

Maternal Disciplinary Techniques in Australia and India

Shanti Balda¹, Kym Irving² and Donna Berthelsen²

¹Department of Child Development, College of Home Science, CCS Haryana Agricultural University, Hisar, 125004, Haryana, India,

²School of Early Childhood, Faculty of Education, Queensland University of Technology, Brisbane, Australia

Fax: ¹<0091-1662-34952>, E-mail: ¹<hau@ren.nic.in>

KEYWORDS Disciplinary Technique. Reason. Punishment. Maternal Beliefs

ABSTRACT This research was conducted in Australia and India. In the first phase, data were collected in Brisbane, Australia and in the second phase, data were collected in Hisar, India. One hundred Australian and 100 Indian mothers of preschool-aged children constituted the sample. A questionnaire was used to gather information on family demographics and mothers' beliefs and practices about disciplinary techniques. The results of this study indicated that although Australian and Indian mothers had similar practices, cultural differences were also found to exist. In both cultures, mothers practiced reasoning (induction) technique and believed that children respond better to reasoning. Mothers also used a combination of reasoning and punishment and believed that children respond better to this technique. A few Australian mothers, under certain circumstances, believed deprivation of privileges to be more effective. A percentage of Indian mothers, on the other hand, used and believed physical punishment to be better technique than any other technique. Compared to less educated mothers, more educated mothers in both cultural groups were less likely to use physical punishment and more likely to make children understand (induction). Mother used similar disciplinary techniques for preschool-aged sons and daughters.