Chapter 8

Learning From the Narratives and Themes:
What Works Well and What Does Not Work Well

ABSTRACT

This chapter explores the concept of "a good life" for the parents and children of the 21st century. It addresses some key issues and studies underlying parenting of the 21st century. Issues like behavioural aspects, special needs, eating behaviours, digital online safety, positive self-esteem, and efficacy are widely discussed and evaluated. It is intriguing to hear how the diverse voice of parents from the South Asian region are captured conveying tips about not only the universals in parenting but also the special unique tips that work in the South Asian values, cultural context. What works well and what does not work well in South Asian parenting is captured in the narratives. As part of the interviews, all parents were made the experts in the parenting and their advice about what other South Asian parents should and should not do in parenting is first of its kind to be captured in a book.

A "Good Life" In 21st Century and Theory of Planned Behaviour

All parents want to achieve "a good life" for their children. parental experiences, learning, social and cultural context has a huge impact on what a good life is for themselves and their children. Majority of parents value health, education, economic independence and happiness for their children and families. This stress to achieve this good life can put pressure on parents to create the right environment, space and learning opportunities for their children. In the new digital world of 21st century, the rapid advancement of what can lead to a good life involves emotional, social, cognitive, and economic costs and gains. Technological stressor for parents has been highlighted in some studies. (Jensen et al. 2021; Lippold et al. 2022). Children require opportunities and access to digital tools like iPads, internet access, computers, and related devices to gain access to education, learning and socially feel accepted from peers and social networks. This vast online space of the internet has both positive and negative impact on children. On one hand, digital access can lead to positives like more information, and educational gains along with negative impacts like increased screen times, loss of engagement in outdoor activities, bullying online, inappropriate access to sites can create extra stress on parents. Technology has given parents too immense valuable knowledge and advice. Parental stress (Buchanan and Glatz, 2022) of 21st Century includes navigation in technological spaces, negotiating values, gaining advise, validity of advice that reaches parents adds on to the stress of 21st century parenting (Atkinson, 2022).

In the 21st Century, the advice for parenting can come from various sources like grandparents, friends, other parents, books, internet, magazines, parenting experts and researchers. Some recent researches like Schicker et.al (2023) have indicated that the best way of engaging parents with Online Parenting Resources (OPR) is through the collaboration of the schools and academics sharing recent research evidence on parenting. The detailed parenting topics widely covered by advice on socialisation, settling children in transitions, health and nutrition, values of exercise, agency and rights of the children, support advise for children with disabilities and special needs, legislation for parents and children, opportunities of developmental support, advise for gifted and talented children. These topics of advice are numerous for parents and what is vetted by research and evidence is very limited. The seems to

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