

Modern Parenting In Delhi Ncr: Trends, Challenges And Transitions

Prerna Butta¹ , Dr. Nidhi Chaudhary²

¹Research Scholar, Department of Humanities, Languages and Social Sciences (Home Science), Shri Venkateshwara University, Gajraula, Amroha, Uttar Pradesh,

Email. id - penu.butta@gmail.com

²Research Supervisor, Department of Humanities, Languages and Social Sciences (Home Science), Shri Venkateshwara University, Gajraula, Amroha, Uttar Pradesh,

Email id - nidhi25k@gmail.com

Cite this paper as: Prerna Butta, Dr. Nidhi Chaudhary (2025) Modern Parenting In Delhi Ncr: Trends, Challenges And Transitions. Journal of Neonatal Surgery, 14, (33s) 941-948

ABSTRACT

Parenting in urban India has undergone significant transformation due to rapid socio-economic change, globalization, and technological advancement. This review paper examines the evolving nature of modern parenting in the Delhi National Capital Region (NCR), with a specific focus on children in middle childhood (6–12 years). Drawing on secondary data from recent empirical studies and theoretical literature, the paper explores the transition from traditional collectivist parenting practices to contemporary child-centric and autonomy-supportive approaches. The study highlights emerging parenting trends such as intensive parenting, digital parenting, and conscious parenting, while also identifying the persistence of traditional values, including academic prioritization and respect for authority. It critically analyzes major parenting styles, emphasizing the increasing adoption of authoritative parenting in urban contexts due to its strong association with children’s socio-emotional and cognitive development. The paper is theoretically grounded in key developmental frameworks, providing a multidimensional understanding of parenting practices and their influence on child development. Furthermore, the study examines the role of cultural values, globalization, changing family structures, and digital technologies in shaping parenting behaviors in Delhi NCR. The findings indicate that while modern parenting offers opportunities for enhanced child development through informed and responsive practices, it also presents challenges such as work–life imbalance, digital dependency, reduced familial support, and heightened academic pressure. The paper concludes that effective parenting in contemporary urban settings requires a balanced integration of traditional values and modern approaches, with strong emphasis on emotional responsiveness, consistency, and adaptive strategies. The study contributes to the growing discourse on parenting in urban India and offers directions for future research and policy interventions.

KEYWORDS: Modern Parenting; Delhi NCR; Middle Childhood; Parenting Styles; Digital Parenting; Urban Families; Child Development; Socio-Cultural Change

INTRODUCTION

Parenting, as a fundamental social institution, plays a critical role in shaping children’s developmental trajectories and overall well-being. In recent decades, rapid urbanization, globalization, and technological advancement have significantly transformed parenting practices, particularly in metropolitan regions such as Delhi National Capital Region (NCR). Traditionally, Indian parenting has been embedded within collectivist cultural frameworks characterized by hierarchical authority, strong familial bonds, and shared caregiving within joint family systems. However, contemporary urban contexts reflect a gradual yet profound shift toward nuclear family structures, dual-income households, and increasingly individualistic value orientations. This transition has given rise to what is commonly termed “modern parenting,” which emphasizes child-centric approaches, emotional responsiveness, and the integration of scientific knowledge into child-rearing practices. Parents today are increasingly influenced by global parenting ideologies, digital media, and evolving educational expectations, resulting in a hybrid parenting model that blends traditional values with modern perspectives. While this transformation offers new opportunities for fostering children’s cognitive, emotional, and social development, it simultaneously introduces complexities and challenges that were less pronounced in traditional settings. Middle childhood (6–12 years) represents a critical developmental stage marked by the acquisition of academic competencies, social skills, and

self-concept formation. Parenting during this phase becomes particularly significant, as children are highly responsive to environmental influences, including family dynamics, peer interactions, and media exposure. In urban settings such as Delhi NCR, parents often navigate competing demands such as academic pressure, time constraints, and increasing digital engagement among children, all of which directly influence parenting strategies and child outcomes. Despite the growing body of literature on parenting practices, there remains limited integrative synthesis examining how modern parenting trends, theoretical perspectives, and contextual factors intersect within the specific socio-cultural environment of Delhi NCR. Addressing this gap is essential for developing a nuanced understanding of parenting in contemporary urban India

1.1 Research Gap

Although a substantial body of literature exists on parenting practices in India, most studies focus on generalized populations or specific developmental stages such as adolescence, with comparatively limited attention to middle childhood (6–12 years). Furthermore, existing research often examines parenting styles, digital influences, or cultural factors in isolation, rather than adopting an integrated analytical perspective.

In the context of rapidly urbanizing regions such as Delhi NCR, there is a lack of context-specific studies that synthesize emerging parenting trends, theoretical frameworks, and socio-cultural influences within a single conceptual framework. Additionally, the dynamic interplay between traditional values and modern parenting practices in urban Indian settings remains underexplored.

Therefore, there is a clear need for a comprehensive review that examines modern parenting in Delhi NCR through a multidimensional and context-sensitive lens, particularly focusing on children in middle childhood.

1.2 Objectives of the Study

The present review paper aims to achieve the following objectives:

- To examine the evolution of parenting from traditional to modern contexts in urban India
- To analyze emerging trends and continuities in parenting practices in Delhi NCR
- To evaluate major parenting styles and their implications for children's development
- To apply key theoretical frameworks to understand parenting behaviors and child outcomes
- To identify socio-cultural, technological, and structural factors influencing modern parenting
- To explore the challenges faced by parents of children in middle childhood

2. LITERATURE REVIEW

Contemporary scholarship on parenting highlights a significant transition from traditional authority-driven practices to more adaptive, child-centric approaches, particularly within urban contexts. Studies examining parenting patterns in India indicate that while traditional values such as discipline, respect for elders, and academic achievement continue to hold importance, there is an increasing shift toward warmth, open communication, and autonomy-supportive behaviors. This transformation is especially pronounced in metropolitan regions such as Delhi NCR, where globalization, education, and socio-economic mobility have reshaped parental attitudes and expectations (Bhatia, 2018). A growing body of cross-cultural research suggests that authoritative parenting is consistently associated with positive socio-emotional and academic outcomes among children, even within collectivist societies (Kuppens & Ceulemans, 2019). Such parenting, characterized by high responsiveness and balanced control, has been linked to improved emotional regulation, social competence, and academic performance. However, the continued presence of authoritarian tendencies in Indian households highlights the enduring influence of cultural norms emphasizing obedience, hierarchy, and respect for authority (Seymour, 1999). This indicates that parenting in India operates within a cultural duality, where modern developmental ideals coexist with traditional expectations. The role of digitalization has emerged as a central theme in contemporary parenting literature. With the increasing integration of digital technologies into everyday life, parenting practices have expanded to include monitoring and mediating children's online engagement. Research indicates that while digital tools enhance learning opportunities and global exposure, excessive screen time and unregulated social media use are associated with attention difficulties, behavioral concerns, and reduced quality of parent-child interactions (Livingstone & Helsper, 2008; Twenge & Campbell, 2018). This has led to the emergence of "digital parenting," requiring parents to balance facilitation and regulation within technologically mediated environments. The COVID-19 pandemic further intensified parental responsibilities and stress levels, particularly in urban households. Studies show that parents were required to simultaneously manage children's education, emotional well-being, and increased digital exposure, leading to heightened psychological strain and role overload (Craig & Churchill, 2021). These findings reinforce the notion that parenting practices are dynamic and highly sensitive to broader socio-economic and contextual disruptions.

Furthermore, recent literature emphasizes that modern parenting should not be conceptualized as a complete departure from traditional practices but rather as a hybrid adaptive system that integrates cultural continuity with contemporary influences (Bhatia, 2018). In urban Indian settings, parents actively negotiate between inherited cultural values and emerging global norms, resulting in diverse and sometimes contradictory parenting strategies.

Table 1: Key Studies on Parenting

Author(s)	Year	Focus Area	Methodology	Key Findings	Limitations
Kuppens & Ceulemans	2019	Parenting typologies	Quantitative	Balanced parenting improves emotional regulation	Western bias
Craig & Churchill	2021	COVID-19 parenting	Empirical	Increased parental stress and role overload	Context-specific
Livingstone & Helsper	2008	Digital parenting	Empirical	Digital exposure affects behavior and interaction patterns	Early-stage digital context
Twenge & Campbell	2018	Screen time effects	Quantitative	High screen use linked to lower well-being	Cross-sectional design

3. EMERGING TRENDS AND TRADITIONS IN PARENTING

Parenting in Delhi NCR reflects a dynamic intersection of traditional cultural values and contemporary socio-economic influences, resulting in a hybrid or “negotiated” parenting model. Rapid urbanization, increased access to education, and exposure to global parenting ideologies have contributed to the emergence of new parenting trends, while deeply rooted cultural norms continue to shape parental expectations and practices (Bhatia, 2018). One of the most prominent trends is child-centric parenting, which prioritizes children’s emotional well-being, individuality, and self-expression. In contrast to traditional approaches that emphasized obedience and conformity, contemporary parents are increasingly attentive to children’s psychological needs and developmental milestones (Eccles, 1999). This shift reflects a broader movement toward recognizing children as active agents in their own development.

Another significant trend is intensive parenting, characterized by high levels of parental involvement in children’s academic and extracurricular activities. In urban contexts such as Delhi NCR, parents invest substantial time, effort, and financial resources in structured learning environments, reflecting heightened aspirations and competitive educational pressures (Craig & Churchill, 2021). While such involvement may enhance skill development, it also raises concerns regarding parental over-involvement and increased stress among children.

The rise of digital parenting has become particularly salient in contemporary contexts. Parents are increasingly required to monitor, regulate, and mediate children’s engagement with digital technologies, balancing educational opportunities with potential risks such as excessive screen time, reduced attention span, and behavioral concerns (Livingstone & Helsper, 2008; Twenge & Campbell, 2018). This has introduced new dimensions of supervision and control within parenting practices, often reshaping traditional parent–child interactions.

Additionally, conscious parenting is gaining prominence, emphasizing mindfulness, empathy, and intentional communication. This approach encourages emotionally responsive parenting practices that foster secure attachment and positive socio-emotional development. It also reflects increasing parental awareness of psychological well-being as a core component of child development.

Despite these emerging trends, traditional elements such as respect for elders, academic expectations, and moral discipline remain deeply embedded in Indian parenting practices (Seymour, 1999; Bhatia, 2018). As a result, parenting in Delhi NCR should not be viewed as a linear transformation but rather as a continuum, where traditional and modern practices coexist, interact, and sometimes conflict.

4. PARENTING STYLES

Parenting styles represent a critical determinant of children’s behavioral, emotional, and cognitive development. Based on Diana Baumrind’s framework, later expanded by Maccoby and Martin (1983), parenting styles are categorized into four types based on two key dimensions: responsiveness (warmth) and demandingness (control).

4.1 Authoritative Parenting (High Warmth, High Control)

- **Key Characteristics:**
 - Balanced approach combining emotional support and behavioral regulation
 - Open communication and reasoning-based discipline
 - Clear expectations with flexibility
- **Developmental Outcomes:**
 - Higher self-esteem and confidence

- Better academic achievement
- Strong social competence and emotional regulation
- **Evidence Base:**
 - Consistently identified as the most effective parenting style across cultures (Kuppens & Ceulemans, 2019)
- **Contextual Relevance:**
 - Increasingly adopted in urban Indian families due to rising awareness of child psychology

4.2 Authoritarian Parenting (Low Warmth, High Control)

- **Key Characteristics:**
 - Strict discipline and emphasis on obedience
 - Limited emotional expression and communication
 - Authority-driven decision-making
- **Developmental Outcomes:**
 - Short-term compliance
 - Higher anxiety and lower self-esteem
 - Reduced social competence
- **Cultural Context:**
 - Continues to persist in Indian settings due to emphasis on hierarchy, discipline, and respect for elders (Seymour, 1999)
- **Critical Insight:**
 - May be culturally functional in some contexts but psychologically restrictive

4.3 Permissive Parenting (High Warmth, Low Control)

- **Key Characteristics:**
 - High emotional support with minimal rules or discipline
 - Greater autonomy granted to children
 - Limited behavioral boundaries
- **Developmental Outcomes:**
 - Strong emotional bonding
 - Poor self-discipline and impulse control
 - Increased behavioral inconsistencies
- **Theoretical Note:**
 - Often linked to difficulties in long-term behavioral regulation (Maccoby & Martin, 1983)

4.4 Neglectful (Uninvolved) Parenting (Low Warmth, Low Control)

- **Key Characteristics:**
 - Minimal parental involvement
 - Lack of emotional support and supervision
 - Limited communication
- **Developmental Outcomes:**
 - Emotional insecurity and attachment issues
 - Poor academic performance
 - Social withdrawal and behavioral problems
- **Critical Perspective:**
 - Considered the most detrimental parenting style due to absence of both structure and support

Comparative Insight

- Parenting styles are not universally applied; rather, they are **context-dependent and culturally influenced**
- In Indian contexts, a **hybrid pattern** often emerges, combining elements of authoritative and authoritarian styles
- The coexistence of multiple parenting approaches within the same household reflects the **transitional nature of modern parenting**

5. THEORETICAL FRAMEWORK

Understanding modern parenting in Delhi NCR requires a multidimensional theoretical lens, as parenting practices are shaped by psychological, social, and environmental determinants. The present study draws upon four foundational theoretical frameworks to analyze parenting behaviors and their implications for children in middle childhood.

5.1 Baumrind's Parenting Styles Theory

Diana Baumrind's Parenting Styles Theory explains variations in parental behavior along two core dimensions:

responsiveness (warmth) and demandingness (control). Based on these dimensions, parenting is classified into four styles—authoritative, authoritarian, permissive, and neglectful—each associated with distinct developmental outcomes (Baumrind, 1967; Maccoby & Martin, 1983).

In the context of Delhi NCR, there is a noticeable shift toward authoritative parenting, particularly among educated urban families. This trend reflects increased awareness of child development principles and exposure to global parenting frameworks. Authoritative parenting has been consistently associated with positive developmental outcomes, including higher academic achievement, emotional regulation, and social competence (Kuppens & Ceulemans, 2019). However, elements of authoritarian parenting persist due to enduring cultural expectations emphasizing discipline, respect, and hierarchical family structures.

5.2 Ecological Systems Theory – Urie Bronfenbrenner

Bronfenbrenner’s Ecological Systems Theory conceptualizes child development as the outcome of interactions within multiple, nested environmental systems (Bronfenbrenner, 1979), including:

- **Microsystem:** Immediate environments such as family and school
- **Mesosystem:** Interconnections between microsystems
- **Exosystem:** Indirect environments such as parental workplace conditions
- **Macrosystem:** Cultural values, societal norms, and broader ideologies
- **Chronosystem:** Temporal dimension of environmental influences over time

In urban contexts such as Delhi NCR, parenting practices are significantly shaped by exosystem and macrosystem influences. For instance, demanding work environments, time constraints, and digitally mediated lifestyles affect parental availability, expectations, and engagement. This framework highlights that parenting cannot be understood in isolation but must be situated within broader socio-economic and cultural contexts.

5.3 Erikson’s Psychosocial Theory – Erik Erikson

Erikson’s Psychosocial Development Theory identifies middle childhood as the stage of Industry vs. Inferiority, during which children strive to develop competence, mastery, and a sense of achievement (Erikson, 1963). Parenting plays a critical role in shaping whether children develop confidence or experience feelings of inadequacy.

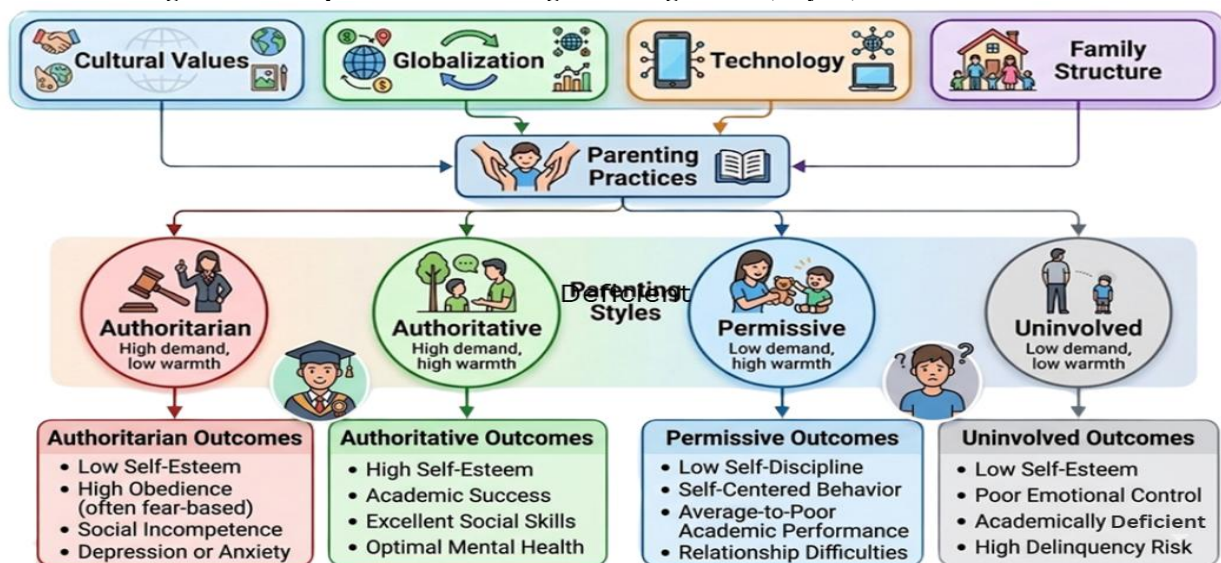
In highly competitive urban environments such as Delhi NCR, excessive academic pressure and performance expectations may disrupt this developmental process, potentially leading to stress and reduced self-esteem (Eccles, 1999). Therefore, supportive, balanced, and autonomy-encouraging parenting becomes essential to foster healthy psychosocial development during this stage.

5.4 Social Learning Theory – Albert Bandura

Bandura’s Social Learning Theory posits that children learn behaviors through observation, imitation, and reinforcement (Bandura, 1977). Parents serve as primary role models, shaping children’s behaviors, attitudes, and communication patterns through both direct interaction and indirect influence.

In contemporary contexts, digital media increasingly functions as an additional socializing agent, sometimes described as a “third parent.” Children are exposed to a wide range of behaviors and norms through digital platforms, which can influence their attitudes and actions. Research indicates that unregulated exposure to digital media may contribute to behavioral issues, reduced attention spans, and altered social interactions, thereby underscoring the importance of active parental mediation (Livingstone & Helsper, 2008).

Figure 1: Conceptual Model Linking Parenting Factors, Styles, and Child Outcomes



The conceptual framework presented in Figure 1 illustrates the interaction between socio-cultural factors, parenting practices, parenting styles, and their resulting impact on child outcomes.

6. FACTORS INFLUENCING MODERN PARENTING

Parenting practices in Delhi NCR are shaped by a complex interaction of cultural, social, and technological factors, resulting in evolving and sometimes conflicting parenting approaches.

6.1 Cultural Values: Indian parenting continues to emphasize collectivist values such as interdependence, respect for elders, and academic achievement. However, these traditional orientations are increasingly being integrated with emerging priorities such as autonomy, emotional well-being, and self-expression (Seymour, 1999). This dual orientation gives rise to a hybrid parenting model, where parents simultaneously uphold traditional expectations while adopting modern developmental perspectives. Such coexistence often leads to tension between obedience-based norms and the promotion of independence and critical thinking (Bhatia, 2018).

6.2 Globalization: Globalization has significantly influenced parenting practices by exposing families to Western parenting ideologies that emphasize individuality, open communication, and child autonomy. Through media, education, and cultural exchange, parents increasingly adopt global standards of child-rearing. While this exposure has encouraged progressive parenting approaches, it has also contributed to aspirational pressures and heightened parental expectations, particularly in academic and extracurricular domains.

6.3 Changing Family Structure: The shift from joint to nuclear family systems has fundamentally altered parenting dynamics in urban India. In traditional joint families, caregiving responsibilities were shared across generations, providing emotional and practical support. In contrast, nuclear families place greater responsibility on parents, often within the constraints of dual-income households (Bhatia, 2018; Craig & Churchill, 2021). This structural transformation has led to increased parental workload, time constraints, and reliance on structured or intensive parenting strategies.

6.4 Technology and Media: Technology has emerged as a central influence on modern parenting. While digital tools provide access to educational resources and global knowledge, excessive screen exposure is associated with reduced physical activity, attention difficulties, and behavioral concerns among children (Twenge & Campbell, 2018). Moreover, digital environments reshape parent-child interactions by reducing direct communication and increasing dependence on mediated engagement. Children are increasingly influenced by online content, highlighting the need for active parental mediation to ensure balanced and healthy development (Livingstone & Helsper, 2008).

7. CHALLENGES FACED BY PARENTS

Parenting in Delhi NCR is increasingly associated with a range of structural and psychological challenges arising from socio-economic pressures, changing family dynamics, and evolving societal expectations. These challenges reflect the complexities of raising children in rapidly urbanizing and competitive environments.

A major challenge is work-life imbalance, particularly in dual-income households, where demanding work schedules often limit meaningful parent-child interaction. Reduced time availability can weaken emotional bonding and parental involvement, both of which are critical for healthy child development (Craig & Churchill, 2021).

Academic pressure represents another significant concern. In highly competitive urban contexts, parents often prioritize academic achievement over holistic development, placing children under continuous performance-related stress. This may lead to reduced intrinsic motivation, anxiety, and diminished well-being (Eccles, 1999; Twenge & Campbell, 2018).

The issue of digital overexposure further complicates contemporary parenting. Excessive screen time has been associated with attention difficulties, behavioral issues, and reduced social interaction among children (Twenge & Campbell, 2018). Moreover, increased engagement with digital devices often limits face-to-face communication within families, affecting relationship quality and emotional connection (Livingstone & Helsper, 2008).

Additionally, the decline of joint family systems has significantly reduced traditional support structures. In nuclear family settings, parents bear greater responsibility for caregiving without extended familial assistance, leading to increased stress, role overload, and decision-making pressure (Bhatia, 2018).

Parents also experience parenting uncertainty and confusion, largely due to the overwhelming and often contradictory information available through digital media and parenting resources. Exposure to multiple, sometimes conflicting parenting ideologies can result in inconsistent practices and reduced parental confidence.

Finally, an emerging concern is the emotional disconnect between parents and children, where material provision and academic focus may overshadow emotional availability and communication. This imbalance can negatively affect children's socio-emotional development and sense of security (Eccles, 1999).

8. IMPLICATIONS

The findings of this review have significant implications for multiple stakeholders, including parents, policy makers, and educators. Addressing the complexities of modern parenting in urban India requires coordinated efforts across these domains.

8.1 Implications for Parents

The study highlights the importance of adopting a balanced parenting approach that integrates emotional responsiveness with

appropriate structure and guidance. Authoritative parenting, characterized by warmth, communication, and reasonable control, emerges as the most effective approach for promoting children's socio-emotional and cognitive development.

In the context of increasing digital exposure, parents must develop effective digital regulation strategies, including monitoring screen time, encouraging constructive use of technology, and fostering open communication about online experiences. Active parental mediation is essential to mitigate risks associated with excessive or unregulated digital engagement.

Furthermore, maintaining a healthy work–life balance is critical for ensuring meaningful parent–child interactions. Parents should prioritize quality time, emotional availability, and consistent engagement, as these factors play a crucial role in strengthening family relationships and supporting children's overall well-being.

8.2 Implications for Policy Makers

The findings underscore the need for policy-level interventions to support families navigating the challenges of modern parenting. Governments and institutions should develop and implement parenting awareness and education programs that provide evidence-based guidance on child development, digital parenting, and emotional well-being.

Strengthening school–parent collaboration frameworks is also essential to ensure alignment between educational institutions and families. This can facilitate better communication, shared responsibility, and more effective support for children's development.

Additionally, there is a growing need to expand access to mental health support systems for both parents and children. Urban parenting stress, academic pressure, and digital challenges necessitate accessible counseling services, community-based support programs, and preventive mental health initiatives.

8.3 Implications for Educators

Educators play a critical role in shaping children's developmental environments and must move beyond an exclusive focus on academic performance. There is a need to reduce excessive academic pressure and promote a more balanced approach that values emotional, social, and creative development.

Educational institutions should emphasize holistic development, incorporating life skills, emotional intelligence, and well-being into the curriculum. This approach aligns with contemporary parenting expectations and supports healthier child outcomes.

Moreover, strengthening parent–teacher engagement is essential for creating a supportive ecosystem around the child. Regular communication, collaborative decision-making, and shared understanding of children's needs can enhance both academic and socio-emotional development.

9. LIMITATIONS OF THE STUDY

This review paper is subject to certain limitations that should be considered while interpreting its findings. First, the study is based entirely on secondary data, and therefore its conclusions depend on the scope, quality, and availability of existing literature. Variations in research design, sample characteristics, and methodological approaches across studies may affect the consistency and generalizability of the findings.

Second, the review is context-specific, focusing primarily on urban settings in Delhi NCR. As a result, the findings may not be fully applicable to rural or semi-urban contexts, where socio-cultural dynamics and parenting practices may differ significantly. Third, while the study adopts a multidimensional theoretical framework, it does not include primary empirical validation. Future research incorporating field-based data, such as surveys or interviews with parents and children, could provide deeper insights and strengthen the applicability of the findings. Finally, the rapidly evolving nature of technology and digital environments presents a limitation, as parenting practices related to digital engagement may change over time. Continuous research is therefore required to capture emerging trends and their implications for child development.

10. CONCLUSION

Modern parenting in Delhi NCR represents a transitional and adaptive paradigm shaped by the interaction of traditional cultural values and contemporary socio-economic realities. While core values such as respect, academic orientation, and family cohesion continue to influence parenting, they are increasingly being reinterpreted through child-centric and psychologically informed approaches.

Parenting in middle childhood is influenced by multiple factors, including globalization, family structure changes, and technological advancements. Theoretical perspectives collectively demonstrate that child development outcomes are shaped by both parenting practices and broader environmental contexts.

However, parents face significant challenges, including work–life imbalance, academic pressure, digital dependency, and reduced support systems. Addressing these challenges requires a balanced approach that integrates authoritative parenting, emotional responsiveness, and structured digital regulation.

Future research should focus on developing culturally sensitive and context-specific parenting models for urban India, while policy interventions and parent education programs can support families in navigating the complexities of modern parenting.

REFERENCES

1. Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
2. Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43–88.
3. Bhatia, S. (2018). *Decolonizing psychology: Globalization, social justice, and Indian youth identities*. Oxford University Press.
4. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
5. Craig, L., & Churchill, B. (2021). Dual-earner parent couples' work and care during COVID-19. *Gender, Work & Organization*, 28(S1), 66–79. <https://doi.org/10.1111/gwao.12497>
6. Eccles, J. S. (1999). The development of children ages 6 to 14. *The Future of Children*, 9(2), 30–44. <https://doi.org/10.2307/1602703>
7. Erikson, E. H. (1963). *Childhood and society* (2nd ed.). Norton.
8. Kuppens, S., & Ceulemans, E. (2018). Parenting styles: A closer look at a well-known concept. *Journal of Child and Family Studies*, 28(1), 168–181. <https://doi.org/10.1007/s10826-018-1242-x>
9. Livingstone, S., & Helsper, E. J. (2008). Parental mediation of children's internet use. *Journal of Broadcasting & Electronic Media*, 52(4), 581–599. <https://doi.org/10.1080/08838150802437396>
10. Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent–child interaction. In P. H. Mussen (Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (pp. 1–101). Wiley.
11. Seymour, S. C. (1999). *Women, family, and child care in India: A world in transition*. Cambridge University Press.
12. Twenge, J. M., & Campbell, W. K. (2018). Associations between screen time and lower psychological well-being among children and adolescents. *Preventive Medicine Reports*, 12, 271–283. <https://doi.org/10.1016/j.pmedr.2018.10.003>.

.
.