

A STUDY OF PSYCHO-SOCIAL FACTORS AFFECTING  
THE BEHAVIOUR AND ATTITUDE OF PARENTS  
TOWARDS BIRTH AND UPBRINGING OF  
MALE AND FEMALE CHILD

THESIS

Submitted in partial fulfilment of the  
requirements for the degree of:

MASTER OF SCIENCE

in

RURAL SOCIOLOGY

By

VEENA RANI DHAWAN

Haryana Agricultural University

Hisar

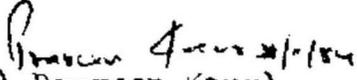
1984



CERTIFICATE-I

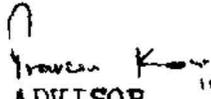
This is to certify that this thesis entitled,  
"A Study of Psycho-Social Factors Affecting the  
Behaviour and Attitude of Parents Towards Birth  
and Upbringing of Male and Female Child," submitted  
for the degree of M.Sc., in the subject of Rural  
Sociology of the Haryana Agricultural University,  
is a bonafide research work carried out by Miss Veena  
Dhawan under my supervision and that no part of this  
thesis has been submitted for any other degree.

The assistance and help received during  
the course of investigation have been fully acknow-  
ledged.

  
( Dr. (Mrs.) Praveen Kaur)  
Assistant Professor  
Department of Rural Sociology  
Haryana Agricultural University  
Hisar

CERTIFICATE-II

This is to certify that the thesis entitled,  
" A Study of Psycho-Social Factors Affecting the  
Behaviour and Attitude of Parents Towards Birth  
and Upbringing of Male and Female Child" submitted  
by Miss Veena Rani Dhawan to Haryana Agricultural  
University in partial fulfilment of the require-  
ments for the degree of M.Sc. in the subject of  
Rural Sociology, has been approved by the Student's  
Advisory Committee after an oral examination on the  
same in collaboration with an External Examiner.

  
MAJOR ADVISOR

  
EXTERNAL EXAMINER

  
HEAD OF THE DEPARTMENT

  
DEAN, POST GRADUATE STUDIES

## ACKNOWLEDGEMENTS

I am especially grateful to Dr. (Mrs.) Praveen Kaur, Assistant Professor of Rural Sociology for her support of my work. I would like to thank her not only for her guidance, timely legitimization, keen attention and encouragement but for her own luminous understanding of Psychology and its possible uses. She always extended her helping hands with whole hearted support.

I express sincere thanks to Dr. M.L.Sharma, Professor and Head, Department of Sociology for his constructive suggestions and keen interest in my work.

I am grateful to Dr. Hira Nand and Dr. Kaloo, the noble scholars of my advisory committee for their valuable guidance and encouragement. They helped me whenever called for during the study.

I feel deep sense of gratitude to all the staff members of the Department of Sociology for their co-operation and assistance provided during the course of study.

I am thankful to my parents who kept their witty eyes on throughout my study period. Also not forgetting to pay my thanks to my brothers and sisters especially brother G.R.Dhawan and sister Neelam who always warmed me up in the moments of tension.

Last, but not the least, I am thankful to Mr.J.P. Gupta who typed my manuscript.

November 20, 1984.

  
( Veena Rani Dhawan )

CONTENTS

---

Sr.No.	Chapter	Pages
1.	INTRODUCTION	1-9
2.	REVIEW OF LITERATURE	10-20
3.	METHODOLOGY	21-30
4.	RESULT AND DISCUSSION	31-106
5.	SUMMARY, CONCLUSIONS & SUGGESTIONS	107-115
6.	BIBLIOGRAPHY	116-122
7.	APPENDIX	1-xx

## LIST OF TABLES

Sr.No.	Description	Page
1.	Profile of respondents, Mother's Age, Education and occupation.	33
1.2.	Profile of respondents: Father's Education, occupation and Family income.	34
2.	Appropriate number of male and female children.	38
3.	Sequence of male and female children preferred.	40
4.	Gap between the birth of children.	42
5.	Total number of ceremonies performed at the birth of child.	44
6.	Type of ceremonies performed at the birth of the child.	46
7.	Number of persons invited at ceremonies.	48
8.	Money spent on celebration of birth ceremonies.	50
9.	Type of toys given to child.	52
10.	Type of games child should play.	54
11.	Expression of emotions towards sons and daughters.	57
12.	Pocket money ( in rupees per month).	59
13.	Expenditure and saving of pocket money.	61
14.	Details of articles purchased by boys and girls.	63
15.	educational aspiration of parents.	65
16.	Other educational facilities from the parents.	65
17.	Sharing responsibilities.	68
18.	Children's help to their parents.	68

Sr. No.	Description	Page
19.	Methods of discipline for boys and girls.	71
20.	Parental contact as provided to children.	73
21.	Punishment and protection as given to the children.	73
22.	Parental preference for male and female children regarding giving them toys, food and clothes.	75
23.	Educational aspiration of parents for the type of education.	77
24.	Parents professional expectation.	77
25.	Parental permissiveness for girls to work with boys.	79
26.	Parental expectation from children to remain inside the home.	80
27.	Parental permissiveness to play outside the home.	80
28.	Parental interest in books for their children.	82
29.	Distribution of scores on family relationship ideology scale.	85
30.	Mean scores of different groups ( Compared (Part-I)	87
31.	Mean scores of different groups Compared ( Part-II)	87
32.	Co-relation between father and mother towards family relationship ideology.	90
33.	Distribution of scores on self-concept scale.	92
34.	Means compared.	93
35.	Co-efficient of co-relation between self-concept and family relationship ideology.	94

Sr.No.	Description	Page
36.	Association between age and family relationship ideology scores ( Rural).	97
37.	Association between age and family relationship ideology scores ( Urban).	97
38.	Association between mother education and family relationship (Rural).	98
39.	Association between mother education and family relationship ( Urban).	98
40.	Association between family occupation and family relationship ideology (Rural).	100
41.	Association between family occupation and family relationship ideology ( Urban).	100
42.	Association between mother occupation and family relationship ideology (Rural).	102
43.	Association between mother occupation and family relationship ideology ( Urban).	102
44.	Association between family income and family relationship ideology (Rural).	104
45.	Association between family income and family relationship ideology ( Urban ).	104

+++

CHAPTER I

INTRODUCTION

## INTRODUCTION

A child is a future of any nation. In fact he is an asset of any country. If growing children do not develop healthy attitude and behaviour towards their own self and the society as well, the future of the nation can not be expected to be a bright one. There are many factors that influence his development. Among them heredity and environment are the most crucial one. Studies show that heredity contributes more towards physique and intellectual aspect of the child whereas environment is more responsible for the rest of his developments. When a child is born he has nothing with him except his physique and a few reflexes and every thing he learns through interaction with the environment. The word environment is very broad. Beginning from ante-natal health to physical conditions, atmosphere weather and climate, parent's attitude define one part of it. Another aspect of environment is majorly constituted by parent's attitude, behavioural reactions and inter-personal relations among the members of the group and the society he belongs to. No doubt heredity provides base line for learning capacity but what he learns depends upon the environment in which he is born and grown up. Hence an appropriate environment is essential for child's physical, mental and social development. ∴

The first environment that a child gets is that of the family which is mainly constituted by physical and psychological presence of mother, father and other 'significant members. The child's abilities, attitude, behaviour, emotional

reaction pattern all develop during the process of interaction between the innate forces of the child and his environment. There are two processes through which a child's physical, mental and social aspects develop namely-identification and training. As a child grows he identifies himself with the same sex parent and spontaneously acquires the habits, attitudes, behaviour patterns, emotional reactions, prejudices, beliefs and many other such things from him. Training is another important technique that parents use for socializing the child. Parents use punishment and reward as a technique for moulding a child in a particular way. Thus, the process of socialization begins. Socialization is the way in which the child is being prepared to become an accepted member for a group. He acquires most of society's codes and values which gradually become part of the very fabric of an individual's personality. The other purpose which is being solved through this process is the cultural transmission to each new generation. As the child grows his efforts to mould his behaviour in conformity to the expectation of the family, group or a society to which he belongs increases. During the whole process of socialization parents through out play most dominating role. Parents have some ideas, feelings and passions which control and guide their behaviour towards the child which they themselves have acquired from their parents. This shows that there is cultural continuity in parent-child relationship which is subject to very little change. If changes occur at all it

occurs due to their exposure to behavioural patterns of other culture.

Margaret Mead (1955) in her Study of Child Rearing In Six Cultures highlights two basic features:-

- I. Child-rearing practices differ in various cultures.
- II. Development of child's personality depends upon the way he is treated and the environment in which he is brought up. In our country too people have different attitudes, values which are associated with their education, income, knowledge and social mobility. On this basis our rural and urban people have clear cut differences. Urban society can be said to be privileged one as the education, income knowledge and many other such factors are in their favour.

Our rural people though live away from the crowded and noisy environment of the city but face innumerable other problems and hence may be said as disadvantaged ones. Comparing the rural and urban people we find both of them as having certain common characteristics and also differing on many others. Their differences have stemmed from basic differences in their environment that have consequent impact on their personality and their total outlook. The rural community is always smaller than the urban. Agricultural occupations by their vary nature call for a higher land-to-man ratio in villages than industry does in cities. Hence the density of population is low in village. Their major occupation is agriculture which requires full-time involvement and keeps them away from the events taking place in the world. Their

links with cities are scanty and they live confined to their own psycho-social tight compartments. The segments of rural society are highly homogeneous in nature. They have low income and have to fight hard for survival. Their problems are different. The basic problem of survival like food and water and income keep them so busy that they can hardly think of other things like education. Because of low education and lack of awareness of social changes taking place in the world, they present the picture of uncultured primitive society. They are ignorant, slow in thought and action. However, due to improvements in communication and technological advances the isolation of rural areas is breaking down and the contact and inter-dependence between rural and urban people is increasing and leading to the lessening of rural urban differences.

The characteristics of rural life are also in the process of change though slow but steady. The main blockade in the process of change is being their conservative. The rural and urban people differ in many other aspects which have socio-economic significances. Rural and urban people differ on various accounts. They are also expected to have different attitudes and behaviour towards their children which is worth an attempt.

Another significant question which stir the human mind is why girls behave differently than boys and each girl behave like a girl and boy like boys. If parent's behaviour

is an important factor in child's personality development then it is also worth an attempt to find out whether they have different attitudes toward male and female children, which manifests itself through their verbal and non-verbal behaviour toward their children. A child's sex is a biological fact no-doubt but it cannot be denied that it is also a social fact. When an infant is born most people immediately ask "Is it a boy or a girl?". Their behaviour towards an infant depends on sex of the child. Till the sex is not known people are quite uncomfortable specially in our society which is traditional one and the birth of a girl is considered to be a cause of worry. In our society a number of stereo-types regarding the sex of the child still prevail in rural as well as in urban people and probably because of our attachment to old traditions which we get from our ancestors in heredity. Our urban people said to be more educated may not have completely changed in this regard. However, the quality and quantity of such stereo-types may be different in both of them.

Men and women behave differently, but whether they are born different or made to be different is still an important issue which is yet to be answered. Maccoby and Jackline (1975) have cited number of studies in their book, "Psychology of sex differences". The review of studies cited by them clearly indicate that men and women do not differ significantly on mental abilities and capacities. They are equally potential for acquiring various skills. Due to the

difference of socialization in the realm of self-perception some differences are marked on social and emotional aspects. Females are generally submissive, delicate with nurturance, sensitive, emotional, tactful, more suggestible and have greater verbal ability etc. whereas male's characteristics include more aggressiveness, strength, toughness, dominance, competitiveness, courage and rationality etc. Another salient feature in those studies is that no difference exist in younger male and female children but gradually they begin to be different which go on increasing as they advance in their age. Thus it is clear that girls and boys behave differently because of the different forces of the environment acting upon them.

Not in our culture but almost ev ry where woman through ages has been ascribed low status in pre-dominantly male oriented society. A glance on the writings of celebrated Indian poets throws the light on the status of women in contemporary Indian Society. Tulsidas in his holy book, 'Ram Charit Manas' places the woman at par with animals and servants and emphasizes that woman should be kept under strict disciplinary control. Another modern poet Maithilisharan Gupt portrays the pity picture of Indian woman. According to him a woman is a symbol of sacrifices and in turn what she gets is reflected in tears in her eyes. Jai Shanker Prasad describes Indian woman as a subject to pity. She is respected and worshipped till she is quite and submits absolutely to man's authority.

gwt

All these show that woman never enjoyed a right to demand what she deserved and man had always enjoyed his superior position. The economical, political, administrative and social powers have always remained under his domain. Women were assigned only two roles- upbringing of children and house-keeping. Whenever a woman enters men dominated field she is looked with lifted eye-brows. Despite of the fact that she works in hand in hand with man for earning bread for the family her two traditional roles also remain tied with her and the overall control and the decision-making power still remains with the man. Her roles go on increasing but load is not shared. She may work more than man but hardly gets recognised for it. Her mental and physical tention gets piled up and she is not respectful member of the society. Despite of the fact that more women are participating and providing excellence in various spheres of national and social life, very few females are entering into administration, politics, business, medicine, engineering and law. The difference in the roles and status of man and woman is more pronounced in our culture which is more tradition oriented. The question arises whether the differences in man and woman are inborn or the product of some social stereo-types. If it is not inborn and only due to social stereo-types then it can be changed if society changes itself.

Describing the child rearing patterns of Indian Culture, Ojha and Singh (1972) opined that in our culture we find that the male and female children receive different

kinds of treatment from their parents. Male children more often experience affectionate and permissive treatment whereas female children receive restrictive and non-affectionate treatment. This type of treatment which girls receive from the parents might lead to the development of feelings of insecurity, worthlessness, low self-esteem which in turn might make them obedient, orderly, submissive and dependent. The type of treatment which boys receive, on the contrary, might lead to the development of feelings of security and a high self-esteem. This may be said as the beginning of the differentiation between men and women.

There is no doubt that traditionally men and women have different roles to perform to meet the expectation of the society and there is clear demarcation between the sex appropriate roles to be performed in our culture. Our society is changing though gradually and slowly which may be under the influence of western cultures. Urban people are changing much faster than the rural brothers. Hence the difference in their child rearing practices and adhered to it are their attitudes and overall behaviour which might be a significant contributing factor behind developing the differences in rural and urban boys and girls. The different experiences gained during childhood by male and female children lay the foundation for the differential personality development in them. Many analytical psychologists like Freud and Adler have always emphasized the importance of early childhood experiences in personality development of the child. Thus for finding the root

causes of differences in male and female children studying the rural and urban people becomes inevitable. Today there is a big cry for the upliftment of the women who is also called weaker sect of the society. But, her status cannot be changed unless the whole society changes itself. The society has to bring drastic changes in its attitudes and behaviour towards the feminine world. There is an urgent need for studying the persisting trend of treatment the girls are getting in our society.

#### OBJECTIVES

- I. To study the attitude and behaviour of parents towards male and female children in rural as well as urban communities.
- II. To study the effect of parental attitude and behaviour on development of self-concept in child.
- III. To examine the effect of Ps,cho-social factors associated with parent's behaviour towards male and female children.

## CHAPTER II

REVIEW OF LITERATURE

On reviewing the available literature with regard to sex differences we can classify them in the following heads:-

I. Studies indicating the differences in male and female;

This section includes studies conducted on children of late childhood where girls and boys are compared on motor ability, intellectual performance, learning capacity and emotional reactivity etc.

II. Self perception:

In second section those studies are incorporated which throw the light on perception of the self.

### III. Parent Child Relationships

In third section those studies are mentioned which are related with Parent-child relationships. This section also includes the studies related to Psycho-Social and cultural factors behind the parent's differential treatment.

#### SEX DIFFERENCES

Hajarnavis (1955) in her study on social behaviour of young children obtained the differences in the pattern of social relationships in girls and boys. The girls between the ages 3 to 6 years appeared to be superior to boys.

Ansari and Bharati (1957) found sex differences in regard to their attitude towards their own parents.

Khanna (1960) obtained differences in friendship pattern of boys and girls. Girls were found to be forming cliques where as boys maintained friendship in bigger groups.

Goldschwind (1968) did not find any difference among 6-7 years old girls and boys on Children Manifest Anxiety Scale. But Temper et. al. (1971) while studying the difference on death anxiety on a wider range of respondents found girls and women scoring higher than that boys and men.

Pestonjee (1969) reported differences in occupational values and income aspiration of girls and boys.

Chodorow (1971) found females as acquiescent and highly compliance of social influences than males.

Xando et al. (1971) reported 8 years girls more fearful than boys in interaction with adults.

Akhtar and Sowaid (1972) reported that more rigidity is found in females than males. This they interpreted in terms of differences in the roles of male and female in Indian Culture.

Cramer (1972) reported no difference in the performance of boys and girls of 6-11 years on a recall of list of 12 words to test the verbal memory of the respondents.

Whitings and Whitings (1975) portray female children in general as highly amenable to the cultural training they receive whereas males were often describe as more resistant to some aspects of cultural moulding.

Welch et.al. (1981) in a cross-cultural study on pre-industrial societies reveal that female children are socialized more easily than male children. The analysis further reveals that greater normative pleasure is directed toward male role training and that males display higher level of aggregate compliance than females.

### SELF-CONCEPT

Carpenter and Busse (1969) found higher self-concept among 6-10 years girls while no difference was observed in younger age group children.

Crandall (1969) regarding confidence in task performance obtained boys of 7-12 years scoring higher than girls.) Shipman (1971) reported no difference in girls and boys with regard to self-esteem.

Miller (1972) found self-esteem related to socio-cultural differences and low levels of self-esteem were being realized among disadvantaged children.

Ziller (1973) reported that older children feel more individual than younger children. That is, with increasing age, children come to have a stronger feeling of being a distinct and different self.

According to Jourard (1974) 'Self-Concept' is so personal that it cannot be measured beyond more positiveness and negativeness. It often does not correspond to objective appraisals possibly because of one's inner desire to preserve the approval of others.

Viktor Cecas et al. (1974) found that a child's self-concept is more closely related to his parent's self-conceptions. These differences between mirror and model relationships were greatest on the activity dimension and smallest on the worth dimensions. With in this general pattern

there were some interesting sex variations. Girls had higher correlation than boys for both model and mirror relationships indicating that they are more dependent on parents for their self-concept than are boys. With respect to modeling, both boys and girls tended to model father more than mother. This could be a function of the father being perceived as a more powerful figure than the mother.

Miller, T.W. (1975) found that mother's educational level have an effect on the child's self-esteem. Where mother has less than a high school education, the children have lower levels of self-esteem.

Sinha and Sharma (1975) found that self-concept and academic motivation play significant role in the scholastic achievement of students.

Agrawal and Advani (1976) found that the Self-concept held by the person himself differed significantly with either expert ratings or with ratings of those who only had description in words. Experts and students had no significant differences.

Rubinstein's (1977) study which was on the hypotheses that children in an expressive non-competitive social environment will evidence a higher level of self-esteem and a lower level of anxiety than children in a task-oriented, competitive social environment. He found that the level of

self-esteem increased in both setting for those camps whose opportunity to engage actively in camp activities and relationships was not hampered. The level of anxiety also increased in both camps for those who expected to experience a loss in the effective dimension in near future social interaction at school and at home.

According to Robeck (1978) the use of token rewards has been a popular method in teaching children their own worth. But, social reinforcement through positive comments and praise has proven even more beneficial. Comments has also been effective in increasing feelings of self-worth.

Brockner (1979) indicated that subjects high in self-esteem had held more favourable expectancies than had subjects lower in self-esteem and that this difference was most reliable following failure feed back.

Ardyth Stinson et al. (1980) found that males had only one confidence factor and this factor blended high sexual activity with general social confidence and self-esteem. But unlike the males, females have two sources of self-esteem that are totally detached from their sexuality: items related to interaction skills and social acceptance based on items related likeability.

#### PARENT-CHILD RELATIONSHIPS

David and Havingharst (1946) reported that

child rearing practices differ as per social classes which results in discernible differences in personality and behaviour of child in those classes. Education, occupation, area of residence and income play definite role in definition of social class.

Sears (1950) reported that some social factors like order of birth, family size, whether mother works, whether family belongs to a minority group and family composition etc. affect the social learning experience of the child in his home.

Baldwin (1952) reported that children from democratic homes were extremely sociable and friendly. Children from indulgent homes were shy and less sociable while those from rejectant homes were quarrelsome and resistant to guidance.

Marfatini (1958) reported that faulty parental attitudes like over-protection, rejection partiality etc. causing mal-adjustment in children. He also reported that social customs and superstitions play significant role in contributing to other mal-adjustment in the child.

Judith (1967) reported that maternal attentiveness may facilitate exploratory behaviour in child. The high attentiveness significantly exceeds the low attentiveness group in exploratory behaviour in the child.

Miechel (1970) obtained the role of imitation and identification in the acquisition of the child's sex-typed

behaviour. He further revealed that since parents are (a) highly available (b) nurturant and (c) Powerful, they are the models most likely to be copied in the acquisition of sex-typed behaviour.

Cox (1971) obtained cultural differences in child-care and child-training practices directed towards girls and towards boys.

Ojha and Singh (1972) reported that male and female children receive different kinds of treatment from their parents. Male children, more often experienced affectionate and permissive treatment whereas female children receive restrictive and non-affectionate treatment. The type of treatment which girls receive from the parents lead to the development of feelings of insecurity, worthlessness, low self-esteem etc. which in turn make them obedient, orderly, submissiven and dependent. The type of treatment which boys receive on the contrary, leads to the development of feelings of security, a high self-esteem and independence of judgement and action.

William et.al. (1973) found that children from low socio-economic status performed less well than children from the high socio-economic status of the family.

Jai Prakash and Govind Tiwari (1974) reported that the role of family in the cause of drop out behaviour is of prime significance because the drop out behaviour is a mode of

decision making which is imbued by the parents. The primary children are completely guided by their parents who constitute the first school of the child.

They reported that child's acquisition from the parents in terms of 'acceptance-rejection', 'dominance-submission', 'love-hate', 'democracy-authoritarianism', 'trust-distrust', 'reward-punishment', tolerance etc. determine his adjustment and potentiality of behaviour not only in the family but in other social spheres of interaction as well.

Tripathi and Misra (1975) reported that prolonged deprivation damaged various types of cognitive processes such as depth perception, perceptual identification, conceptualization, verbal learning and reasoning.

Bhango and Anand (1975) reported that achievement was positively significant to socio-economic status in urban group but it was negatively significant in the rural group.

Rao (1975) revealed that education of father has an important role in the development of achievement of the children and the young people.

Wulbert et.al. (1975) reported that delay in language development may be due to inadequate and faulty mother child interaction.

Borton, et.al. (1977) found that personality of a child could be predicted significantly from the child rearing practices. Their results indicate that lack of affection

combined with a high use of punishment could cause high anxiety in the child.

Hassan (1977) found that fathers of prejudiced children had more authoritarian child-rearing attitude and high degree of anxiety and authoritarianism than those of non-prejudiced children.

Kumar and Muralidharan (1979) found significant effects of home and educational background of the parents on intelligence, psycho-linguistic development and educational aspiration of children.

Pushpa (1980) reported the adverse effects of physical, cultural and parental deprivation on the cognitive development of children. She felt that the advantageous and familial physical, cultural and economic environment were the major factors for cognitive development.

From the literature cited above it may be concluded that the 'psycho-socio and economic environment of the family has great influence upon the child's personality development. Child living in a socially and economically deprived environment does not get enough opportunity and optimum stimulation to maximize his abilities to cope with his environment and thus shows poor performance in primary mental abilities.

## CHAPTER III

METHODOLOGY

In this chapter, the following aspects of the methodology have been discussed:

- I. Locale of study
- II. Selection of Sample
- III. Tools for data collection
- IV. Method of data collection
- V. Analysis of data.
- VI. Operational definitions

Locale of Study:-

Locale for the present investigation were two places in Hisar district- one the village Bhunna which is situated near Uklana of Fatehabad Tehsil in Hisar district of Haryana and another place is Hisar city itself. The village Bhunna is 45 KM away from Hisar. There are two high schools one each for girls and boys separately. There is one hospital and one post office also. It has approximate population of eight thousand five hundred and forty according to the records of Numberdar of the village. The village is linked with other cities with pucca roads. The electricity and drinking water facilities are available but unfortunately it has no drainage system and no facility for sanitary latrins. The village population is mainly dominated by Punjabis. The caste-wise Aroras, Kamboj, Jat Sikhs are the main residents of the village. The main occupations are farming and business. A few are in service also. The village seems to be much ahead of other adjacent villages.

The second locale for the study was city Hisar. The main two places from where respondents were selected are Model Town and Campus of Haryana Agricultural University. Reasons for selection of these locales are as follows:

- I. Easy accessibilities of respondents.
- II. The researcher had resources to establish good rapport with the respondents because of social familiarities.

III. During pre-testing the women of the locale were found keen to talk about the issues under study.

Selection of Sample:-

From the two locale hundred families were selected randomly, fifty from each locale with special consideration that they had both male and female children and atleast one child is in the age of eight to twelve years. For the selection of fifty respondents families from the village, a list of total families were obtained from the Numberdar. Those families having both male and female children in the above said age group were selected and their names were written separately on pieces of paper which were rolled and mixed up properly. After a good shake, out of the whole lot fifty chits were picked up which constituted the sample of respondents from the village.

The selection of the families from the city was also done randomly but no chit system was adopted, keeping in mind the criteria discussed above fifty such families were selected, without any bias, who were keen to cooperate with the researcher. The families selected were educated and engaged in service or business. The mothers of the children were generally working lady.

Tools For Data Collection:-

The questionnaire was prepared for the purpose

of studying the attitude and behaviour of parents towards their male and female children in rural as well as in urban area. After reviewing the available literature and consulting a few experts a number of questions regarding the importance of birth ceremonies, preference for the number of children in the family, emotional protection to the child, parental discipline, types of game activities, pocket money, aspiration for child's education and profession etc. were framed.

Before giving the final shape to the questionnaire the details about the contents of the questionnaire and the modes of the questions were discussed with a few experts. They were from child Development Department, Extension Education Department, Sociology and Psychology Departments. With their opinions the questionnaire was reframed for the pre-testing. The questionnaire was pre-tested on ten respondents to test its suitability and feasibility in terms of time and type of the questions. With the modifications according to the difficulties faced during the pre-testing the questionnaire was given the final shape.

In addition to parental attitude and behaviour towards their own children the scale of Family Relationship Ideology was also prepared for studying parents attitude towards children and the spouses in general. The items selected for the scale were taken from the standardised scales, namely Traditional Family Ideology Scale by Lavinson and Huffman (1955), A Survey of Opinions Regarding the Bringing up of

Children by Itkin (1952) and Attitude Toward the Freedom of Children by Koch et.al. (1934). The compiled statements were also discussed with the experts for their evaluation. After modifying it according to the suggestions, the scale was pre-tested on the same ten respondents.

To study the self-concept of the children in the same families a standardized Indian adaptation of Don Dinkmoyer's Self Concept Scale by Govind Tiwari et.al. (1981) was used. This scale is specially meant for children of the age group under investigation. As reported by the author the scale was standardized on a sample of five hundred children below the age of thirteen years belonging to different socio-economic status and also from rural and urban area. The reliability of the scale reported by the author is between 0.74 to 0.78. The validity reported is 0.79.

#### Method of Data Collection:

Now the final version of the questionnaire "Parental Attitude and Behaviour Questionnaire", "Family Relationship Ideology Scale" and "Self-Concept Scale" are ready for final administration on the sample of the study. The respondent mothers were contacted first. After convincing them about the aim of the study, rapport was established through casual talk about the welfare of the family. Their all queries were answered satisfactorily and then the respondents were requested to answer all the questions one by one. Where respondents were uneducated the questions were asked in simple

language and their answers were noted down by the investigator. Thus, hundred mothers fifty from rural and fifty from urban area were interviewed with the help of pre-structured questionnaires. Since the mothers know more about the children and other family affairs, they are supposed to be the main controlling agent and source of information in the family as far child rearing practices are concerned. But father's role cannot be evaded absolutely. Hence father's responses on traditional Family Relationship Ideology Scale were also obtained in the same way as mentioned above just for the sake of comparison between mother and the father.

The Self Concept scale was administered on the children of same families taking one child from each family falling in the age group of eight to twelve years. Efforts were made to have equal number of male and female child respondents. Educated children furnished their responses themselves but uneducated rural children were helped by the investigator. Questions were asked in their simple language and responses were noted down instantly. A special care was taken that while translating the original questions the contents did not get distorted.

#### Analysis of data:-

The data obtained were subjected to various

types of statistical analysis. The responses of each respondent were transferred in to master table. Responses of the respondents on Parental Attitude and Behaviour Questionnaire were simply converted into percentages. Parents responses on Family Relationship Ideology questionnaire were given due weightage and total scores of each respondent on both the parts were obtained. The data was subjected to the measure of central tendency and variability. The co-relation between the scores of father and mother were also calculated. The responses of children on Don Dink were Self-Concept Scale were scored according to the procedure mentioned by the author in the manual of the test. To compare the responses of rural and urban respondent test was applied. The co-efficient of co-relation was obtained for finding out the extent of relationship between the attitude scores on Traditional Family Ideology Scale of parents and self-concept scores of their children. The Chi Square test was applied for studying the association between the attitude of parents and various other psychosocial factors.

#### Operational Definitions

There are a number of terms used in the preceeding Section which need clarification. A few important terms that are used again and again are being defined in

the way they have been used in the present study.

Attitude and Behaviour :

Allport (1924) has defined attitude as a mental and neural ~~state of readiness~~, organized through experiences, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Morgan (1934) has defined attitude as literally mental postures, guides for conduct to which each new experience is referred, before a response is made. Katz (1960) defined attitude as the pre-disposition of the individual to evaluate some symbol object or aspect of his world in a favourable or unfavourable manner. Attitude includes individual's beliefs, feelings and intentions. Parents too have some feelings ideas and passions which control and guide their behaviour toward the child.

The behaviour is a total of motor and glandular responses initiated by some stimulus and which an individual make to that stimulus or situation when faced. The behaviour much depends upon attitudes. Attitude and behaviour are related. All the three components of attitude cognitive, affective and behavioural intentions are inter-related. The sequence ends into the glandular or motor response known as behaviour.

Behaviour is the technique with which one acts and interacts with other people in his environment resulting in changes in the social and personal relationships. The parents attitude towards the child affects the behaviour towards them

resulting into a definite type of relationship between them and the child. Their attitude towards the child reflects into various types of social ceremonies performed by them or in their discipline or permissiveness.

Self-concept: Self-concept means self-evaluation that who I ? and what people think about 'me' having physical and psychological aspect. The individuals have their appearance, their sex appropriateness, the importance of their bodies in relation to their behaviour and the prestige their bodies give them in the eyes of others. The psychological aspect is composed of concepts individuals have of their abilities and disabilities, their worth and their relationships with others. According to Jourard (1974) Self-concept is so personal that it can not be measured beyond more positiveness and negativeness. It often does not correspond to objective appraisals, possibly because of one's inner desire to pressure the approval of others.

The self includes not only the one's beliefs about his own characteristics but also what he wishes to represent of himself to others and what he believes he should be.

Socialization: As soon as the child is born, the socialization process starts. Socialization refers to the process of interaction of social factors in child development. It is the way in which the child is learning to become an accepted member of a group. It is the way through which most of society 's codes and values become part of the individual's personality.

resulting into a definite type of relationship between them and the child. Their attitude towards the child reflects into various types of social ceremonies performed by them or in their discipline or permissiveness.

Self-concept: Self-concept means self-evaluation that who I ? and what people think about 'me' having physical and psychological aspect. The individuals have their appearance, their sex appropriateness, the importance of their bodies in relation to their behaviour and the prestige their bodies give them in the eyes of others. The psychological aspect is composed of concepts individuals have of their abilities and disabilities, their worth and their relationships with others. According to Jourard (1974) Self-concept is so personal that it can not be measured beyond more positiveness and negativeness. It often does not correspond to objective appraisals, possibly because of one's inner desire to pressure the approval of others.

The self includes not only the one's beliefs about his own characteristics but also what he wishes to represent of himself to others and what he believes he should be.

Socialization: As soon as the child is born, the socialization process starts. Socialization refers to the process of interaction of social factors in child development. It is the way in which the child is learning to become an accepted member of a group. It is the way through which most of society 's codes and values become part of the individual's personality.

The child internalizes the society's codes and values through interaction with others, especially with mother, father and other members of the family and the society. Thus, due to this process of socialization child becomes an integral part of the society. The various forces which operate upon in moulding him in a definite direction are many. Training and identification are the major ones.

Rural and Urban: In fast developing countries the rural-urban differences are decreasing, but in our country the differences still persist. There is a large number of people living in villages and one fifth of the total population is living in cities. Due to lack of many opportunities rural people are ~~not being~~ able to change the way the urban people are changing. The differences are still very prominent and rural and urban people present different picture of their cultures. Our rural people are mainly engaged in agricultural occupation and are poor and illeterate. They are inclined towards traditional practices. Urban people educated and economically sound are changing under the influence of westernized culture. The media of communication is helping in this regard. They live in industrialized society and thickly populated area and they have changed quite a lot due to various opportunities they are getting. In present study people living in a village are called rural and people living in cities would be called urban.

## CHAPTER IV

RESULT AND DISCUSSION

This Chapter is divided in the following Sections:

1. Basic information on Socio-economic aspects of the respondent.
  2. Attitude and behaviour of parents towards male and female children.
  3. Family relationship ideology scores.
  4. Self-concept of the children.
  5. Parental attitude and factors associated with it.
1. Basic information on socio-economic aspects of the respondents.

The present section deals with the detailed

information about the respondents regarding their personal variables as these might influence their attitude and behaviour towards their children. In the present study age, education, occupation and income are the variables which define the profile of the respondents. The detailed information can be observed from Table 1. This compares the two samples of the study rural and urban on the above said variables. The first section of the table shows the distribution of rural and urban mother respondents on the basis of their age, education and occupation (Table 1.1). The second part of the table describes the rural and urban father respondents on the variables of education and occupation (Table 1.1). The second part of the table describes the rural and urban father respondents on the variables of education and occupation. Lastly the total income of each respondent family has also been indicated in Table 1.2.

Table 1.1  
PROFILE OF RESPONDENTS

<u>Variables</u>	<u>Rural</u>	<u>Urban</u>
<u>Mother's Age</u>		
25-30 years	11(22)	9(18)
31-35 years	11(22)	19(38)
36-40 years	18(36)	16(32)
41-45 years	10(20)	6(12)
	<u>50(100)</u>	<u>50(100)</u>
Average age	40 years	35 years
<u>Mother's Education</u>		
Illeterate	15(30)	0(0)
Below High School (Primary & Middle)	25(50)	0(0)
Below B.A. (High School Training)	10(20)	14(28)
Up to B.A.	0(0)	28(56)
Post graduate & above	0(0)	8(16)
	<u>50(100)</u>	<u>50(100)</u>
<u>Mother's Occupation</u>		
Medical	0(0)	2(4)
Engineering	0(0)	0(0)
Teaching	11(22)	31(62)
Govt. Service	0(0)	15(30)
Business	0(0)	2(4)
Farming	39(78)	0(0)
	<u>50(100)</u>	<u>50(100)</u>

Table 1.2

Variables	Rural	Urban
<u>Father's Education</u>		
Illiterate	2(4)	0(0)
Below High School (Primary & Middle)	15(30)	0(0)
Below B.A. (High School & Training)	25(50)	6(12)
Upto B.A.	7(14)	27(54)
Post-graduate & Higher	1(2)	17(34)
	<u>50(100)</u>	<u>50(100)</u>
<u>Father's Occupation</u>		
Medical	0(0)	3(6)
Engineering	0(0)	6(12)
Teaching	3(6)	13(26)
Govt. Service	7(14)	20(40)
Business	18(36)	8(16)
Farming	22(44)	0(0)
	<u>50(100)</u>	<u>50(100)</u>
<u>Family Income ( Per month)</u>		
Rs. 500-1000	28(56)	0(0)
Rs. 1100-1500	10(20)	1(2)
Rs. 1500-2000	8(16)	28(56)
Above Rs. 2000	4(8)	21(42)
	<u>50(100)</u>	<u>50(100)</u>

Figures in parenthesis are percentage to total of the column

Table 1.1 shows that the age of rural mothers is well distributed in all the age categories from 20 to 50 years and the average age of rural mother is 40 years, but that of urban mother's 35 years. The distribution of urban mother's age has a little different pattern. More respondents fall in two middle categories that is 31-35 years and 36-40 years. On both the extremes number of respondents are comparatively less. The age reported by rural mothers may not be exact one as it is not recorded any where and hence the age reported by them depends upon guess which may not be very accurate.

A majority of rural mothers are either illeterate or below high school. The educational level of 20 percent rural mother respondents is high school and none is above that. Majority of urban mother respondents are well educated. The educational level of 28 percent urban mother respondents is high school and remaining 72 percent have higher level of education than that.

Most of the rural mothers are engaged in farming whereas, majority of urban mother respondents are working in offices. Out of fifty, two are doctors, fifteen teachers, fifteen in other govt. services and two in business. Thus the sample of rural and urban respondents also differ in the nature of occupation held by them.

Second part of the Table 1.2 compares the rural

and urban father respondents on the variables of education and occupation. But for two rural father respondents all are literate. Fifteen have below high school education, twenty five above high school, seven are graduates and one is post-graduate. 88 percent urban fathers are either graduate or post-graduate.

Majority of rural fathers are engaged in farming and business and 20 percent are in teaching or any other govt. service. The table further shows a majority of urban fathers engaged in govt. services. Next is teaching profession followed by business and a few are in medical or engineering profession and none is engaged in farming. Thus, rural and urban father respondents also differ in education and occupation.

The rural and urban respondent families are also compared on the basis of total family income. The income of 56 percent rural respondent family is between Rs.500-1000 per month. 22 percent have upto 1500 per month and only 24 percent have more than that. The income of 98 percent urban respondent families exceeds Rs.1500 per month. Thus the table shows both the samples, rural and urban differ on the basis of total family income. Thus, we can say that our rural and urban samples of the study though selected randomly differ from each other on the variables of age, education, occupation and income.

2. Attitude and behaviour of parent's towards male and female children.

With the hypothesis that parents' attitude and behaviour towards male and female child differ more in rural than in urban societies, the responses of rural and urban parents were obtained on a questionnaire specially prepared for this purpose. Tables in this section compares the responses on various issues that throw light on the attitude and behaviour of parents.

Table 2 given below shows the differences in the responses of rural and urban mothers to the appropriate number of male and female children in the family.

Table 2

Appropriate number of male and female children

Number of children	Rural		Urban	
	Son	Daughter	Son	Daughter
0	0(0)	2(4)	0(0)	2(4)
1	5(10)	35(70)	27(54)	43(86)
2	28(56)	11(22)	22(44)	5(10)
3	10(20)	2(4)	1(2)	0(0)
4	5(10)	0(0)	0(0)	0(0)
5	2(4)	0(0)	0(0)	0(0)
	50(100)	50(100)	50(100)	50(100)
Average	2.02	1.26	1.58	1.06
Difference:		0.76		0.52

Figures in parenthesis are percentage to total of the column.

Rural mothers have indicated their preferences for two sons (56%) followed by three sons (20%) where as a large majority has desired only one daughter (70%) in the family. 45 percent of urban mothers have shown their preference for one son and 44 percent for two sons. But for one case who desired for three sons , no mother wants more than two sons in a family. Their responses to the appropriate number of daughters is very clear. 86 percent urban mothers have desired only one daughter in the family. The arithmetic mean of the appropriate number of children preferred is indicated in the bottom of the table. The difference in the preferences for son and daughter is indicated in the last row of the table.

Thus it can be observed from the table that the desired number of male and female children by rural mothers is a little higher than the urban mothers. The difference is also slightly higher in rural mothers than in urban mothers. Thus more preference is given to the sons than to the daughter by rural mother than by the urban mothers.

Table 3 given below shows the ideal sequence of children in the family as preferred by the mothers.

Table 3  
Sequence of male and female children preferred

Rural			
	Son	Daughter	Any one
1st child	42(84)	3(6)	5(10)
2nd child	27(54)	22(44)	1(2)
3rd child	22(44)	22(44)	1(2)
4th child	16(32)	7(14)	1(2)
5th child	10(20)	6(12)	2(4)
Urban			
	Son	Daughter	Any one
1st child	34(68)	6(12)	10(20)
2nd child	10(20)	31(62)	9(18)
3rd child	18(36)	4(8)	1(2)
4th child	3(6)	3(6)	0(0)
5th child	0(0)	0(0)	0(0)

Figures in parenthesis are percentages.

A vast majority of rural and urban mothers have desired the first child as a son. With regard to the second child 54 percent rural mothers have desired son and 44 percent daughters. But urban mothers seem to be indifferent about it and the third child is not desired by them but if it bound to happen then it should be son preferably. Rural mothers have indicated their preference for sons over daughters at every position. Thus it is clear that a large majority of rural as well as urban mothers have preferred first child as son with regard to the second and third child or other subsequent number not much differences between rural and urban mothers for the sex of child is observed. Thus it is clear that rural and urban mothers differ more on numbers of male and female children and less on their ordinal position in the family. However, more rural mothers than urban mothers have stressed on first and second child as male.

Gap between birth of two subsequent children is another important aspect which might influence the mother's attitude towards their children. Table 4 shows the gap between two subsequent children as preferred by the mothers.

Table 4  
Gap between the birth of children

Rural					
	1st child	2nd child	3rd child	4th child	5th child
1-2 years	39(78)	38(76)	34(68)	18(36)	12(24)
3-4 years	8(16)	12(24)	11(22)	6(12)	1(2)
Above 4 years	3(6)	0(0)	0(0)	0(0)	0(0)
Urban					
1-2 years	33(66)	5(10)	1(2)	0(0)	0(0)
3-4 years	12(24)	27(54)	17(34)	5(10)	0(0)
Above 4 years	5(10)	18(36)	5(10)	1(2)	0(0)

Figures in parenthesis are percentages

The Table shows that rural mothers by and large preferred the gap of 1-2 years between the birth of two children whereas urban mothers have expressed the same preference only between marriage and the birth of first child. In case of any subsequent child their preference has remained for 3-4 years gap between the birth of any two subsequent children. Thus it is evident that urban mothers desired to have lesser number of children. They are indifferent about the sex of the children and prefer longer period for the birth of next child than the rural mothers.

With regard to the number of ceremonies performed at the time of birth of the child is another important question related to their attitude towards their children. Table 5 given below represents the number of ceremonies performed at the birth of sons and daughters.

Table 5

Total Number of Ceremonies performed at the birth of child

Number of ceremonies	Rural		Urban	
	Son	Daughter	Son	Daughter
0	6(12)	38(76)	1(2)	13(26)
1-2	34(68)	9(18)	36(78)	34(68)
3-4	10(20)	3(6)	12(24)	2(4)
4-6	0(0)	0(0)	1(2)	1(2)
	50(100)	50(100)	50(100)	50(100)

Figures in parenthesis are percentage to total of the column.

It is also clear from the Table 5 that the birth of son is celebrated with more ceremonies than that of the girl. Table 5 shows that majority of rural families celebrate the birth of male child and no ceremonial importance is given to the birth of female child. Rural families have observed 1-2 ceremonies on the occasion of birth of the son. 76 percent of rural families did not observe any ceremony at the time of birth of the daughter. Urban parents have also maintained the difference in giving the ceremonial importance to the birth of male and female children. However, difference in birth ceremonies observed by urban parents for their son and daughter is comparatively less than the rural parents. This indicates that the birth of the son is still being given more importance but more in rural communities and comparatively less in urban communities.

Rural and urban parents also might differ on the type of ceremonies performed at the birth of son and daughter. Table 6 represents the type of birth ceremonies performed.

Table 6

Type of ceremonies performed at the birth of the child

Name of ceremonies	Rural		Urban	
	Son	Daughter	Son	Daughter
Cholla	17(34)	6(12)	12(24)	16(32)
Namkaran	14(28)	6(12)	12(24)	16(32)
Chhatti (Six night)	17(34)	3(6)	14(28)	10(20)
Akhandpath	6(12)	0(0)	3(6)	1(2)
Ramayana Path	4(8)	2(4)	4(8)	5(10)
Hawan	11(22)	6(12)	18(36)	12(24)
Party	0(0)	0(0)	10(20)	0(0)
Jagrata any other	1(2)	0(0)	0(0)	0(0)
Total	70	23	73	60

Table 6 indicates that choala, Chhatti, Namkaran and Havan are the common ceremonies performed by rural as well as by urban parents as a mark of celebration of the birth of their children whether male or female. One additional function is party given by urban parents to celebrate the birth of the son but not that of the daughter. The results do not show any difference in the type of ceremonies observed for celebrating the birth of male or female child in rural as well as in urban family. However, rural parents observed more ceremonies on birth of the son and negligible on the birth of daughter. Urban parents observed various ceremonies at the birth of daughter also though comparatively less than that of sons.

Other measures of the celebration are the number of invitees and the extent of expenditure. Table 7 shows number of persons invited at the birth ceremonies of sons and daughters.

Table 7  
Number of persons invited at ceremonies

	Rural		Urban	
	Son	Daughter	Son	Daughter
Not invited	6(12)	39(78)	1(2)	13(26)
Below 50	25(50)	6(12)	21(42)	26(52)
50-100	14(28)	4(8)	20(40)	9(18)
Above 100	5(10)	1(2)	8(16)	2(4)
<b>Total</b>	<b>50(100)</b>	<b>50(100)</b>	<b>50(100)</b>	<b>50(100)</b>

Figures in parenthesis are percentage to total of the column.

It can be observed from the table that more number of people were invited on birth ceremonies of male children and less number on birth ceremonies of female children. The trend of inviting more people for celebrating the birth of male child is prevalent in rural as well as in urban people. The difference with regard to the celebration of child's birth is once again marked here. The daughter's birth gets atleast some ceremonial importance in urban families which is almost negligible in rural families.

Table 8 given below shows the money spent on celebrating the birth ceremonies of sons and daughters.

Table 8  
Money spent on celebration of birth ceremonies

Amount	Rural		Urban	
	Son	Daughter	Son	Daughter
No expenditure	6(12)	39(78)	1(2)	13(26)
Up to 200	8(16)	3(6)	5(10)	13(26)
Rs. 201-500	15(30)	3(6)	15(30)	12(24)
Rs. 501-1000	12(24)	5(10)	16(32)	7(14)
Above Rs.1000	9(18)	0(0)	13(26)	5(10)
	50(100)	50(100)	50(100)	50(100)

Figures in parenthesis are percentage to total of the column.

Table 8 shows that rural parents spend more money on marking the birth of their sons than the birth of their daughters. The rural parents maintain the the discrimination in celebrating the birth of sons and daughters. This once again supports the view that rural and urban both parents give more ceremonial importance to the birth of son in the family than do the daughter and the difference is more in rural parents than in urban parents. This may lead to the feeling of importance of boy in the mind of parents and the boy himself also. This might affect their personality development at later stage.

Parents' more bend towards male children is also reflected in the type of toys they provide to their children and types of games permitted to play. The play activity in children has been found by child psychologists as an important factor for child's mental, physical and sexual development. The child's social development also depends upon the opportunity he gets to get along with his peers. The type of toys, games, the time spent in play activities all have significance in child's integrated personality development. Table 9 shows a long list of game materials provided by the parents to their male and female children.

Type of Toys given to child

Toys	Rural		Urban	
	Son	Daughter	Son	Daughter
Ball	35 (70)	15 (30)	45 (90)	36 (72)
Bat	19 (38)	2 (4)	44 (88)	24 (48)
Hockey	5 (10)	1 (2)	34 (68)	13 (26)
Cricket set	4 (8)	0 (0)	30 (60)	9 (18)
Dolls	3 (6)	37 (74)	5 (10)	45 (90)
Cooking	1 (2)	7 (14)	1 (2)	38 (76)
Rope	1 (2)	19 (38)	9 (18)	37 (74)
Sewing	0 (0)	3 (6)	5 (10)	23 (46)
Skates	7 (14)	3 (6)	16 (32)	6 (12)
Carrom Board	12 (24)	7 (14)	39 (78)	34 (68)
Luddo	4 (8)	2 (4)	34 (68)	33 (66)
Cards and Trains	4 (8)	4 (8)	26 (52)	18 (36)
Mechanical Set	0 (0)	0 (0)	23 (46)	11 (22)
Hammer and Nail	0 (0)	0 (0)	15 (30)	5 (10)
Guns and pistols	5 (10)	1 (2)	23 (46)	8 (16)
Any other	3 (6)	3 (6)	9 (18)	5 (10)

Ball, bat, carrom board, toy guns and pistols are the major type of material that rural parents give to their male children. Dolls, ropes, ball, cooking set are the major toy material that they give to their daughter to play with. Urban parents give ball, bat, hockey, cricket set, luddo, cards and trains, mechanical set and many other such type of material to their sons. For their daughters they buy dolls, cooking set and ropes. It is clear that boys get not only more number of game materials than the girls, but it is also clear that boys are given expensive toy materials and girls get less expensive toy materials. Urban girls get a bigger variety of play articles than that of rural girls. Moreover, there is distinction between the games of boys and girls. Rural parents are more selective while providing play material to their male and female children. Rural girls get games traditionally played by girls and not the games dominated by boys. Urban girls get some opportunity to play even traditionally male dominated games.

Table 10 shows the preference of parents about the games that their sons and daughters should play.

Types of games child should pla

	Rural		Urban	
	Son	Daughter	Son	Daughter
Hockey	13(26)	0(0)	30(60)	4(8)
Cricket	9(18)	0(0)	27(54)	3(6)
Long Jumps	0(0)	0(0)	6(12)	1(2)
Table Tennis	0(0)	0(0)	6(12)	0(0)
Kabbadi	4(8)	0(0)	6(12)	0(0)
Basket Ball	1(2)	0(0)	5(10)	12(24)
Gulli Danda	8(16)	2(4)	4(8)	1(2)
Marbles	7(14)	0(0)	2(4)	1(2)
Kho-Kho	0(0)	6(12)	0(0)	16(32)
Stapu	0(0)	5(10)	0(0)	2(4)
Home making	0(0)	19(38)	2(4)	1(2)
Volley Ball	3(6)	0(0)	5(10)	3(6)
Role jumping	2(4)	26(52)	4(8)	25(50)
Badminton	4(8)	3(6)	11(22)	23(46)
Running	8(16)	13(26)	5(10)	5(10)
Ball	28(56)	6(12)	7(14)	4(8)
Dolls	2(4)	6(12)	0(0)	5(10)
Football	3(6)	0(0)	13(26)	3(6)
Carrom board	1(2)	8(16)	8(16)	9(18)
Geetay	0(0)	0(0)	4(8)	4(8)
Swimming	0(0)	0(0)	4(8)	4(8)
Luddo	3(6)	1(2)	5(10)	6(12)

Figures in parenthesis are percentages

Table 10 shows that rural mothers approve ball, hockey, cricket, gulli danda and marbles for their sons and rope, jumping, home making, Geetay for their daughters. It is evident that the games which involve strenuous muscular activities have been recommended for boys and less active and indoor games for the girls . The urban mothers have shown preferences for the games like hockey, cricket, football, badminton, table tennis and many other such games for their sons. Their preferences for games to be played by their daughter are more varied one. Besides rope jumping, badminton and other games like basketball and kho-kho also appear as important games for their daughters. The urban mothers seem to be more permissive than rural mothers regarding game activities. They seem to have allowed their daughters to play those games also that require strenuous muscular activity and are generally considered to be played by boys.

The table also shows that rural parents can spend money on buying play material for their sons but the games they approve for their daughters are not only less active and played indoor but are also less expensive. Almost negligible amount is required in buying them. Distinction on these three grounds among the urban parents for their sons and daughters seem to be less pronounced. Thus it can be said that more distinction is maintained in

rural communities and less in urban communities between the play activities of girls and boys.

Parent-child relationship is another important factor related to emotional, social and psychological development of girls and boys. The differential emotional bondage between parents and the children might lead to the differential development of attitude and emotions in children. Table 11 shows the expression of various emotions in parent's behaviour toward their children.

Table 11

## Expression of Emotions Towards sons and daughters

	Rural			
	Son	Daughter	Both	None
Affection	11(22)	7(14)	32(64)	0(0)
Security	0(0)	50(100)	0(0)	0(0)
Freedom	48(96)	0(0)	1(2)	1(2)
Praise	26(52)	9(18)	12(24)	3(6)
Protection	3(6)	29(58)	17(34)	0(0)
Encouragement	20(40)	5(10)	10(20)	15(30)
	Urban			
	Son	Daughter	Both	None
Affection	8(16)	4(8)	38(76)	0(0)
Security	0(0)	22(44)	28(56)	0(0)
Freedom	24(48)	0(0)	25(50)	1(2)
Praise	3(6)	39(78)	6(12)	2(4)
Protection	0(0)	13(26)	33(66)	4(8)
Encouragement	4(8)	6(12)	40(80)	0(0)

Table 11 shows that rural parents provide enough freedom to their sons and security to their daughters, whereas boys get enough praise for their achievement girls get more protection where ever needed. They also maintain difference in providing encouragement to their children which is more in favour of boys and less in girls. Table further shows that urban parents attempt to provide similar treatment of emotional patterns for daughters and sons. A large majority of urban parents fall in the third column of the table which shows the expressions of similar emotions for girls and boys both. However, the difference is maintained while providing more security, praise and protection to daughter and freedom to sons. Thus it is evident that boys get more freedom and girls everywhere get more security and protection. The distinction is more marked in rural parents and less in urban parents. Moreover, urban parents seem to exercise identical pattern of emotional reactions for girls and boys in general.

Pocket money, freedom of expenditure and habits of saving money are other indicators of beginning of sex stereo typing behaviour among boys and girls. Table 12 shows the amount of money being provided as a pocket money or personal expenditure by the children. These are roughly estimated amount and may not be the exact ones.

Table 12

Pocket Money ( In Rupees Per Month)

	Rural		Urban	
	Son	Daughter	Son	Daughter
No money	7(14)	7(14)	3(6)	3(6)
Rs. 1-20	8(16)	8(16)	6(12)	6(12)
Rs. 21-40	7(14)	11(22)	15(30)	16 (32)
Rs. 41-60	11(22)	7(14)	4(8)	3(6)
Above Rs.60	4(8)	4(8)	13(26)	13(26)
Not fixed	13(26)	13(26)	8(16)	8(16)
	50(100)	50(100)	50(100)	50(100)

Figures in parenthesis are percentages to the total of the column.

Table 12 shows that a good number of rural as well as urban parents have realized the importance of providing pocket money to the children and the round about money spent monthly by their children independently are given in the table. Excepting 7 rural and urban parents mostly give pocket money for personal expenditure for their children depending upon their capacity. However, rural boys get more than the girls but urban parents generally provide equal amount to their daughters and sons. The difference is not in giving pocket money to sons and daughters but the difference is in the amount of money. This is absolutely negligible in case of urban parents and true to some extent in rural parents.

Regarding expenditure and saving of pocket money the responses of rural and urban parents are tabulated in Table 13.

Table 13  
Expenditure and saving of pocket money

<u>Rural</u>					
	<u>Son</u>	<u>Daughter</u>	<u>Both</u>	<u>None</u>	
Who spend more	25(50)	16(32)	2(4)	7(14)	50/100
Who is encouraged to save	0(0)	0(0)	32(64)	18(36)	50/100
<u>Urban</u>					
	<u>Son</u>	<u>Daughter</u>	<u>Both</u>	<u>None</u>	
Who spend more	35(70)	1(2)	11(22)	3(6)	50/100
Who is encouraged to save	0(0)	0(0)	40(80)	10(20)	50/100

Figures in parenthesis are percentages to the total of the column.

It is clear from the table that more number of boys spend more money than the girls do, though both are equally encouraged to save money. 64% rural and 80% urban parents encourage their daughters and sons equally to save but both rural as well as urban boys spend more than daughters. Thus, it can be said that it could be because of the compliance behaviour of the girls. It is because of that they listen and obey their parents. Though encouraged equally girls save more and boys spend more. The answer to this differential behaviour can be provided through the identification process in children and method of discipline employed by the parents which is discussed in Table 19.

Table 14 shows the details of articles being purchased by the children from the money they get.

Table 14

## Details of articles purchased by boys and girls

	Rural		Urban	
	<u>Son</u>	<u>Daughter</u>	<u>Son</u>	<u>Daughter</u>
Clothes	0(0)	2(4)	0(0)	6(12)
Eatables	41(82)	33(66)	18(36)	12(24)
Play material	2(4)	0(0)	14(28)	7(14)
Cosmetics	0(0)	1(2)	0(0)	7(14)
Reading material	0(0)	1(2)	11(22)	8(16)
Household Articles	0(0)	6(12)	0(0)	4(8)
Personal requirements	0(0)	0(0)	0(0)	3(6)



Table 14 shows that the rural boys spend their money on eatables (probably the play material they get from their parents). Rural girls also spend on eatables and a few on buying household articles. Urban boys spend their money on different type of articles including eatables, play materials and story books whereas urban girls spend on buying cosmetic and clothes also beside eatable, play material and books. Thus it can be said that rural children mainly spend on buying eatable and urban, beside eatable, on play material, general books and few others also. The difference in selection of articles by girls and boys is observed in cosmetics and household articles which are selected by the girls.

Regarding the educational achievement of children the parental attitude and aspiration towards the education of their children can be said an important land mark in the educational success and achievement of the children. Table 15 and 16 represent the parental attitude and aspiration for the education of their children.

Table 15  
Educational aspiration of parents  
Rural

	N.	Son	Daughter	Both	None
Likely to get better education	50(100)	25(50)	3(6)	22(44)	0(0)
Ready to send outside for education	50(100)	37(74)	11(22)	2(4)	0(0)

Urban

	N	Son	Daughter	Both	None
Likely to get better education	50(100)	8(16)	0(0)	42(84)	0(0)
Ready to send outside for education	50(100)	33(66)	0(0)	7(14)	10(20)

Figures in parenthesis are percentage

Table 16  
Other educational facilities from the parents

		Rural		Urban	
		Yes	No	Yes	No
Extra Tuition	Son	30(60)	20(40)	40(80)	10(20)
	Daughter	10(20)	40(80)	40(80)	10(20)
Ready to send on-education Institution	Son	48(96)	2(4)	50(100)	0(0)
	Daughter	17(34)	33(66)	41(82)	9(18)

Table 15 shows that rural parents stress more on the education of their sons than their daughters. Rural boys are likely to get better facilities and co-operation from parents to get the school education. They are also ready to send their sons at distant places for schooling. The urban parents have realized the importance of education of their daughters. 84 percent of urban mothers feel like providing equal opportunity for getting education to both daughter and son. However, 16 percent are still there who preferred son for better education.

The importance of education of boys over girls in rural community is also supported by the fact as in Table 16 that more rural parents are ready to bear the expenses for providing extra tuition for boys and less for girls. The urban parents are ready to bear the expenditure of providing extra tuition to the sons and daughters equally if needed. As far as the co-education is concerned only 34 percent rural parents are ready to send their daughter for co-education and 96 percent are ready to send their son for co-education. In urban area all the parents are ready to send their sons for co-education and 82 percent are liberal enough to send their daughters also for co-education. Thus it is evident that rural parents have better positive attitude for the education of their sons than daughters whereas urban parents give almost

equal importance to the education of their sons and daughters. The differential attitude in rural parents with regard to the education of girls and boys might be responsible for the low educational status of the rural women and also for low level of educational performance in them.

During the process of socialization children also learn about sharing responsibilities with others and parental training play important role in this regard. Table 17 and Table 18 show the parent's attitude towards giving responsibilities and sharing it.

Table 17  
Parent's attitude towards children's sharing responsibilities

	<u>Rural</u>			<u>Urban</u>			<u>Total</u>
	<u>Son</u>	<u>Daughter</u>	<u>Both</u>	<u>Son</u>	<u>Daughter</u>	<u>Both</u>	
Given responsibilities more to	19(38)	19(38)	12(24)	10(20)	23(46)	17(34)	50/100
Willing to take responsibilities	23(46)	23(46)	4(8)	10(20)	23(46)	17(34)	50/100
Taking responsibilities more seriously	21(42)	28(56)	1(2)	6(12)	29(58)	15(30)	50/100

Table 18  
Children's help to their parents

	<u>Rural</u>			<u>Urban</u>			
	<u>Son</u>	<u>Daughter</u>	<u>Both</u>	<u>Son</u>	<u>Daughter</u>	<u>Both</u>	
In household work	1(2)	47(94)	2(4)	2(4)	33(66)	15(30)	50/100
In Marketing	41(82)	6(12)	3(6)	25(50)	3(6)	22(44)	50/100
Who listens more	5(10)	27(54)	18(36)	2(4)	25(50)	23(46)	50/100
More obedience expected	4(8)	27(54)	19(38)	3(6)	17(34)	30(60)	50/100

Figures in parenthesis are percentages to the total of the column.

Generally, parents whether rural or urban give responsibilities to both. The number of rural parents giving more responsibilities to daughters and sons is equal. But among urban parents more responsibilities are given to daughters. Girls take responsibilities more willingly and seriously, than the boys. The difference is more marked in urban children than in rural children. Table 18 shows the way the children help to their parents and the way they obey the orders. Household work is mainly assisted by daughters. There are 94 percent rural girls who assist their mothers in household work and only 66 percent urban daughters share the same with their mothers. For marketing purposes rural boys assist the elder more than the girls. In urban community though the marketing assistance is given by sons but good number of girls are also helping their parents in this regard.

The extent of obedience in the children can be seen in last two rows of the Table 18. More girls than boys whether rural or urban listen to their parents more. A large number of rural parents have expressed that they expect more obedience from their daughters. However, 60 percent urban parents expect the obedience from both the children, but the size of the sample expecting more obedience from the sons is very low. Everywhere whether rural or urban boys are given more responsibilities of marketing than girls

and girls the responsibility of household work than that to the boys. Girls are expected to listen and obey more and hence bear the responsibilities more seriously than the boys.

The methods of controlling the behaviour of boys and girls could be different for both the sexes and may have lasting affect on the personality development. Different parents use different methods probably depending upon the education, culture and training of the self. Table 19 shows the difference in the methods used for maintaining discipline among children in the family.

Table 19  
Methods of discipline for boys and girls

	Rural		Urban	
	Son	Daughter	Son	Daughter
Scolding	13(26)	8(16)	29(58)	20(40)
Showing eyes	32(64)	41(82)	22(44)	28(56)
Ignorance	2(4)	2(4)	3(6)	3(6)
Physical Punishment	20(40)	4(8)	14(28)	7(14)
Locking in room	0(0)	0(0)	1(2)	0(0)
Persuading	7(14)	4(8)	29(58)	29(58)
Other	7(14)	1(2)	5(10)	2(4)

Expressing displeasure through face is the most common type of disciplinary action taken by the parents for girls as well as boys. Scolding and physical punishment are more common among rural parents for son. Since girls are obedient, less disciplinary action are required for them. Persuading, scolding or expressing displeasure through face are a few common measures being used by urban parents for both. Less discrimination is maintained between boys and girls by the urban parents in this regard. Girls' more obedience and less disciplinary action taken against them indicates the importance of the two major factors behind. Firstly, the parents are more particular in insisting upon the girls to share more responsibilities right from the beginning and secondly the obedience in girls could be due to the growing awareness in them about the physical weakness than the boys. Thus they become more complaint to family discipline and elder's behaviour.

The patterns of interaction between parents and the children may have important effect in building up the sex-stereo-types behaviour among boys and girls. The time spent by the parents with male and female children the protection or punishment provided by them are a few other important aspects of social development among children. Table 20 and Table 21 show the same.

Table 20  
Parental Contact as provided to Children

		Rural				
		No.	Son	Daughter	Both	Total
More time spent by	Mother	50(100)	25(50)	18(36)	7(14)	50/100
	Father	50(100)	33(66)	5(10)	12(24)	50/100
		Urban				
		No.	Son	Daughter	Both	Total
More time spent by	Mother	50(100)	11(22)	7(14)	32(64)	50/100
	Father	50(100)	17(34)	1(2)	32(64)	50/100

Table 21  
Punishment and Protection as given to the children

Sample		Son	Daughter	Both	None	
Rural	Protection	21(42)	23(46)	6(12)	0(0)	50/100
	Punishment	9(18)	0(0)	20(40)	21(42)	50/100
Urban	Protection	4(8)	30(60)	14(28)	0(0)	50/100
	Punishment	24(48)	0(0)	19(38)	7(14)	50/100

Figures in parenthesis are percentages to the total of the column.

Table 20 shows that more rural fathers spent more time with sons than with daughters and similarly more rural mothers spend more time <sup>with</sup> sons than daughters. Thus rural girls are generally deprived of parental contact which is neither provided by the mother nor by the father. Hence the girls seem to be generally neglected by rural parents. Urban parents generally spend their time with daughters and sons both equally. 22 percent urban mothers and 34 percent urban fathers have expressed that they spend more time with sons. Here too girls are neglected but comparatively less than the rural girls.

Punishment is generally avoided by rural as well as urban parents and there is not a single respondent reporting exercising more punishment for girls than boys. Rural parents provide protection and punishment to both male and female children whereas urban parents exercise less punishment for girls and more for boys. The difference in the behaviour of rural and urban parents is shown in table 21. This shows that rural as well as urban parents exercise more protection for girls than for the boys.

With regard to the preference of the child on the basis of the sex while providing expensive toys, better food and better clothes the difference in their attitude towards their sons and daughters. The difference observed are given in Table 22.

Table 22

Parental preference for male and female children  
regarding giving them toys, food and clothes

Sample		Boys	Girls	Both	None	Total
Giving expensive toys	Rural	31(62)	7(14)	12(24)	0(0)	50/100
	Urban	8(16)	12(24)	17(34)	13(26)	50/100
Better food	Rural	10(20)	1(2)	39(78)	0(0)	50/100
	Urban	1(2)	0(0)	49(98)	0(0)	50/100
Better clothes	Rural	8(16)	2(4)	40(80)	0(0)	50/100
	Urban	2(4)	3(6)	45(90)	0(0)	50/100

Figures in parenthesis are percentages to the total of the column.

Table 22 shows that rural parents are more partial with regard to providing toys, food and clothes to their male and female children. They provide expensive toys to boys and not to girls whereas 34 percent urban parents would give expensive toys to both and 24 percent to girls more than the boys. Regarding giving better food and clothes rural as well as urban parents have expressed their view that they will provide it equally to both. However, 20 percent rural parents and 1 percent urban parents would give better food to their sons than to their daughters. Only 16 percent rural parents have insisted upon giving better clothes to their sons than to their daughters. 91 percent urban parents would not maintain any discrimination while giving the clothes to the daughters and to the sexes indicated by them in Table 22. A large number of parents give equal importance to boys and girls whether rural or urban in this regard. However, a tendency to give more among rural parents for giving better food and clothes to boys can also be observed from the table.

Sex discrimination with regard to the education and occupation to be held by daughters and sons as expressed by the parents can be seen in Table 23 and 24.

Table 23  
Educational Aspiration of parents for the type of education

Education	Sample			
	Rural		Urban	
	Boys	Girls	Boys	Girls
Medical	10(20)	2(4)	22(44)	22(44)
Engineering Technical	6(12)	0(0)	26(52)	0(0)
Art Subjects	29(58)	35(70)	22(44)	37(74)
Administrative	12(24)	13(26)	13(26)	6(12)

Table 24  
Parents' professional aspiration for the children

	Rural		Urban	
	Boys	Girls	Boys	Girls
	Medical (including Nursing)	9(18)	4(8)	35(70)
Engineering (including Architecture)	6(12)	0(0)	36(72)	9(18)
Teaching School or College	12(24)	23(46)	18(36)	40(80)
Administrative (including police)	11(22)	3(6)	31(62)	19(38)
Business	15(30)	0(0)	26(52)	0(0)
Other	8(16)	2(4)	10(20)	5(10)

Table 23 shows that rural parents have stressed on general education more for girls as well as for boys. Their next choice is for the type of education is that helps in administrative services. Very few rural parents have aspired for medical and engineering education for their children. If aspired then it is for boys and not for the girls. The pattern of educational aspiration among urban parents is almost similar to that of rural parents with the exception to their preference for medical education for their daughters which is at par with boys. More number of urban parents aspire medical and engineering education for their children.

Table 24 shows that more number of rural parents expect their sons to be engaged in business. A small number of rural parents also expect their sons to go for teaching medical, engineering and administrative professions. For girls the only important profession in views of rural parents (46 percent parents) is teaching. Contrary to rural parents, urban parents have wider range of professional expectation from their children. However, more stress is on engineering, medical and administrative and less on business or teaching for boys. Whereas for girls their preferences are for teaching, followed by medical and administrative services. The striking difference between rural and urban parents is that less number of rural parents want their daughters to go for the job whereas a high number of urban parents want their daughters to apt

various professions as a career. Moreover, there is less difference between the number of male and female children under various professional categories aspired by the parents.

Lastly regarding the permissiveness of parents for girls working with boys, the difference between the attitude of rural and urban parents is again significant. Only 17 percent rural parents have been found permissive for their girls to work in those places where boys also work but a large majority of urban parents (84%) are liberal in this regard. Table 25 given below represents the same.

Table 25

Parental permissiveness for girls to work with boys

<u>Rural</u>	<u>Urban</u>
17(34)	42(84)

Figures in parenthesis are percentages.

Table 26 and 27 show the difference in parental attitude towards their children for confining the play activities with-in the boundaries of the home or their permissiveness to play outside. The difference in their attitude in this regard might be an important factor in inducing the differential patterns of self-confidence and social interactional processes.

Table 26  
Parental expectation from children to remain  
inside the home

	No.	Boys	Girls	Both	None
Rural	50(100)	0(0)	46(92)	4(8)	0(0)
Urban	50(100)	0(0)	31(62)	19(38)	0(0)

Table 27  
Parental Permissiveness to play outside the home

	No.	Boys	Girls	Both	None
Rural	50(100)	39(78)	5(10)	1(2)	5(10)
Urban	50(100)	21(42)	6(12)	23(46)	0(0)

Figures in parenthesis are percentage to total of the column.

Table 26 and Table 27 show that rural parents hardly insist upon their sons to remain inside the home. Whereas 92 percent rural parents expect and insist upon their daughters to remain inside the home. Probably because of their assistance required in the household work, girls are asked to remain in the house most of the time. The behaviour of urban parents is also somewhat the same. More urban parents (62%) want their daughters to remain more within the home, whereas 38 percent want their daughters and sons both to confine their activities within the home boundaries most of the time. Very few girls either rural or urban enjoy the freedom to play at their own will, whereas rural as well as urban parents are more permissive for their sons to enjoy the freedom and play outside at their own will. However, 46 percent urban parents and only 2 percent rural parents have shown their inclination to permit their daughters and sons both to play outside the home.

Literature read by the children might impart significant impact of children's mental or behavioural development. Table 28 throw light on the extent of interest the parents take in the type of literature that their children should read.

Table 28

Parental Interest in the type of books for  
their children

Type of books	Rural		Urban	
	Boys	Girls	Boys	Girls
Story	4(8)	16(32)	15(30)	14(28)
Religious	0(0)	29(58)	2(4)	21(42)
General Knowledge	7(14)	0(0)	10(20)	2(4)
Domestic	0(0)	3(6)	0(0)	16(32)

In this table of multiple choices it is evident that in parents' opinion book reading is mainly for girls. Among others religious books are most preferred for girls in rural as well as in urban sample. Rural parents feel that boys should read general knowledge books more and girls should read religious books followed by story books. Urban parent's emphasis is on story and general knowledge books for boys and for girls religious, domestic and story books are preferred. Rural parents have not much given importance to book reading by children. However, a small number of rural parents has realized the importance of book reading but that is mainly for girls in their opinion.

Data presented in this section has thrown light on attitudes that parents have towards their children and also towards various rearing practices. It is evident that whether rural or urban almost all parents maintain discrimination between male and female children. Due to social awareness urban parents seem to be changing and their views are becoming liberal. Urban girls are also getting better treatment whereas the pattern among rural parents and their children is still traditional and which is definitely a restrictive one. The status of women is still much inferior to that of men even today. Thus we can say that various psycho-social factors which cause difference in urban and rural people

have definite impact on parent-child relationship.

Section B  
Family Relationship Ideology

In this section the attempt has been made to study the attitude of parents towards various types of family relationship ideology. The attitude questionnaire is in two parts- the first part measures their attitude towards relationship between parent and child and the second part towards the relationship between husband and wife. The total scores of each respondent on both the parts separately and combined are given in appendix B. The frequency distribution of scores on both the parts for rural and urban respondents is given in Table 29.

Table 29

## Distribution of Scores on family relationship Ideology Scale

	Pural				Urban			
	Frequency (Part I)		Frequency ( Part II )		Frequency (Part I )		Frequency(Part II)	
	<u>Mother</u>	<u>Father</u>	<u>Mother</u>	<u>Father</u>	<u>Mother</u>	<u>Father</u>	<u>Mother</u>	<u>Father</u>
13-14	18	11	11	15	4	5	0	3
11-12	21	25	25	30	10	12	6	1
9-10	6	7	8	4	15	23	9	20
7-8	5	3	6	1	19	8	22	16
5-6	0	4	0	0	1	2	10	7
3-4	0	0	0	0	1	0	2	3
1-2	0	0	0	0	0	0	1	0
	50	50	50	50	50	50	50	50
Mean	11.54	11.00	11.20	11.16	9.24	9.80	7.62	8.24
S.D.	2.21	1.70	1.89	1.52	1.81	2.18	2.08	2.28

Table 29 shows the highest possible scores on both the parts of scale is 14. High scores show more ideological relationship and low scores show the attitude towards less ideological and more realistic patterns of family relationship. The mean scores and variability scores given in two last lines of the table in each column show the differences between the level of attitudes of each respondent group on both the parts of the scale. Though the difference seem to be very low yet an attempt has been made to compare the mean scores of each respondent-group and test their significance statistically.

The statistical analysis of the difference between the means of four groups on part one is given in Table 30 and on part two in Table 31.

Table 30

Mean scores of different groups compared (Part I)

Sr.No.	Groups	D(M <sub>1</sub> -M <sub>2</sub> )	SD	t-ratio
1.	Mother R Vs. Mother U	2.30	0.38	**6.05
2.	Father R Vs. Father U	1.20	0.37**	**3.24
3.	Mother R Vs. Father R	1.46	0.37	1.46
4.	Mother U Vs. Father U	0.56	0.38	1.47

\* Significant at .05 level

\*\* Significant at .01 level

Table 31

Mean scores of different groups compared (Part II)

Sr.No.	Groups	D(M <sub>1</sub> -M <sub>2</sub> )	SD	t-ratio
1.	Wife R Vs. Wife U	3.58	0.38	**9.42
2.	Husband R Vs. Husband U	2.92	0.37	**7.89
3.	Wife R Vs. Husband R	0.04	0.33	1.12
4.	Wife U Vs. Husband R	0.62	0.42	1.47

\* Significant at .05 level

\*\* Significant at .01 level

The t-ratio as given in Table 30 shows the difference between the mean scores of rural and urban mothers and between rural and urban fathers on part I of the questionnaire. The difference between the attitudes of rural and urban same-sexed parents are significant at point .01 level of confidence. This clearly shows that the difference in attitude of rural and urban parents do exist. Rural mothers have more favourable attitude towards ideological type of relationship between parents and children. The difference in attitude of mother and father of each family whether rural or urban is below the level of significance which shows that both the parents whether rural or urban hold the similar attitude towards the parent-child relationship. Rural mother and rural father both have higher mean scores than the urban mother and the urban father respectively. Hence we can say that mother and father of the same family hold similar attitude towards family relationships between the parents and children.

Table 31 compares the attitude of rural and urban mothers and fathers on part two of the questionnaire. Table 31 which is with regard to the relationship between husband and wife in the family. The table shows that the difference between the mean score of rural wives and urban wives is significant at .01 level of confidence. Similarly

rural husbands and urban husbands also hold different attitude as the difference in the mean scores of both the groups is significant at .01 level of confidence. The attitude of wives and husband whether rural or urban husband-wife relationship are similar as the difference between their mean scores is below the level of significance.

The attitude towards ideological relationship either between parents and children or between husband and wife in urban families is comparatively low and the difference between the mean scores of rural and urban mothers and fathers are also statistically significant. Hence we can say that urban parents hold more liberal and democratic attitude towards both the aspects of family relationships. Their relationship is less traditional and towards more realistic patterns. This calls for the freedom to the child for his healthy mental and physical development and also depends the principle of co-existence and mutual respect between husband and wife for happy family life.

An attempt to find out the co-relation between the attitude scores of mother and father of the same family has also been made. The co-efficient of co-relation obtained by Pearson's Product Moment method is represented in Table 32.

Table 32

Co-relation co-efficient between father and mother  
towards family relationship ideology

	Part I	Part II
Rural	.84	.64
Urban	.92	.90

The table shows high degree of co-relation between the scores of mother and father of the same family. Though the co-relation is higher in case of urban respondents than the rural respondents, but all the co-relations are high and significant beyond .01 level of confidence.

#### Self-Concept of children

The following section attempts at studying the self-concept of the children living in rural and urban areas. It also compares the difference in the self-concept in boys and girls. As we know the respondents are of the same family whose attitude and behaviour

have already been studied and discussed in preceding section. An attempt will also be made on finding the extent of correlation between the attitudes of parents and the level of self-concept of their children. The tool used for measuring the self-concept is the Indian Adaptation of standardised scale mentioned and discussed in detail in chapter III.

The respondents are the children within the age group of 8-12 years. The investigator tried her best to get the genuine responses from them, still the difficulties faced by the investigator in getting responses from them is no less. Author of the scale have reported the higher reliability and validity of scale but in attempt has been made to establish the norms for the interpretation of individual scores.

Table 35 represent the distribution of scores obtained by the respondents. The mean scores and standard deviation are also given in the last part of the table.

Table 33

## Distribution of scores on self-concept scale

Scores	Rural		Urban	
	Boys	Girls	Boys	Girls
160-169	0	3	5	3
150-159	4	3	5	3
140-149	5	5	8	7
130-139	8	9	4	3
120-129	4	5	1	3
110-119	3	1	1	0
100-109	0	0	0	0
90-99	0	0	0	0
	24	26	26	24
Mean	135.75	139.50	147.58	146.58
S.D.	24.20	25.16	25.83	25.82

Table 33 shows the differences in the levels of self-concept of all the four groups. The variability scores are not much different from each other. In table 34 an attempt has been made to test the differences in the mean scores of various respondent groups statistically.

Table 34

Means Compared

Sr.No.	Groups	(M1-M2)	S.D.	t-ratio
1.	Boys R Vs. boys U	11.05	7.57	1.67
2.	Girls R Vs. Girls U	7.56	7.21	0.67
3.	Boys R Vs. Girls R	5.75	6.98	0.75
4.	Boys U Vs. Girls U	1.00	7.35	0.25

Table 34 reveals that urban boys and girls have higher self-concept score than the rural girls and boys. And rural girls have scored more than the rural boys. Urban boys have scored more than the urban girls. But on comparing the differences statistically, we find that we find that no difference is significant. It can be said to say that the differences existing in rural and urban girls and boys are below the level of significance. The

results are astonishing and contrary to our expectation. This could be either due to some fault in the test or smaller number of the respondents. The another reason could be that the self-concept of children do not establish at this age properly. Probably because the process of perceiving 'self' though begin at this age but takes a few years in establishing and hence the children of present study are not able to express their attitude towards their own self properly. The finding of Maccoby and Jackline are worth mentioning here that differences are not observed till late childhood.

An attempt has been made to find out the extent of relationship between parents' score on family relationship ideology scale and the self-concept scores of their children. Pearson's product moment method has been employed for this purpose. The co-efficient of co-relation among various groups obtained are presented in Table 35.

Table 35  
Co-efficient of co-relation between self-concept  
and family relationship ideology

Sr.No.	Group	Co-efficient of co-relation on 'r'
1.	Mother R Vs. Child R	-.087
2.	Fath r R Vs. child R	-.17
3.	Mother U Vs. child U	-.22
4.	Father U Vs. child U	-.22

Table 35 shows that the relationship between two variables is negative. This means that when parents have more favourable attitude towards the ideological family relationship the self-concept of their children is low. But low relationship necessitates the need of further investigation on larger sample.

#### 5. Parental attitude and factors associated with it

Attitudes are not inborn but acquired mental pre-dispositions to act in favour or against any object or situation. Attitudes keep developing and changing during life span through the interaction with various persons and situations whom we come across. Hence it is not unexpected that various psychological and social factors would play important roles in formulating one's attitudes of life. The attitude towards the child and the child rearing practices all have cultural context. The advanced and educated societies might have attitudes different from others. The present section is an attempt on finding the association between family relationship ideology and psychosocial and economic factors of the respondents. Since there are significant differences in the attitudes. Scores of rural and urban parents, the chi-squares for both the sets of respondents have been obtained separately.

Age and family relationship ideology

An attempt has been made to find out whether attitude towards family relationship changes with age or not. The following tables represent the chi-square analysis between the two variables separately on rural and urban respondents. Table 36 and Table 37 which represent the chi-square analysis for rural respondents show that the attitude of family relationship and the age of respondents are associated with each other.

Table 37 which represents the chi-square analysis between the two same variables on urban respondent does not confirm the association. The Chi-Square obtained is less than the tabulated value, hence not significant. Thus results stand partially confirmed. The association seem to be true in rural set up but not in urban.

Table 36

Association between age and family relationship

Ideology Scores (R)

Sr.No.	Age	High	Low	Total
		23 and above	22 and below	
1.	25-30 years	(7.04) 10	(3.96) 1	11
2.	31-35 years	(7.04) 10	(3.96) 3	11
3.	36-40 years	(8.32) 7	(4.68) 6	13
4.	41-50 years	(9.6) 7	(5.4) 8	15
Total		22	18	50
		$\chi^2 \text{ cal.} = 0.38$	d.f. = 3	2 tab. = 7.815

Table 37

Association between age and family relationship

ideology scores (U)

Sr.No.	Age	High	Low	Total
		17 and above	16 and below	
1.	25-30 years	(4.5) 3	(4.5) 6	9
2.	31-35 years	(9.5) 10	(9.5) 9	19
3.	36-40 years	(8.00) 9	(8.0) 7	16
4.	41-50 years	(3.0) 3	(3.0) 3	6
Total		25	25	50
		$\chi^2 \text{ Cal.} = 1.32$	$\chi^2 \text{ tab } 7.815$	

Table-38

Association between mother's education and family relationship

Sr. No.	Mother's Education	Ideology (R)		Total
		High 23 and above	Low 22 and below	
1.	Illiterate	(9.6) 8	(5.4) 7	15
2.	Below High School Primary + Middle	(9.6) 11	(5.4) 4	15
3.	Below B.A. High School Training	(10.24) 10	(5.76) 6	16
4.	Up to B.Ā.	(2.56) 3	(1.44) 1	4
Total		32	18	50
	$\chi^2$ Cal=1.616	d.f.=3	$\chi^2$ tab =7.815	

Table-39

Association between mother's education and family relationship

Sr.No.	Mother's Education	Ideology (U)		Total
		High 17 and above	Low 16 and below	
1.	Below B.A.	(7.0) 6	(7.0) 8	14
2.	High School + training Up to B.A.	(14.0) 15	(14.0) 13	28
3.	Postgraduate higher	(4.0) 4	(4.0) 4	8
Total		25	25	50
	$\chi^2$ Cal =0.46	d.f. =2	$\chi^2$ tab. =5.991	

Mother's Education and family relationship ideology

Mother is the most important agent in the family that determines the course of development in child. Her education might be an important factor in determining the patterns of relationship within the family. Table 38 and Table 39 show that the obtained Chi-Square is below the level of significance in both the sets of data. Hence there is no sufficient evidence that proves that the education and attitude towards the patterns of family relationship are related. Thus we can say that family relationship ideology scores are independent of mother's formal education whether mother is rural or urban. In both the cases Chi-Square is insignificant.

Table-40

## Association between family occupation and family relationship

Sr. No.	Family occupation	Ideology (R)		Total
		High 23 and above	Low 22 and below	
1.	Teaching	(13.92) 13	(1.08) 0	3
2.	Govt. Service	(3.2) 3	(1.8) 2	5
3.	Business	(12.8) 12	(7.2) 8	20
4.	Farming	(14.08) 14	(7.92) 8	22
Total		32	18	50
		$\chi^2$ cal. = 1.86	d.f. = 3	$\chi^2$ tab = 7.815

Table-41

## Association between family occupation and family relationship

Sr.No.	Family occupation	Ideology (U)		Total
		High 17 and above	Low 16 and below	
1	Medical	(1.5) 1	(1.5) 2	3
2.	Engineering	(1.0) 0	(1.0) 2	3
3.	Teaching	(6.5) 6	(6.5) 7	13
4.	Administration	(4.0) 4	(4.0) 4	8
5.	Business	(4.0) 5	(4.0) 3	8
6.	Govt. Service and law	(8.0) 9	(8.0) 7	16
Total		25	25	50
		$\chi^2$ cal. = 3.25	d.f. = 5	$\chi^2$ tab = 11.07

Family occupation and family relationship ideology

An attempt to find out the dependence between main family occupation and family relationship ideology scores has been made in table 40 and 41. In both the sets of data, rural and urban family occupation does not show any association with family relationship ideology scores. Both the variables seem to be independent of each other, Obtained Chi-square in both sets of data is much below the tabulated values of Chi-square. Thus we can say that family occupation is not associated with ideological family relationship attitudes.

Table-42

Association between Mother's occupation and family relationship

Sr.No.	Mother's occupation	Ideology (R)		Total
		High 23 and above	Low 22 and below	
1	Teaching	(7.04) 8	(3.96) 3	11
2.	Administrative	(0) 0	(0) 0	0
3.	Business	(3.84) 1	(2.16) 5	6
4.	Farming or Housewife	(21.12) 23	(11.88) 10	33
<b>Total</b>		32	18	50
	$\chi^2$ cal=2.96	d.f.=3	$\chi^2$ tab=7.815	

Table-43

Association between Mother's occupation and family relationship (Ideology (U))

Sr. No.	Mother's occupation	Ideology (U)		Total
		High 17 and above	Low 16 and below	
1	Medical	(1.04) 1	(0.96) 1	2
2.	Engineering	(0) 0	(0) 0	0
3.	Teaching	(15.12) 15	(14.88) 16	31
4.	Administrative	(7.8) 9	(7.2) 6	15
5.	Business	(1.04) 1	(0.96) 1	2
<b>Total</b>		26	24	50
	$\chi^2$ cal.=0.5462	d.f. =4	$\chi^2$ tab=9.488	

An attempt has been made to find out whether mother's involvement in various occupation bring any difference in family relationship ideology or not. The Chi-Square analysis for both the sets rural and urban as presented in table 42 and table 43 again shows that both the variables are independent of each other. The obtained Chi-Square in table 42 as well as in table 43 are below their respective tabulated values. Thus it can be said that there is no significant association between mother's occupation and her attitude towards the pattern of relationship within the family.

Table-44

Association between family income and family relationship

Sr.No.	Family Income ( in Rs.)	Ideology (R)		Total
		23 and above	22 and below	
1.	500-1000	(17.92) 19	(10.08) 9	28
2.	1100-1500	(6.4) 3	(3.6) 7	10
3.	1500-2000	(5.12) 6	(2.88) 2	8
4.	Above 2000	(2.56) 4	(1.44) 0	4
<b>Total</b>		$\chi^2 \text{ cal} = 7.88$	d.f.=3	50
			$\chi^2 \text{ tab} = 7.815$	

Table-45

Association between family income and family relationship

Sr. No.	Family Income (in Rs.)	Ideology (U)		Total
		17 and above	16 and below	
1.	1100-1500	(0.5) 0	(0.5) 0	1
2.	1500-2000	(14.0) 17	(14.0) 11	28
3.	Above 2000	(10.5) 8	(10.5) 13	21
<b>Total</b>		$\chi^2 \text{ cal} = 3.48$	d.f.=2	50
			$\chi^2 \text{ tab} = 5.991$	

Family Income and family relationship Ideology

Generally it is said that income of the family brings the changes in thinking process of the individual. As the income grows various opportunities to learn more and to interact more with outer world increases. The increased sources of information might also help in changing their attitudes. Table 44 and 45 enable us to investigate the extent of association between these two variables. The obtained Chi Square value in rural sample is significant which shows that the rural people who are at the verge of social changes, economic prosperity might play an important role in changing attitude from traditional to non-traditional ones. However, the obtained Chi-Square value in urban sample is not significant. Non-significant relationship in urban sample could be due to smaller range of income of respondents and a little increase in income may not be sufficient in bringing the major changes in the socio-economic and cultural status of the family. Hence more or less attitude remain unchanged.

The overall results presented in the present section show inconsistent trend in the association between ideological trend of respondents and the various other factors. Most of the factors stipulated under the present study are not proved related with the attitude of the

respondents. The smaller size of the sample could be one of the reasons. Hence it is suggested that the study should be taken on larger sample consisting of respondents from various strata of the society, and only then the more consistent and reliable results would be obtained.

*Is the selection method adequate?  
How is the data analyzed?*

## CHAPTER

## SUMMARY CONCLUSION AND SUGGESTIONS

SUMMARY

The study stipulated to find out the rural urban differences with regard to the parent's attitude and behaviour towards male and female children was conducted in city Hisar and Village bhuna. 50 respondent families were selected from the village randomly and 50 from Model Town and H.A.U., Campus, Hisar. Special consideration was given

while selecting respondent families and only those families were selected who have male and female children and atleast one in the age group of 8-12 years.

Questionnaire was prepared for studying the parents' attitude and behaviour towards male and female children. Another questionnaire was also prepared for studying their attitude towards family relationship ideology. The first questionnaire was given to only mothers and second questionnaire was given to mothers and fathers both. Another tool was a standardized Don Dinkmeyer's Self-Concept Scale. This scale was administered on one hundred children under the age group of 8-12 years taking one from each respondent's family.

A majority of rural mother respondents are either illiterate or below high school where as 72 per cent urban mothers have education above the high school. Most of the rural mothers are engaged in farming and majority of urban mothers are office goers. Both the samples differ in age also. Average age of rural mothers is 40 years and that of urban mothers is 35 years. Both the samples also differ on the basis of total family income.

Results show that rural mother's preference is for two sons and one daughter and majority of urban mothers preferred one son and one daughter. A vast majority of rural and urban mothers have desired the first child as a son.

In rural respondents maximum families do not celebrate birth ceremony of female child while the birth of male child is given more importance. In urban area At Home party was observed to celebrate the birth of the male child but not for the female child. It is also observed that more number of people were invited on birth ceremonies of male children and less number on birth ceremonies of female children. Rural as well as urban parents spend more money on celebrating the birth of their sons than the birth of their daughters. Through these observation one can feel that more importance is still being given to the birth of boys than girls in rural as well as in urban area. No doubt in urban area parents give some ceremonial importance to girl's birth but less than boy's birth.

Rural parents provide less expensive toy material to girls and more expensive toy materials to boys whereas urban parents provide toy material to both sexes equally. Rural played by girl and not the games dominated by boys. Urban girls got male dominated games.

Rural parents provide more freedom, praise and encouragement to their boys than to girls and girls get security more than any thing else.

Generally parents do give pocket money for personal expenditure to their children. Rural boys get

more than the rural girls but urban parents generally provide equal amount to their daughters and sons. The difference is not in giving pocket money to sons and daughters but the difference is in the amount of money which indicates that more preference is given to son than daughter in rural area but the difference is negligible in urban area.

Rural parents stress more on the education of their sons than their daughters. As far as education is concerned more facilities are being provided to sons than to daughter. On the contrary mostly urban parents are ready to provide equal opportunities to both of them.

Everywhere whether rural or urban boys are given more responsibilities of marketing than any other and girls the responsibility of household work. In urban families though the marketing assistance is given by the sons mainly but good number of girls are also helping their parents in this regard. It had been observed that girls listen and obey more seriously than the boys. Since girls are obedient less disciplinary actions are required for them. Majority of urban parents did not believe in physical punishment but whenever needed it is used for boys more than for girls. This could be due to girl's more obedience or awareness of girl's physical weakness.

As far as professional aspiration is concerned majority of urban parents have desired medical and engineering for their sons and for daughters teaching and medical. A large number of rural parents expect that their sons should go for business while girls should adopt teaching profession. Urban parents are somewhat permissive for girls to work with boys while rural parents are rigid in this regard. Most of the rural as well as urban parents like that girls should read religious and domestic books more while boys should read general knowledge books preferably.

From all these observation it is evident that whether rural or urban almost all parents maintain discrimination between male and female children. Due to social awareness, urban parents seem to be changing and their views are becoming liberal.

Parents attitude towards the ideological ~~pattern~~ (ideal?) pattern of family relationship shows rural mothers and rural fathers score higher than urban mothers and urban fathers on both the parts of the questionnaire. This shows that rural parents have more favourable attitude towards the ideological pattern of relationship between parents and children and between husband and wife. These differences are significant. Correlation between the attitude of mothers

and fathers of the same family is very high and positive.

The effect of parental attitude on the development of self-concept among their children has also been attempted. According to the observations regarding the self-concept it was found that urban boys have scored more than the urban girls and rural girls have scored more than the rural boys. But the difference between rural boys and rural girls and between urban boys and urban girls is not significant. However, the difference between rural boys and urban boys is more than any other difference, but still below the level of significance.

The co-relation analysis between the attitude scores of parents and self-concept scores of children shows the low negative relationship between the two. The negative relationship shows that when parents have more favourable attitude towards ideological family relationships the self-concept of their children is low.

An attempt to find out the factors associated in developing the parents attitude show that only a few factors are significantly associated. Age has been found significant only in rural sample but not in urban. Mother's education, family occupation, mother's occupation have been found not significant. Family income, that even only in rural sample has been found significantly associated with the parents' attitude but not significant in urban sample.

## CONCLUSION

From the results obtained in the present study we draw following conclusions:

1. There is difference in attitude and behaviour of rural parents and urban parents towards their children.
2. Rural parents maintain more discrimination in their male and female children.
3. Urban parents also maintain difference but comparative less than the rural parents.
4. Rural parents and urban parents have different type of expectations from their male and female children. They have different type of emotional bondage with sons with girls.
5. Boys get more educational, recreational and other facilities essential for their development than the rural girls.
6. Urban parents maintain less discrimination while providing such facilities.
7. There is less difference in the attitude of mothers and fathers of the same family towards the ideological type of relationship within the family.
8. Rural parents have higher bend than the urban parents towards ideological pattern of relationship in the family.

9. The level of self-concept among 8-12 years rural as well as urban children is not significantly different.
10. The difference in the level of self-concept between rural as well as urban girls and boys is also below the level of significance.
11. The co-relationship between parents attitude score and their child; Self-concept score is low but negative. The level of Self-concept among the children of these parents who have developed ideological attitude is low.
12. Education, Family occupation, Mother's occupation have not been found contributing significantly in framing parents attitude towards family relationship ideology. Only age and income have been found significantly, first in urban sample and second in rural sample.

#### SUGGESTIONS

1. The differential treatment to girls in rural community necessitates the programmes for awakening the awareness in rural parents that girls too have equal responsibility in family, society and national development. Hence they also ought to be educated and treated properly. Social welfare department should take initiative in this regard and this should be made a part of Anganwadi Programmes.

2. Other social welfare agencies can also come forward in conducting programmes for awakening the parents.
3. There is need to develop a better test for measuring the self-concept among children. The questionnaire technique has not proved very successful as the children are very suggestive while asking their responses.
4. The study needs to be conducted on larger sample.
5. There are many other factors which might contribute in developing parents attitude towards differential treatment which should be taken up.
6. There is also a need for exploring the effective means of changing parents attitude.

BIBLIOGRAPHY

- Ahmer Syed Nehal and Sowain, M.D. (1972) Two rigidity scales correlated and studied for sex difference  
Manas 19(2) p. 105-110.
- Ansari Anwar and Bharati Ghose (1957). Family attitudes of children with contrasting Socio-economic background. Education and Psychology Journal 4(2) p. 90-102.

- Baldwin, A.L. (1952) Patterns of parental behaviour.  
Psychology Monograph in Child Psychology of Thompson  
 G.G. The Times of India Press, Bombay, p. 53.
- Bhango, S.R. and Lakshmi Anand (1975) A comparative  
 Study of the Achievement motivation of the  
 rural and urban children in Punjab Indian Journal  
of Home Science 9(1) p.19.
- Brockner, J (1979). The effect of self-esteem, success  
 failure and self consciousness on task performance.  
Journal of personality and Social Psychology 37  
 p. 1732-1741.
- Carpenter, T.R. and Busse, T.V.; (1969). Development  
 of self-concept in Negro and white Welfare  
 children Child Development 40 p. 935-939.
- Chodorow, N. (1971) Being and Doing; A Cross-Cultural  
 examination of the Socialization of males and  
 females. In Gornick V. and Morgan, B.K. (Eds.)  
Woman in Social Society New York: Basic Book.
- Cox, R. David (1971). Child-rearing and child care in  
 Ethiopia. Journal of Social Psychology 85  
 p.3-5.
- Crandall, V.C. and Lacey, B.W. (1972) Children's perceptions  
 of internal external control in intellectual  
 academic situations and their Embedded figures Test  
 performance. Child Development 43 p. 1123-1134.

- Judith, R. (1967). Maternal attentiveness and subsequent exploratory behaviour in the infant. Child Development 38 p. 1089.
- Khanna Adarsh (1960). A study of friendship in adolescent boys and girls Manas 7 p. 3-18.
- Koch, H.L. (1934) Attitude toward the freedom of children: A scale for measuring attitude towards the question of children freedom Child Development 5 p. 253-266.
- Kumar, K. and Muralidharan, R. (1979). Effect of socio-cultural deprivation on educational development of primary school children in rural areas. Journal of Indian Education 4 p.19-26.
- Lavinson, D.J. and Huffman, P.E. (1955). Traditional family ideology and its relation to personality Journal of personality 23 p.251-273.
- Maccoby E.E. and Jacklin C.M. (1975). The Psychology of sex differences. Stanford University Press.
- Merfatin, J.C. (1958 Cultural and Social factors contributing to child's mal-adjustment. Indian Journal of Social Work 19(2) pp. 115.
- Miller, T.W. (1972) Cultural dimensions related to parental verbalization and self-concept in the child Journal of Social Psychology 87 p.153-154.

- Mischel, W. (1970). Sex-typing and Socialization  
In P.H. Mussey, ed. Carmichael's manual of child psychology, N-Y.Wiley.
- Monahan, L. Kunn, D. and Shover, P. (1974). Intra-  
psychic versus cultural explanations of the  
6 fear of success motive Journal of personality  
and Social Psychology 29 p.60-64.
- Ojha, H. and Singh R.I.P.(1972) Sex differences in  
dependence proness and Preetige Suggestibility  
Manas 19 (1) p.9-16.
- Pestonjee, D.M. and Akhtar, S.S.(1969) Sex difference  
in relation to occupational values and income  
aspiration. Manas 16(1) p.59-64.
- Pushpa (1980) Social deprivation and cognitive develop-  
ment of primary school children. Social change  
9-10 p. 31-35.
- Reo, R.S.(1975) Study of Self-perception, achievement  
motivation and academic performance of the  
prospective secondary school teachers. In Desai  
D.P. and Govind,A (1979) Studies in achievement  
motivation, Centre of advanced study of Education,  
B roza.
- Robeck, A.C.(1978) Infant and Children, New York:  
Mcgraw-Hill.

- Rubinstein, R.P.(1977). Changes in self-esteem and anxiety in competitive and non-competitive camps. Journal of Social Psychology 102 p.55-57.
- Sears, R.R.(1950) Ordinal position in the family as a Psychological Variable. American Sociological Review 15(3) pp.391.
- Shipman, V.C.(1971) Disadvantaged children and their first school experiences. Educational Testing Service Head Start Longitudinal Study.
- Sinha, N.C.P.and Sharma, M.(1975). Self-concept, Academic motivation and scholastic achievement Manas 22(1) p.9-13.
- Stinson A., Stinson J. and Dougherty W. (1960) Female and male Sexuality and self-esteem Journal of Social Psychology 112:p.157-158.
- Templer, D.I., Ruff C.F. and Franks, C.A.(1971) Death anxiety: age and Sex parental resemblance in diverse populations. Developmental Psychology 5 p.108.
- Tripathi, L.B. and Mishra, G.(1975) Cognitive activities as functions of prolonged deprivation, Psychological Studies 20 p. 54-61.
- Victor Gecas, James M.C. and Darwin L.T. (1974). The development of self-concept in the child: Mirror Theory versus model theory 92 p.67-76.
- Welch, M.R., Page, B. and Lone Lynd (1981) Sex differences in the case of Socialization; an analysis of the efficiency of child training process in pre-industrial Society. Journal of Social Psychology 113 p.3-12.

- Weitz Shirley (1977) Sex Role: Biological psychological and Social foundations New York: Oxford University Press.
- Whiting, B.B. and Whiting J.W.M. (1975) Children of six cultures, part I Egoism V. Altruism Cambridge, Mass: Harvard University Press.
- Williams, J.D. and Teubner, J.(1973) Creativity in rural urban and Indian children, Journal of Psychology 83 p.111-116.
- Wulbert, M. Inglis, S., Kriegs Mann, E and Mills, B. (1970). Language delay and associated mother-child interaction. Developmental Psychology 11: p.61-70.
- Yando, R.M. and Zigler, E (1971) Outer directedness in the problem-solving of institutionalized and non-institutionalized normal and retarded children. Developmental Psychology 4 p.227-288.
- Ziller, R.C.(1973). The Social Self New York, Pergamon Press.

APPENDIX TABLE

Appendix Table (i)a

Parent's Scores on Traditional Family Ideology Scale (Urban)

Respondent	Mother Part-I	Father Part-I	Combined Part-I	Mother Part-II	Father Part-II	Combined Part-II
1	2	3	4	5	6	7
1	9	12	21	7	9	16
2	9	11	20	8	8	16
3	8	8	16	7	7	14
4	8	7	15	7	7	14
5	8	6	14	7	8	15
6	8	6	14	8	3	11
7	8	11	19	10	10	20
8	7	12	19	10	10	20
9	7	10	17	5	6	11
10	11	9	20	3	3	6
11	8	11	19	11	11	22
12	5	9	14	2	5	7
13	7	10	17	6	8	14
14	11	9	20	8	8	16
15	11	8	19	5	7	12
16	10	10	20	8	9	17
17	7	10	17	7	9	16
18	12	10	22	9	10	19
19	8	9	17	10	8	18
20	11	9	20	4	5	9

1	2	3	4	5	6	7
21	12	10	22	8	13	21
22	13	11	24	9	6	15
23	7	10	17	10	10	20
24	10	13	23	9	9	18
25	4	13	17	5	13	18
26	14	11	25	9	10	19
27	8	10	18	6	8	14
28	12	9	21	7	9	16
29	9	7	16	8	9	17
30	7	9	16	7	9	16
31	8	13	21	7	7	14
32	14	9	23	6	7	13
33	11	13	24	11	9	20
34	9	11	20	8	10	18
35	10	9	19	8	8	16
36	10	13	23	11	9	20
37	10	10	20	10	10	20
38	10	11	21	8	10	18
39	8	8	16	8	10	18
40	9	7	16	6	6	12

	1	2	3	4	5	6	7
	6						
41		9	12	21	7	10	17
42		9	12	21	5	8	13
43		7	9	16	7	8	15
44		7	9	16	8	8	16
45		14	10	24	9	4	13
46		11	7	18	11	6	17
47		9	11	20	11	5	16
48		11	9	20	6	10	16
49		10	8	18	11	7	18
50		7	9	16	7	9	16

Appendix Table (1)b

Parent's scores on Traditional Family Ideology Scale (Rural)

Respondent	Mother Part-I	Father Part-I	Combined Part-I	Mother Part-II	Father Part-II	Combined Part-II
1	2	3	4	5	6	7
1	14	14	28	12	12	24
2	11	11	22	13	13	26
3	13	13	26	11	11	22
4	12	7	19	13	10	23
5	9	6	15	9	6	15
6	10	11	21	9	11	20
7	9	9	18	11	11	22
8	9	13	22	8	12	20
9	13	13	26	8	13	21
10	10	6	16	12	11	23
11	8	7	15	7	11	18
12	8	9	17	7	9	16
13.	11	10	21	10	10	20
14	7	8	15	9	11	20
15	8	9	17	7	11	18

(41)

1	2	3	4	5	6	7
16	14	12	26	12	12	24
17	14	13	27	14	11	25
18	13	14	27	14	13	27
19	13	14	27	14	14	28
20	14	14	28	14	14	28
21	11	10	21	12	10	22
22	11	9	20	12	11	23
23	12	11	23	12	12	24
24	13	14	27	13	14	27
25	12	12	24	12	12	24
26	12	12	24	12	12	24
27	12	12	24	11	13	24
28	13	13	26	13	13	26
29	13	11	24	12	13	25
30	13	13	26	13	13	26
31	13	12	25	13	13	26
32	12	12	24	11	13	24
33	12	12	24	12	12	24
34	13	12	25	12	12	24
35	11	12	23	12	12	24

(3)

1	2	3	4	5	6	7
36	13	12	25	12	11	23
37	12	12	24	12	11	23
38	12	11	23	11	12	23
39	13	10	23	12	12	24
40	12	11	23	12	11	23
41	13	12	25	13	11	24
42	9	11	20	11	12	23
43	11	11	22	11	13	24
44	11	12	23	12	13	25
45	11	12	23	10	14	24
46	12	11	23	10	12	22
47	12	11	23	9	11	20
48	8	6	14	9	11	20
49	12	6	18	8	11	19
50	13	12	25	12	12	24

Appendix Table 1412

Children scores on Self-concept Scale (Rural Respondents)

Respondent	Score	Respondent	Score	Respondent	Score
1	154	19	162	37	95
2	136	20	136	38	150
3	134	21	134	39	144
4	134	22	144	40	148
5	128	23	144	41	132
6	114	24	132	42	130
7	150	25	138	43	130
8	162	26	156	44	128
9	152	27	128	45	128
10	146	28	134	46	130
11	142	29	114	47	130
12	140	30	125	48	135
13	146	31	142	49	138
14	116	32	135	50	160
15	152	33	124		
16	120	34	142		
17	154	35	132		
18	126	36	126		

Appendix Table (ii)b

Children Scores on Self-Concept Scale ( Urban Respondents)

Respondent	Child Score	Respondent	Child's Score	Respondent	Child Score
1	128	18	110	35	153
2	134	19	146	36	138
3	146	20	136	37	140
4	124	21	150	38	156
5	142	22	152	39	174
6	160	23	144	40	149
7	166	24	144	41	156
8	142	25	154	42	154
9	142	26	126	43	162
10	162	27	150	44	148
11	166	28	138	45	149
12	162	29	144	46	152
13	152	30	148	47	158
14	128	31	142	48	154
15	140	32	156	49	158
16	154	33	138	50	160
17	146	34	130		

PARENTAL ATTITUDE & BEHAVIOUR QUESTIONNAIRE

1. The first child in the family should be \_\_\_\_\_ (boy/Girl).

2. Indicate the appropriate number of boys and girls to be preferred in the family

	Boys _____
	Girls _____

3. Indicate the ideal sequence of male & female children in the family. And the gap between children also.

a) First child---male/female	Years between marriage and the first child _____
b) Second child---male/female	Years between first and the second _____
c) Third child---male/female	Years between second and the third _____
d) Fourth child---male/female	Years between third and the fourth _____

4. What religious ceremonies were performed at the birth of \_\_\_\_\_

<u>Ceremonies</u>	<u>Boys</u>	<u>Girls</u>
Cholla <i>Libri ??</i>	_____	_____
Namkaran	_____	_____
Chhati (Sixth night)	_____	_____
Akhand Path /	_____	_____
Ramayan Path /	_____	_____
Hawan	_____	_____
Any other	_____	_____

5. How many people were invited on the main function related to the birth of son \_\_\_\_\_ and daughter \_\_\_\_\_.

6. How much money do you generally spent on celebration of the birth of sons \_\_\_\_\_ and daughters \_\_\_\_\_.

7. What type of toys you prefer to give to your children?

<u>Toys</u>	<u>Boys</u>	<u>Girls</u>
Ball	_____	_____
Bat	_____	_____
Hockey	_____	_____
Cricket set	_____	_____

- Dolls \_\_\_\_\_
- Cooking set \_\_\_\_\_
- Rope \_\_\_\_\_
- Sewing \_\_\_\_\_
- Scates \_\_\_\_\_
- Carrom Board \_\_\_\_\_
- Luddo \_\_\_\_\_
- Cards & trains \_\_\_\_\_
- Mechanical set \_\_\_\_\_
- Hammer and nail \_\_\_\_\_
- Gun and Pistols \_\_\_\_\_
- Any other \_\_\_\_\_

8. What type of games they should play?

Boys

Girls

- 1.
- 2.
- 3.
- 4.

- 1.
- 2.
- 3.
- 4.

Boys

Girls

9. Who gets more:

- 1. Affection
- 2. Security
- 3. Freedom
- 4. Praise
- 5. Protection
- 6. Encouragement

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. How much money do you allow per month for personal expenditure to your sons \_\_\_\_\_ and to your daughters \_\_\_\_\_.

11. When your children get some money who spends more? Girl/boy.

12. What they prefer to buy? Boys & \_\_\_\_\_ Girls \_\_\_\_\_.

- 13. Do you encourage your daughter to save money? Yes/NO
- 14. Do you encourage your son to save money? Yes/No
- 15. Who is likely to get better education in family? Boys/Girls
- 16. Whom would you prefer to send in hostels and abroad for higher education if resources are limited and one has to be sent? daughter/son
- 17. What type of education you would like to give to your children.

	Boys	Girls
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

- 18. Who are given more responsibilities? Daughter/Son
- 19. Who are more willing to take responsibilities? Daughter/Son
- 20. Who take responsibility more seriously? Daughter/Son
- 21. Whom do you ask to help you in household \_\_\_\_\_ and whom in marketing \_\_\_\_\_.
- a) Why (for household) \_\_\_\_\_.
- b) Why ( for marketing) \_\_\_\_\_.
- 22. Who listen to you more? Daughter/Son
- 23. What do you do when they donot listen to you.

Boys      Girls

- Scolding
- Showing eyes
- Ignorance
- Beating
- Other punishment
- Locking in a room
- Persuading
- Any other

24. Do you feel like spending time more with your daughter or with sons? Daughter/Son  
How \_\_\_\_\_
25. Father spends more time with daughter/sons. How \_\_\_\_\_.
26. Do girls like the company of father/mother?
27. Do boys prefer the company of father/mother?
28. Whom do you expect to be more obedient? Daughter/Son.
29. If two quarrel generally who gets more protection? Daughter/Son.  
Who gets more punishment -----Daughter/Son
30. When do you expect to remain more in the house?  
Daughter/Son
31. If there is only one expensive toy whom would you like to give? Daughter/Son
32. Who gets better food in the family? Daughter/Son
33. Who gets better clothes? Daughter/Son
34. Do you take interest in the type of material your children read? Yes/No
35. What type of books you give to your sons to read? \_\_\_\_\_
36. What type of books you give to your daughter to read \_\_\_\_\_
37. Does your daughter prefer to sleep.....separate/with father/with mother?.
38. Does your son prefer to sleep.-----separately/with father/with mother?
39. If your son is not good in studies would you like to provide him extra tuition? Yes/No.
40. Will you do the same for your daughter? Yes/No.
41. Will you allow your daughters to go in for education in co-educational institutions? Yes/No.
42. Will you allow your son to go in for education in co-educational institutions? Yes/No.
43. Tick mark the professions which you feel are suitable for your children.

	Daughters	Sons
Professions	_____	_____
Medical	_____	_____
Engineering	_____	_____
Architecture	_____	_____
School teaching	_____	_____
College teaching	_____	_____
Nursing	_____	_____
Administrative	_____	_____
Police	_____	_____
Business	_____	_____
Any other	_____	_____

44. Would you mind if your daughter selects the profession traditionally held by men?
45. Do you know the name of friend of your son? Yes/No.
46. Do you know the name of friend of your daughter? Yes/No.
47. Who has more number of friends? Boys/Girls
48. Who is allowed to spend more time with their friend? Daughter/Son
49. At what time the children should be back in home in the evening ( If both are of the same age) Boys/Girls.
50. How much money you would like to spend willingly on the marriage of your son \_\_\_\_\_ and on the marriage of your daughter \_\_\_\_\_.

Name of Respondent	Age	
Family Occupation	Self occupation	
Residence	Income	
Education	Mother	Father

Children

Age	Sex	Education	School
-----	-----	-----------	--------

FAMILY RELATIONSHIP IDIOLOGY SCALE

भाग - 1

हाँ/नहीं

1. जब तक बालक माता-पिता की आज्ञा का पालन करना नहीं सीखते उनका भविष्य सुखमय ही ही नहीं रहेगा ।
2. माता-पिता से बहस करने बच्चा चाहे से जवाब देने को छूट बच्चों को कभी नहीं देनी चाहिए ।
3. अधिक कड़ाई करने से बच्चों में यह भावना आ जाती है कि वे स्वयं कुछ कर ही नहीं सकते ।
4. बिना कड़ाई किए बच्चों में अच्छे गुण सिखाना मुश्किल है ।
5. बड़े अनुशासन से बच्चों में अपनी इच्छाओं को दबा देने की आदत बन जाती है जो उनके मानसिक विकास में बाधक होती है ।
6. वह बालक ही क्या जिसे किसी काम को करने के लिये दुबारा कहना पड़े ।
7. समाज में वे सबसे बड़े अवराधी हैं जो माता-पिता की सेवा, सम्मान और आदर नहीं करते ।
8. जब तक बच्चा अपनी इच्छाओं को दबाना नहीं सीखेगा, जीवन में तफल नहीं हो पायेगा ।
9. बच्चों में शिष्टाचार और आत्म-संयम ही धीरे धीरे आ जायेगा इन्से लिये बहुत कड़ाई की जरूरत नहीं ।
10. अपनी मन-भरजी से खाना, पहनना, सोना, खेलना आदि आदतें बच्चों में ठीक नहीं ।

11. अपने निर्णय स्वयं करने की आदत बच्चों में  
शुद्ध से ही डालनी चाहिये । हा/नहीं -----
12. जिन बच्चों को वैवाहिक सम्बन्धों के बारे  
में माता-पिता नहीं समझते, बल्कि ऐसे विषयों  
में कड़ाई पेश आते हैं, उन्हीं बच्चों का  
वैवाहिक जीवन आगे चलकर दुःखमय होता है । -----
13. घर के विषयों में बच्चों से भी क्लाह  
साविरा कर लेना चाहिये । -----
14. माता-पिता को इस बात का ध्यान रखना  
चाहिए कि उनके बच्चे सिर्फ उन्हीं से मिलें  
जिनमें वे {माता-पिता} बसनाद करें । -----

\_\_\_\_ हा/नहीं \_\_\_\_

1. जिन स्त्रियों में अपने पति को आज्ञा का पालन करने की आदत नहीं होती, उन्हें पता ही नहीं स्त्री शब्द का सही अर्थ क्या है ।  
-----
2. कदापि स्त्री पुरुष समानता बुरी नहीं पर फिर भी पारिवारिक बिषयों में पुरुषों के निर्णय ही महत्वपूर्ण होते हैं ।  
-----
3. स्त्रियों को न केवल पारिवारिक क्रियाओं में बल्कि घर से बाहर निकल कर सामाजिक, राजनैतिक एवं धार्मिक संगठनों में भी सक्रिय भाग लेना चाहिये ।  
-----
4. स्त्रियाँ जब घर से बाहर जाकर काम करती हैं तो इन्हें पुरुषों के सम्मान का धक्का लगता है ।  
-----
5. राजनीति और सामाजिक समस्याओं के बारे में चूँकि पुरुषों को अधिक पता होता है इसलिए ऐसे मामलों में उनकी राय मान लेनी चाहिये ।  
-----
6. स्त्री-पुरुषों में किसी भी प्रकार का भेद ठीक नहीं ।  
-----
7. जिन परिवारों में स्त्रियों को अधिक छूट मिलती है, उनमें प्रेम सम्बन्ध जल्दी ही टूट जाते हैं ।  
-----
8. आज के युग में भी स्त्रियों पर अनेक प्रकार के सामाजिक बन्धन लगे हुए हैं, जिन्हें हटाए बिना समाज का कल्याण न होगा  
-----
9. पुरुषों को पहचान इच्छा शक्ति और उनके इरादे से ही होती है  
-----
10. प्रकृति से ही ऐसा है कि स्त्रियाँ सोचती कुछ कम है अतः उनके निर्णय संकेतों पर अधिक आधारित होते हैं ।  
-----
11. सुख सुविधाओं को देते समय लड़कों को लड़कियों की अपेक्षा अधिक महत्व मिलना चाहिये ।  
-----
12. लड़के को शादी अपने माता-पिता की इच्छा से ही करनी चाहिये ।  
-----
13. पत्नी पति से कुछ कम ही पढ़ी लिखी हो तो अच्छा है  
-----
14. लड़के को यह सिखाना चाहिये कि किस प्रकार रोब डालते हैं और लड़कियों को कि किस प्रकार सहन करते हैं ।  
-----

नाम ----- उमर ----- जन्म -----  
 स्कूल का नाम -----  
 घर का पता -----

नीचे कुछ कथन दिए हुए हैं उन्हें आप ध्यान से पढ़िये । प्रत्येक कथन के तीन सम्भावित उत्तर - " मुझे बहुत अधिक पसन्द है ", "पहला खाना", " कम पसन्द है " । दूसरा । तथा बिबन्धुल पसन्द नहीं । तीसरा । भी दिए हैं । कथन अगर आपसे पूर्णतया मेल खाता है तो पहले खाने में सही का निशान है । । लगा दीजिए अगर थोड़ा सा मेल खाता है तो दूसरे पर । । तथा अगर आपसे बिबन्धुल भी सम्बन्ध नहीं रखता तो तीसरे खाने में सही का निशान । । लगा दीजिए । ध्यान रहे कि आपको एक कथन पर एक बार ही सही का चिन्ह लगाना है ।

कथन	बहुत अधिक है	कम पसन्द है	बिबन्धुल पसन्द नहीं है
	1	2	3

1. मेरे बहुत से दोस्त हैं ।
2. मुझे दूसरों की मदद की बहुत आवश्यकता होती है ।
3. मुझे रात्रि में डर से तथा काफी कठिनाई से नींद आती है ।
4. मुझे परीक्षा में अच्छे नम्बर प्राप्त होते हैं
5. मैं दूसरों बच्चों के साथ खेलने को अपना खेला खेला पसन्द करता हूँ ।
6. मुझे खेल में हारने के बाद परेशानी होती है
7. मैं बहुत बीमार रहता हूँ ।
8. मेरी हड्डा सदैव पूरी होती है ।
9. मुझे स्वयं ही सभी कठिनाईयों का समाधान करना पड़ता है ।

10. मैं दिन में प्रायः यकान का अनुभव करता हूँ । -----
11. मैं अनेक कार्य बहुत अच्छी तरह करता हूँ । -----
12. मैं खेलने के समय स्वयं निश्चय करना पसन्द करता हूँ कि कौन सा खेल खेला जाए । -----
13. मेरे माता-पिता मेरे मित्रों के माता-पिता के समान हो अच्छे हैं । -----
14. मैं प्रायः प्रसन्नचित्त व स्वस्थ रहता हूँ । -----
15. मैं एकान्त में चुपचाप बैठकर सोचना अधिक पसन्द करता हूँ । -----
16. मैं कोई कार्य अच्छी तरह नहीं कर पाता । -----
17. मैं वह पसन्द करता हूँ दूसरे लोग ही बताएँ कि कौन सा खेल खेला जायें । -----
18. प्रायः सभी लोग मुझसे अच्छा व्यवहार करते हैं । -----
19. मुझे चिन्ता रहती है कि कोई सराब बात न हो जायें । -----
20. मैं अधिक रोता नहीं हूँ । -----
21. मुझे छोटी छोटी गलतियों के लिये बहुत सजा दी जाती है । -----
22. मुझे पूरे दिन अधिक ताकत व शक्ति महसूस होती है । -----
23. प्रायः मेरी भावनाओं को ठेस पहुँचती है । -----
24. मुझे खेल कूद का काफी मौका मिलता है । -----
25. मैं अपने दोस्तों की अपेक्षा परिवार वालों के साथ कार्य करना अधिक पसन्द करता हूँ । -----
26. मुझे दूसरे लोग भी उतना ध्यान करते हैं जितना करना चाहिये । -----
27. मैं अनेक काम करना पसन्द करता हूँ । -----
28. मुझे दूसरों से मिलने-जुलने में कठिनाई होती है । -----

29. मैं अपने परिवार के सदस्यों को अपेक्षा मित्रों के साथ कार्य करना पसन्द करता हूँ । -----
30. मैं सोचता हूँ कि मेरे मा-बाप/सरक्षक मुझे बड़ा समझते हैं । -----
31. मैं कार्य में व्यस्त रहना पसन्द करता हूँ । -----
32. मेरे माता-पिता मुझे समझ नहीं पाए हैं । -----
33. मैं दूसरों के साथ मिल जुब कर तभी रह सकता हूँ जबकि उनकी भावनाओं को ध्यान में रखता हूँ । -----
34. मैं स्कूल में कम सफल रहता हूँ । -----
35. मुझे गुस्ता शीघ्र आता है । -----
36. जब मुझे खेलना होता है तब आसानी से बकेला खेल लेता हूँ । -----
37. मैं दूसरों को भावनाओं को अधिक ध्यान नहीं देता हूँ । -----
38. मैं जल्दी ही नराज नहीं होता हूँ । -----
39. जब अन्य लोग मेरी सहायता नहीं करते तो मुझे बेरेशानी होती है । -----

1. "दोल, गवार, शूद्र, पणु, नारी,  
ये सब ताड़न के अधिकारी"

॥ रामचरित मानस ॥  
तुलसीदास

2. "अबला जीवन हाथ तुम्हारी यही कहानी  
आँधल में दूध आँखों में पानी"

॥ साकेत  
मैथिली शरण गुप्त ॥

3. "नारी तुम केवल बढ़ा हो  
विश्वास रक्त नग पग तल में  
पीयूष छोट सी बहा करो  
जीवन के सुन्दर समतल में"

॥ कामायनी  
जयशंकर प्रसाद ॥

