth's different activities, their control and role in different decisions made by youth and themselves, parental differences in granting autonomy, parents over protectiveness in different matters, moral values taught by parents and carried out by the adolescents and finally their

control on youth outings with friends and family. The last objective of the study explored the youth perception of parenting styles that are exercised by their parents. It chiefly focused on the expectations of youth for their parents and that what parenting style should be used with them. Furthermore some parents were also interviewed by asking them only 2 major questions i-e., what they expect from the youth and their children plus according to them what is the appropriate parenting style to be used with the today's youth.

After entering into the field, rapport building was established by several visits to the residents living in the locale by the help of 2 major key informants (one women, age 54 and a boy of age 22) and along with the references made by them. After that, anthropological methods that are meant to gain data such as survey forms, in depth interviewing, participant observations, case study method, and focus group discussion was utilized. As revealed by the census survey form filled by 50 residents of Satellite town Rawalpindi, 30 families belonged to Nuclear family system, 5 families however fell in the category of Extended family system, and 6 fit in to Joint family system. *Punjabis* dominate the Satellite Town area of Rawalpindi and then it was occupied mostly by the *Kashmiris*. The *Sheikhs* are also found in majority in Satellite town. Subsequently comes *Kashmiri (from azad and occupied Kashmir)* and then *Rajput, Gujjar, Malik and Butt*. Mostly the *Sheikhs* who belong to Kashmir reside here, as well as those *Sheikhs* who run their own business which include leather good, bridal work clothes and other wears.

The educational background of youth was over all divided into 3 categories. Among the 40 respondents, girls and boys, 19 of them belonged to university , 16 were college going and 5 of them were in the schooling phase of life.

This study has shown that youth was labeling parenting in the premises of bringing up of children in appropriate environment, suitable supervision of the youth, as well as sticking to moral values even in the parents absence. However youth also defined parenting in the context of a bond which forms between a parent-child/adolescent during different phases of life. While youth also perceived parenting in the frame of love and care and lastly identified themselves with the existence of their parents.

Friendliness and secure bond remain one of the major features of parenting, which the youth believe results in the well being of their way of living.

Parental warmth was viewed by youth in a distinct way. They defined it in a divine sense, as in parents are meant to be there and provide them love, care and kindness unconditionally. In other way it may be said that parents are highly regarded by the youth as a symbol of care and love. They see it in the frame of being emotionally attached with their caregivers. Furthermore it was found that youth these days desire to be heard and listened to and they wish their message be conveyed to the parents without rising any argument or conflict between them.

Youth defined parental influence in the light of parents conduct and how under its effect the young ones learn certain attitudes and deal with different matters. Parental influence was generally defined as the behavior demonstrated by the parents, and which is observed and carried out by the youth eventually. Furthermore it was found that the adolescents mostly worried about their parents reaction towards what they wanted to share with them, or merely the coldness of parents in responding to certain topics particularly personal confessions or sharing. However there were adolescents who felt easy in sharing any sort of thing with their parents, either with mother, father or mutually with both of them. On the other hand rigidity, anger and reality orientated behavior of fathers was another feature associated as a barrier while sharing. Mother's lacks of friendliness in interaction, changeable mood, getting scolded was also an additional barrier for sharing.

Parental control was viewed by youth as how parents play an important role in bringing out the best in them, by exerting control over their certain activities and their ways of performing certain things. For the youth it is the control of parents that manages their conscience in early development and which eventually makes them capable to differentiate between right and wrong in later adult phase of life. Youth also defined parental control commonly in the frame of limits set by parents on their child or youth, in order to gain better results, enhanced personality and away from immoral acts

Lastly youth was of the view that in this time of life, parents should understand their children and there should be friendship between them so the children may not hesitate in sharing anything. Restrictions should not be more than limits, so that the child may not come extremely under the pressure of their parents and become rebellious or hesitate in sharing eventually. Regarding parenting styles to be used it was believed that to some extent there should be restrictions on the youth for their own betterment but should be guided side by side in required matters, and eventually the child will have this sense to take a decision differentiating between the right and wrong path. According to youth extreme restrictions should not exist. Friendly behavior and compassionate attitude of parents while parenting is best to get youth trust.

Concluding it with the parents views, it was known by interviewing some parents of the youth, that in today's world, respect and obedience is what parents expect from their young ones. They should be educated and after being guided, must have this ability to differentiate between right and wrong since today's youth do not like being interfered, therefore at least they should keep parent's dignity and moral values in mind before they take any step or decision. Youth should also keep their tradition in mind and try to become good humans as well as Muslims.

9.1 LIMITATIONS AND SUGGESTIONS

In the current research, the sample chosen has not included married couples to be studied or included along the youth. This study has offered positive future implication as further research can be carried out by including married and single people and by studying their perception and understanding of parenting perspective.

GLOSSARY

Aazaadi.....	Freedom
Abu	Father
Abu Jee.....	Father (calling with respect)
Ami.....	Mother
Baba.....	Father
Bazaars.....	Market
Chaio Shun.....	Training
Chappals.....	Slippers
Deen.....	Religion
Dupatta.....	A length of cloth wore loosely over the headand shoulders by women for covering
Hadis.....	Word of Prophet Muhammad (P.B.U.H)
Halal.....	Legal, permissible
Jootis.....	Shoes
Kankar.....	Pebble
Kurtas.....	Shirts
Laad.....	Pampering
Namaz.....	Prayer
Mama.....	Mother
Papa.....	Father
Parda.....	Veil/Covering

Payar.....	Love
Quran.....	The Islamic sacred book
Ramzan.....	Islamic Holy month of Fasting
Roza.....	Fast/Fasting
Salam.....	Greetings
Sheehsam	Rosewood
Tarbiyat.....	Training
Tehsil.....	Administrative areas
Walidah.....	Mother
Zilla.....	Division

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