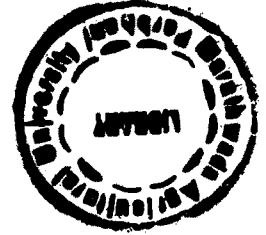


**SOCIAL STATUS AND EMOTIONAL MATURITY OF  
SCHOOL GOING SLUM AND URBAN CHILDREN**

641  
MUL  
Guide: V. Patnam

BY  
**DEEPA SURESH MULEY**

B.Sc. (Home Science)



T 4065

*DISSERTATION*

*Submitted To The Marathwada Agricultural University*

*In Partial Fulfilment of The Requirement*

*For The Degree Of*

**MASTER OF HOME SCIENCE  
IN  
CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS**

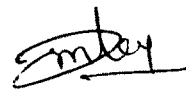
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AND  
FAMILY RELATIONSHIPS  
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MARATHWADA AGRICULTURAL UNIVERSITY  
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2001**

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I hereby declare that the dissertation  
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**Parbhani**

**Date** 25 June 2001



(DEEPA SURESH MULEY)

## **Certificate -I**

This is to certify that the dissertation entitled **Social Status And Emotional Maturity Of School Going Slum And Urban Children** submitted in partial fulfilment of the requirement for the award of the Degree of **Master of Science (Home Science) in Child Development and Family Relationships** is a place of the result of bonafied research carried out by **Ms. Deepa Suresh Muley** under my guidance and supervision. I also certify that the dissertation of part thereof has not been previously submitted by her for a degree of any University.

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## Certificate –II

This is to certify that the dissertation entitled **Social Status And Emotional Maturity Of School Going Slum And Urban Children** submitted by **Ms. Deepa Suresh Muley** to the Marathwada Agricultural University, Parbhani in partial fulfillment of the requirements for the Degree of **Master of Science (Home Science)** in the subject of **Child Development And Family Relationships** had been approved by the student's advisory committee after oral examination in collaboration with the External Examiner

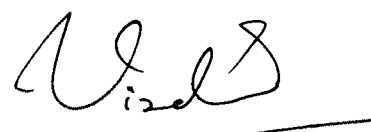
  
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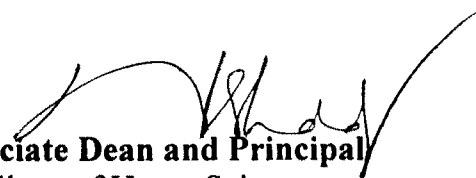
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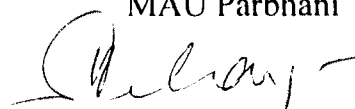
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## ACKNOWLEDGEMENT

Emotions can not be adequately expressed by words. My acknowledgements are much more than what I am expressing here.

I feel immense pleasure in expressing my profound sense of gratitude and indebtedness to my honorable, dynamic, dedicated, kind hearted and enthusiastic guide Prof. Visala Patnam. Professor and Head, Dept. of Child Development and Family Relationships, College of Home Science, Marathwada Agricultural University, Parbhani. I must mention special thanks for her valuable guidance, cooperation, constant encouragement and concise suggestions in completion of this research work. I am also grateful to her for her keen interest and critical review in examining the manuscript of the dissertation inspite of heavy engagements.

I respectfully acknowledge my gratitude to Prof. Dr. N.S. Reddy, Associate Dean and Principal, College of Home Science and Prof Visala Patnam, Head, Dept of Child Development and Family Relationships for providing facilities, extending cooperation and constant encouragement for completion of this research work.

It is my privilege to record my sincere thanks to the advisory committee members Prof. Ramanamma D.V., Associate Professor (CD), Prof. Dr. Acharya H.S., Associate Professor (Basic Science and Computer Technology), Prof. Jaya Bangale, Assistant Professor (CD) for their valuable guidance and cooperation during the period of research work.

I express my deepest gratitude to the Principal and class teachers of std IV and Std V of Queen's English School and to the Headmaster and Class teachers of std IV and std V of Mahatma Phule School for allowing me to carry out the research study in their respective schools. My special love and thanks are

due to all the students included in this study for their valuable cooperation and analytical contribution. I also owe thanks to their parents for their valuable supports and cooperation without which this study would not have been completed successfully.

The words are not enough to express my profound gratitude, sentiments and love to my beloved parents and siblings who gave me never ending encouragement and all kinds of support for enabling me to reach upto this big goal.

I am also thankful to Prof. Asha Patil, Prof. Asha Deshmukh and the Lecturers of Shivaji College, Parbhani for their timely help and moral support.

I express the heartiest gratitude to my friends and well wishers who rendered timely support and Cheered me up in continuing the research work.

My high appreciation and thanks are due to Mr. Arvind Shinde and Mr. Ganesh Maddilwar ,Staff of computer Centre Parbhani for their cooperation in giving me mistake free and well computer typed manuscript of the dissertation.

Parbhani



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Date 25 June 2001

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# INTRODUCTION

## Chapter 1

### INTRODUCTION

Children are the future citizens of any nation. The prosperity of any nation depends on how well its children are cared and brought up. Growth and development of children are continuous process. These two, mainly depend upon two environments, i.e. prenatal and postnatal environments in which child is brought up. Most of the learning in early years of life takes place at home. Once child starts attending the formal school, the effects of home on the child are modified by her/his peers, teachers and other adults in child's world.

Middle childhood begins at the age of six years and ends at the onset of puberty. In this period formation of self takes place as the child starts judging her/his capacities in light of social feed back, self evaluation and social comparison. This is also the time of developing social competence due to the child's world being expanding and demanding. Some children are very active, outgoing, independent, explorative, curious while others may seem to be shy, passive dependent and withdrawn. Sometimes the same children may appear to be different in different situations. These differences may be due to the various factors of each child and her/his environment. Social status and emotional maturity of the children are the inter dependant domains though both are the independent aspects of wholesome development. Social status means a rank or position of an individual in a defined group of people at a particular period of time

(Patnam, 1997). According to Goleman (1995) emotion refers to a feeling and its distinctive thoughts. Emotional maturity is not only the effective determinant of personality pattern but also contributes to overall development of the individuals. According to Smitson (1974) emotional maturity is the personality continuously striving for greater sense of emotional health, both intraphysically and interpersonally. For example- Anyone you become angry-that is easy. But to be angry with the right person, to the right degree, at right time, for the right purpose and in a right way - this is not easy. (Aristotle) Besides it emotionally matured persons persist the capacities for fun and recreation. They enjoy both play and responsibility, are active and keep themselves in proper balance. In social development, development of those characteristics and behaviour help children to adjust to their social environment and emotional development in a way, provides the base for their social development as it has implications for children's social behaviour and interactions. Therefore the socioemotional development of children plays a pivotal role in their social acceptance, health, various aspects of development and achievements.

The sociocultural milieu in which children are brought up prescribes both the methods and the contents of socialization i.e. how children have to be trained as well as what type of personality characteristics, motives, attitudes and values they must acquire. Family, particularly the parents of the children are the primary agents of socialization. The other agents like peers, teachers, neighbours, mass media etc. <sup>also</sup> play a significant role in socializing children. Besides it, children's increasing social competence with growing age itself motivates them to broaden their social network and seek new types of relations with

people around. Children's social competence and status are totally dependent on their changing social world and relationships. Children also in turn strongly influence their parents and parenting styles.

Children use their parents as models for adjustment to life. They learn fundamentals of life skills in their homes, which later can't be uprooted completely. Yet could be modified as the children grow up. Thus the relationships between parents and children happen to be central factor in the socioemotional upliftment of the individuals. Parents are responsible to create most congenial, happy, democratic, lucid and warm atmosphere at home for the benefit of children (Backer, 1964, Erickson, 1974). Psychoanalysis theories stressed enough on importance of early family experiences on children's behaviour and attitudes. Ultimately it is the attitudes of children that determine how well they adjust to home and outside the world and how much they want to be appreciated, trusted and accepted (Shout and Langdon, 1950).

Socialization is a continuous process in which one learns the way of understanding and adapting to one's social groups in order to function in it at ease. For attaining proper social development of children parents must provide opportunities to them to mix up and play with other children, to visit and interact well with their friends and peers, to face strangers, to participate in social gatherings, to do things independently in accordance to their age, gender, abilities, skills etc. Children become human primarily through their family influence as their home is the first institution which socializes them and has continued interactions and influences with its children even after adolescence period.

Always familial attitude is associated with the holistic development of the child and for her/his free expression of ideas and feelings. Every parent want to upbringing her /his child in a way that she /he thinks is the best. That's why parental behavioural patterns and adopted disciplinary practices in upbringing children vary from a family to a family.

Authoritarian parenting is linked with low self-esteem, low competence, more aggression, anxiety and fear. Children of permissive parents tend to be more impulsive, less self-reliant, irresponsible. In authoritative parenting children are socially competent, responsible, curious, affectionate and have high self-esteem. Furthermore, among children in middle elementary school, parental restrictiveness with regard to the display of emotions that are likely to hurt others feelings have been associated with children's sympathy (Eisenberg, Faes, Schaller, Carlo & Miller, 1991) although such restrictiveness may be associated with distress in younger children (Eisenberg *et al* 1992). Thus, parental practices that are associated with the constructive regulation of vicarious emotional arousal may vary with the age and gender of the child.

Parents try to foster children's ability to regulate their emotions in a variety of indirect ways. Gianikno and Tronick (1988) found that maternal responsiveness helps children to develop skills for regulating their emotions in interpersonal interactions.

Besides the lifelong and powerful influence of any kind of relationship, the child herself /himself matters a lot. Her/ his social status is significantly correlated with her/his nature and skills like personality traits, temperament, social competence, language and communication skills, cognitive development etc. Talent, energy and skills are the things which act

as fuel to it but the characteristics made up of principles and values determine the direction of it; smile wins more friends than frown. Similarly good and socially accepted characteristics of a child gets her/him success and a good social status by making things run smoothly which ultimately contribute to child's mental health, which is most precious.

In school age children are able to plan, monitor, evaluate and analyze their behaviour and thoughts .All these skills aid them in controlling and regulating their socioemotional behaviour. Children's reactions to other people's emotions and their understanding of other people's emotional state affect children's social behaviour and interpersonal relationships. Best friend intimacy comes with the cognitive and emotional advances of middle childhood. Experiences with peers are commonly assumed to make numerous contributions to children's wholesome development within the peer groups, children learn gender role norms, how to cooperate, share and nurture relationships and friendships.

Friendships are among the central ingredients of children's lives from early age through adolescence. Friends serve as central models for children that parents do not and they also play a critical role in shaping children's social skills and their sense of identity.

Children's peer interactions are transformed soon after infancy by three changes in their psychological capacities. They are their growing awareness of the symbolic significance of everyday events, their emerging sense of moral obligation and their increasing abilities to view social interactions as part of a system of continuing stable social relations .The cultural background provided to them significantly influence their thinking, attitudes, behaviour, adaptability etc. Experiences with peers are commonly

assumed to make numerous contributions to child's wholesome development. It is not superficial luxury to be enjoyed but is a necessity in childhood socialization. Among the most sensitive indicators of difficulties in child development is the failure by such children to engage in peer group activities and to occupy a relatively comfortable place within it.

Peers serve as the controlling agents for each other by punishing or ignoring, nonnormative behaviours and reinforcing culturally appropriate behaviours (Dodge, 1986). The social world is complex and demanding place that requires children to coordinate potentially competing goals, process complex social information and respond effectively to divorced situations. By studying how accepted and rejected children respond to these already mentioned tasks the researchers can learn a lot about the adaptive and maladaptive ways of coping up with the social world (Asher and Renshaw, 1981; Ladd and Oden, 1991)

Children who acquired good social competency would have good peer relations and good social status, which in turn enables them to gain broader cognitive perspectives about the world around.

Popularity or the high degree of general acceptance among school age children comes to those who have social competence, average intelligence, good academic skills, physically attractiveness, friendly approach etc. (Moore and Updegraff, 1964; Ghongde and Patnam, 1999). Unpopularity or the degree of general peer rejection of children was positively correlated with their aggressiveness (Moore, 1967). Intimate friendships gave raise not only to self-acceptance, trust and rapport, but also to insecurity, jealousy and resentment.

In schools, girls generally perform and behave better than their counterpart boys, so the teachers tend to be less critical to them. Intellectually gifted students may have the potential for more advanced social and emotional problem solving skills than the average ability children due to which they are emotionally stable and enjoy a better social status among the peers.

Social status of children could broadly be classified into five categories such as popular or social stars, accepted, controversial, rejected and neglected. While emotional maturity could be classified as extremely stable, moderately stable, unstable and extremely unstable (Singh and Bhargava, 1990).

In light of all above things it was felt necessary to carry out a study on social status and emotional maturity of school going slum and urban children with the following objectives

### **Objectives**

To assess and compare the social status of the sample school going slum and urban children

To assess and compare the emotional maturity of the sample slum and urban children

To find out the correlations between the selected background variables of the sample slum and urban children (such as personal information, parental background, adopted socialization and parenting practices for the sample children by their parents) and their social status and emotional maturity

REVIEW  
OF  
LITERATURE

## **Chapter 2**

### **REVIEW OF LITERATURE**

A comprehensive review of literature is a must in any research endeavor as it provides a sound theoretical frame-work for research. It further provides insight into the methods and procedures to be adopted for attaining the objectives of the research study and also finally to work out a base for interpretation of the findings of the research study. The literature reviewed relating to the social status and emotional maturity of school going children are classified, organised systematically and mentioned below under the following heads

#### **2.1 Explanations Of Key Words**

#### **2.2 Social Status Of Children And Factors Influencing It**

##### **2.2.1 Gender- Children's Social Status**

##### **2.2.2 Children's Personality Traits And Their Social Status**

##### **2.2.3 Children's IQ And Their Social Status**

##### **2.2.4 Children's Regularity To School & Academic Performance**

##### **And Their Social Status**

##### **2.2.5 Family Background And Children's Social Status**

###### **2.2.5.1 Socioeconomic Status Of Family And Children's Social Status**

###### **2.2.5.2 Size Of Family And Child's Social Status**

##### **2.2.6. Parental Background And Child's Social Status**

##### **2.2.7 Parenting Practices And Social Status Of Children**

#### **2.3 Emotional Maturity Of Children And Factors Influencing It**

##### **2.3.1 Gender - Emotional Maturity Of Children**

2.3.2 Age And Children's Emotional Maturity

2.3.3 Children's Personality Traits And Their Emotional Maturity

2.3.4 Family Background And Children's Emotional Maturity

2.3.5 Parenting Practices And Children's Emotional Maturity

## **2.1 Explanation of key words**

Socialization is a process of learning the typical behaviour of the particular society. It is through socialization that the children learn to accept the group standards, norms and traditions presented by the society. Socialization refers not only to the degree to which the individual interacts harmoniously with others but also includes the factors which act upon the individual to change her/him from an autistic child to a socially matured child.

According to Hurlock (1978) social development is the acquisition of the ability to behave in accordance with social expectations. Further in 1980 Khan described socialization as enculturation of persons and their assimilation into groups, so that they become active members of the society. It prepares the child for the future and moulds her/him to acquire certain skills for earning her/his livelihood.

While Craig (1992) defined socialization as a lifelong process by which an individual acquires the beliefs, attitudes customs, values, roles and expectations of a culture or a social group.

## **Emotional Maturity**

Kaplan and Baron indicated that emotionally matured child has the capacity to make effective adjustments with herself/himself, members of her/his family, her/his peers in school, society and neighbourhood. Cole (1994) defined that it is ability to bear tensions while McKinney stated that emotionally matured child has hetero-sexuality, appreciates attitudes and behaviour of others, has the tendency to adopt the attitudes and habits of others and capacity to delay her/his own responses to stimuli or situations.

## **2.2 Social status of children : Factors Influencing It**

Besides how family socialize the child there are many other factors that related to child like herself/himself gender age ordinal position IQ personality traits etc. plays very significant role on her/his social development and thus subsequently on her/his social status.

### **2.2.1 Gender-Children's social status**

The study carried out by Lagreca (1981) showed that peer acceptance ratings were negatively correlated with teachers' ratings of aggression and withdrawal among boys. Among girls only withdrawal ratings were negatively correlated with peer acceptance. The findings suggested that low status boys are aggressive while low status girls are withdrawn.

Cole *et al* (1982) examined peer perceptions of boys and girls in each of several sociometric status groups (popular, average, neglected, rejected and controversial). They found that rejected boys and girls were

rated as highly aggressive as compared to their same gender peers. Aggression was a stronger discriminator of social status of children among boys than among the girls.

A study on loneliness and peer relations in young children was carried out by Cassidy and Asher in 1992. Two hundred children of different sociometric status groups were compared. There was no significant main effect for gender, nor was there a significant social status verses gender interaction. The boys were viewed by peers as more aggressive, less cooperative and less shy than their counterpart girls.

Ghongde and Patnam (1999) worked on assessment of social status of elementary school children and factors influencing it. The results exhibited that out of the 223 elementary school children 24-27 percent each female and male children assessed to have either accepted or well accepted categories of social status. No significant difference was noted gender wise in all these children's in all the categories of social status.

The above mentioned research studies clearly point out that there is association between gender of the child and her/his social status to some extent.

### **2.2.2 Children's Personality Traits And Their Social Status**

A study on social competence and sociometric status of children: Role of peer group entry strategies was carried out by Dodge, Schiundt, Shocker and Delugach in 1983 by choosing randomly selected 80 elementary school children. It was found that children who had successful entry to peer group had tactfulness and good behaviour regulation in frame of reference.

Bierman, Smoot and Aurniller in 1993 studied the characteristics of 95 aggressive, rejected, aggressive nonrejected and rejected nonaggressive boys in the age range 6-12 yrs. Peer and teacher rating scales, behaviour observation inventory and peer interviews were employed in the study for collecting the data. It revealed that accepted boys were attentive in the school and had prosocial behaviour and had good perception. Aggressive rejected boys were engaged in physical aggression and were argumentative, disruptive, insensitive and atypical. The aggressive non-rejected boys found to be attentive and perceptive in addition to the first three formerly mentioned characteristics of aggressive rejected boys. Rejected nonaggressive boys exhibited shyness, passiveness and had insensitive and atypical behaviour.

In 1995 Choudhury and Pati studied 40 peer rejected and nonrejected children from primary schools of Bhanjabihar, Orissa. The results indicated that non-rejected children found to be obedient, self disciplined, cooperative, regular to school, study hard and good at extracurricular activities while the nonrejected children found to steal, lie, disobey, be irregular to school, poor in studies and self undisciplined.

A study on links between communication patterns in parent-child and child-peer interactions and children's social status was conducted by Black, Betty and Logan in 1995. The findings implied that popular children had the communication pattern like asking alternate turns, explaining, uninterrupted and close conversation with peers. On the other hand the rejected children had the communication patterns just opposite of the popular children.

Similarly in 1999, Ghongde and Patnam assessed the social status of elementary school children and factors influencing it. The results specified that socially accepted children had qualities like cooperativeness, studious, affectionate, good mannerisms, friendliness, had special abilities and were self disciplined, having good communication skills, neat, properly groomed, faithful, obedient, cool tempered, joyful and humorous. On the other hand rejected children had bad qualities like uncooperativeness, not having interest in studies, bad manners bossiness, oversmartness and poor communication skills, destructive, untidy, disobedient, short tempered, disloyal, stubborn, irregular and unpunctual to school.

Hence it can be inferred from all the above studies that children's personality traits either good or bad are having strong influence on their social acceptance or social rejection which affect their degree of social status they enjoy among peers.

### **2.2.3 Children's IQ And Their Social Status**

Parten (1932) in his study found positive correlation between cooperative participation of children and their IQ levels. Where as Lurie *et al's* study conducted in 1941 showed an inverse relationship between IQ and social maturity of children.

Terman and Oden (1947) found that social participation appears to be neither markedly greater nor lesser among gifted children as compared to the children of average IQ and moderately retarded children are not notably less sociable than the children of greater intellectual abilities.

In 1972 Roff *et al* carried out a research study and indicated that brighter children occupy more central positions in the peer culture for having higher sociometric status than less brighter children. However, Hartup in 1970 found that competence in social relations did not bear a consistent relationship with IQ levels of children.

Emotional and social problem solving thinking in gifted and average elementary children were studied by Knepper *et al* in 1993. The results showed that gifted children were more emotional, significantly had better social skills and problem solving skills as compared to the average children.

The study carried out by Ghongde and Patnam (1999) interpreted that there is positive association between social status of children and their IQ levels.

From the above studies it can be inferred that there is significant association between the IQ levels of children and their social status.

#### **2.2.4 Children's Regularity To School & Academic Performance And Their Social Status**

DeRosier, Kupersmidt and Patterson in 1994 studied 622 children's academic and behavioural adjustment. Their age ranged between 7 yrs and 12 yrs and were studying in std II, III, and IV. The results clearly manifested that children's rejection was significantly associated with their absenteeism from school and their behavioural problems which in turn lead to their poor academic performance.

Academic lives of neglected, rejected, popular and controversial children were studied by Wentzel and Asher in 1995 by selecting 423 children in the age group of 11 to 13 years. The study pointed out that rejected children had negative academic profile, bad student image, less self-assurance and fighting nature. The neglected children had positive academic profile, prosocial behaviour, high level of motivation, self regulation and less impulsiveness. Popular children had positive academic profile, cooperative, disciplined behaviour and good academic profile. They also found to be less independent, disobedient and fighter cocks.

From above two studies it could be inferred that child's social status is influenced by her/his academic performance and regularity to school.

## **2.2.5 Family Background And Children's Social Status**

In family, particularly the parents of the children are the primary agents of socialization. The details of family background like family size, family type, socioeconomic status and ordinal position of child in family, parental personality etc. play a significant role in socializing children and thus on their social status.

### **2.2.5.1 Socioeconomic Status Of Family And Children's Social Status**

Lindholm and Touliators (1981) studied the children's behavioural problems. Data of the study were collected through general information and ratings by teachers on the behavioural problems checklist containing 55, items of psychopathology. The results denoted that

youngsters from the lower social classes were more maladjusted than their counterparts from the higher SES groups.

Parental practices and prosocial development of the children were examined by George *et al* in 1982. The sample consisted of 63 children from low economic status community and 73 children from upper-middle economic status community and were in the age group 8-10 years. The study implied that children from the upper-middle community were more cooperative than the lower economic class who were often individualistic and competitive.

In 1995 Choudhary and Pati studied the peer rejected and non-rejected children. The correlation analysis done between the selected family variables and peer social status showed the following results. Older (in age) and last born children were usually rejected by their peers. Non-rejected children came from educated and high status families while rejected children belonged to low SES and had more siblings.

A study of Ghongde and Patnam (1999) revealed that children's family monthly income found to have positive influence on children for gaining popularity and acceptance among their classmates.

Hence it could be deduced from the above studies that SES of family plays an important role in social status of the children.

#### **2.2.5.2 Size Of Family And Child's Social Status**

Kundu and Maiti (1983) studied the influence of certain family compositions on isolation problem of children. Three hundred children were divided into three groups (popular, normal and isolated) by administering sociometric questionnaire on them. The results indicated that children from

the smaller families got better and balanced attention from their parents while in bigger families they were likely to be neglected by the parents (Menaghan and Parcel, 1991).

A study of Sirohi and Chauhan (1991) revealed that acceptance of children was a feature of small family size, because in small family it is natural to have intimate relations with children (Zuravin, 1988).

In 1999, Ghondge and Patnam estimated the social status of elementary school going children and factors influencing it. The sample consisted of 223 children belonged to the age group of 8 to 13 years and were from std. II, IV and V. The results deduced that majority (74%) of the socially accepted children belonged to large size families followed by middle size (21%) and small size (6%). More than 50 per cent each children of popular, well accepted, controversial, rejected and highly rejected categories belonged to middle size families.

From the above studies it could be concluded that size of family contributes a lot to child's social status. Larger the size of the families better the social status of children as they tend to get exposed to many interpersonal experiences and corrections which subsequently lead to their good social behavior.

## **2.2.6 Parental Background And Child's Social Status**

### **Parental Education And Child's social Status**

In 1983, Singh examined impact of parental education on their parenting styles. It revealed that educated parents strived to help their children to develop healthy personality traits and equip them to adjust socially in a better way than their uneducated counterparts.

Social status of elementary school children and factors influencing it was examined by Ghongde and Patnam in 1999. The findings emphasized that there was a significant positive correlation between parental education and social status of children.

The above two studies conclude that higher the educational level of the parents better their children's social development and social status as their parents take more efforts to groom up children's personality.

#### **2.2.6.2 Parenting Practices And Social Status Of Children**

Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture (Veenes, 1973a) which provides ample opportunity to a child to find roots, continuity and a sense of belonging (Sirohi and Chauhan, 1991) and also serves as an effective agent of socialization. Though parenting, as a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behaviour for socio-psychological researches, but how child perceives her/his parenting always remains a neglected phase of researches and should be deemed most important as he is the one whose process of socialization stands for furtherance (Bharadwaj, 1996). Individual experiences not only help in making the sense of self identity and self ideal but may also lead her/him to perceive, think and act in a self directed manner.

Baldwin in 1948 reported that the active home is characterized by a high level of interactions between the parents and children. In different

homes these interactions take different forms. In this study 67 children were observed at the free playgroup and in their homes. The findings suggest that the predominant effects of parental behaviour upon the socialization of the preschool children were to raise or lower their willingness and the ability to behave actively in their environment. Freedom and permissiveness in their homes by not punishing their active explorations permitted children to become an active outgoing and spontaneous individuals. Freedom alone did not however actively encourage the development of spontaneity. A high level of interactions between the parents and children are required to push the child into an activity, particularly of interpersonal type.

Singh indicated in the study carried out in 1977 that dependence proneness in children was positively associated with parental protection and rejection, but negatively associated with parental love, parental restrictions, permissiveness and negligence. (Marcoby and Martin, 1983; Ojha and Singh, 1998 and Lamborn *et al* 1991).

Bar Tal *et al* (1980) worked out the correlation between perceived parental socialization practices and children's helping behaviour. The support practices adopted by parents were positively related to helping behaviour of that children while the harsh disciplinary practices were negatively related to it.

Hicks (1989) conducted a study on the effects of child abuse on their social development. The findings suggested that social isolation was associated with parents abusing children and was transmitted to some degree of their children and it remained with them during adulthood.

Children's expectations of the outcome of social strategies: Relations with sociometric status and maternal disciplinary styles was researched by Hart, Ladd and Burieson in 1990. The sample covered 144 children from std I to IV. The findings cannoted that children who were less accepted, unfriendly and assertive had mothers who were power assertive in their interactions. These findings are in agreement with the findings quoted by Putallar in 1987; Dishion in 1990 and Lindsey *et al* in 1994.

In 1942, Steinberg *et al* reported that authoritative parenting lead to better adolescent school performance and stronger school engagement. The positive impact of authoritative parenting was mediated by its facilitation of parental involvement in schooling. Similarly in 1993, Barth and Paske studied the linkage between the family and school social systems as children make the transition to school. The results indicated that the parent child interactions characterised by a controlling parent and a resisting child or by a directing child were negatively associated with social adjustments in school.

Ghongde and Patnam conducted a study on assessment of social status of school going children and factors influencing it. The sample consisted of 223 children, belonged to the age group of 8-13 years. The data was collected through structured cum open ended interview schedules, checklists on socialization practices of parents. The results implied that most of the parents of the accepted to popular categories of children adopted good socialization practices. There was significantly positive correlation between children's social status and the type of socialization practices adopted for them by their parents.

The above studies prove that there is a predominant effect of parenting practices on social development and social status of children.

### **2.3 Emotional Maturity Of Children: Factors Influencing It**

Now a days youth as well as children are facing lot of difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. The study of emotional life is now emerging as a descriptive science and comparable with anatomy.

#### **2.3.1 Gender- Emotional Maturity Of Children**

In 1981 Hughes *et al* examined the development of empathetic understanding in children. The results symbolized that in empathetic understanding significant sex differences were not observed.

In 1987 Eisenberg *et al* carried out a longitudinal research study for a period of 7 yrs on 9-12 yrs age group children. The results disclosed that empathy increased with age for girls but not for boys. Empathy was positively related to needs oriented judgements and to higher-level prosocial reasoning was negatively related to hedonistic reasoning.

A research note utilizing parent report to investigate young children's fears: a modification of the bear survey schedule for children was meditated by Bouldin and Pratt in 1998. Parents reported a higher overall level of fearfulness for girls as compared to boys. The most common fears reported were getting lost in a crowd and in a strange place.

The above studies determine that emotions like fearfulness, empathy were exhibited by girls more than boys. Which means that there is

consequential correlation between gender of the child and her/his emotions, thus later on their emotional maturity.

### **2.3.2 Age And Children's Emotional Maturity**

In 1981 Hughes *et al* studied the development of empathetic understanding in children. The result exhibited that in empathetic understanding significant differences were noted based on age difference. Younger children showed increased understanding about other's emotions and own relationship to the other's feelings as compared to the older children.

In 1987 Eisenberg *et al* carried out a longitudinal research study for a period of 7 yrs on 9-12 yrs age group children. The results showed that hedonistic reasoning decreased with age, simple needs oriented moral judgements increased with age and then got leveled. The study also indicated that empathy was positively related to donating at 11-12 yrs of age but not at 9-10 yrs of age.

Bordy, Stoneman and Burke in 1987 carried out a research on child temperaments, maternal differential behaviour and sibling relationships. The results indicated that high activity, high emotional intensity and low persistence level in both older and younger children were associated with increased agonism between sisters where as high activity and low persistence levels for younger brothers.

Understanding emotion in the family : Children's and parents' attributions of happiness, sadness and anger were studied by Covell and Abramovitch in 1987. The sample consisted 123 children of 5 to 15 yrs age

group. The findings indicated that age differences is causally attribution of maternal emotion, older group of children did not causally attribute maternal anger to themselves only, but also their siblings, fathers and interfamily events. In addition to this older groups of children were more likely cite extra family events for their mothers' happiness. However across ages children cited themselves at a cause of maternal anger rather than their happiness or sadness to their family.

Richard, Eisenberg and Esenbad in 1993 studied the behavioural and physiological correlates of children's reactions to others in distress. Thirty-seven 3<sup>rd</sup> grade and twenty-nine 6<sup>th</sup> graders watched a film about a distressed child. Facial expressions, heart rate variability (HRU) and skin conductance (SC) were recorded while watching the film. The research designated that children who were able to regulate their vicariously induced emotional responsiveness were likely to experience sympathy and the others experienced personal distress.

The outcome of above studies is that understanding of positive or negative emotions is mostly depended on the age of child. With increase in age, children cite more extra family events for their parental moods. However it was noted that younger children show more empathy than the older children.

### **2.3.3 Children's Personality Traits And Their Emotional Maturity**

In 1990, Borg *et al* studied teachers' perceptions about primary school children's undesirable behaviour and found that stealing and cruelty were perceived as the most serious ones among the undesirable behaviours.

East in 1991 studied parent child relationships of withdrawal, aggressive and sociable children by selecting 245 girls and 205 boys from std. VI. It was found that withdrawn girls and aggressive boys had more complex and poor parent child relationship.

Further in 1994, Derosier *et al* conducted a research on the group social context and children's aggressive behaviour in 22 experimental play groups of 7-9 yrs old. Group context was examined before, during and after an aggressive act as well as during nonaggressive periods. The results showed that there were dimensions of group context (i.e. negative affect, high aversive behaviour, high activity level, low group cohesion, competitiveness) that were related to the occurrence of aggressive behaviour between two children in the group. Group context influenced how children reacted to aggression between its members which in turn influenced the quality of post aggression group atmosphere.

Graham, Sandra, Hoehn and Susan in 1995 carried out a research study on children's understanding of aggression and withdrawal as social stigma. The sample consisted of 117 children. The findings denoted that aggressive children were having show off, ruddiness, flights, bossiness, uncooperation, sympathy, anger and less desire for making friends. On the other hand the withdrawal children were lazy usually alone, sensitive and were last to be asked and selected for anything in the classroom.

The above studies symbolize that the personality traits of children have direct influence on the emotional maturity of children.

#### **2.3.4 Family Background And Children's Emotional Maturity**

Staley and O'Donnell in 1984 carried out a research on developmental analysis of mothers' reports of normal children's fears. This showed that low social class children had more school related fears than high social class children.

A study conducted by Lewbank *et al* (1993) specified that socio-economically-disadvantaged mothers had adopted less effective disciplining methods. Their sons were at greater risk for antisocial behavioural problems because of disrupted parenting practices.

From above two studies it can be inferred that SES of families affect indirectly the emotionality of children as the SES directly affects the parenting practices adopted for children.

#### **2.3.5 Parenting Practices And Children's Emotional Maturity**

Graybill in 1978 conducted research on relationship between maternal child rearing behaviour and children's self-esteem. The sample consisted of 52 boys and 52 girls in age range of 7-15 yrs. They were administered the children's report of Parental Behaviour Inventory and Piers Harris Children's Self Concept Test. The results indicated that children who saw their mothers as accepting and nurturing had high self esteem while children who saw their mothers as rejecting and neglectful had low self esteem, aggressive and suffered from mental illness. Similar findings were recorded in the studies reported by Kapur and Gill in 1986; Zaidi in 1989; Shick in 1989; Dodge *et al* in 1990; Belskey *et al* in 1991; Pinto *et al* in 1991 and Wesis *et al* in 1992.

Singh and Kaur (1981) found that mother child interactions were crucially responsible for children's subsequent behaviour and development. It also indicated that just presence of a father or a mother in children's life was no guarantee of adequate fathering and mothering but what mattered was their quality of interactions with their children.

Kothari (1986) in their study entitled moral concepts in relation to different types of interpersonal relationship emphasized on the relationship between the interaction styles of the child and development of his moral concepts. The Moral Concept Development Test (MLDT) and Children's Interpersonal Relationship Performa (CIRP) were administered to the subjects. The results escorted that better the interpersonal relationships of the child with her/his parents, teachers and peers, the better was the development of the moral concepts.

Rusell and Rusell in 1987 carried out a research on mother-child and father-child relationship in middle childhood. The analysis revealed that mothers interacted with their children more, were more directive and were more involved in care giving, whereas fathers' interactions occurred more frequently in the context of play. Mothers however were not found to be more responsive to their children and fathers were not more negative or restrictive. Significant differences in the interactions were not found between sex of parents and sex of child.

Bordy, Stoneman and Burke in 1987 carried out a exploration on child temperaments, maternal differential behaviour and sibling relationships. The study depicted that an imbalance of maternal behaviour

associated with lower rates of verbalizations, prosocial and agonistic behaviour directed by siblings to one another.

Kaufman and Dante in 1989 carried out the investigation on the effects of maltreatment on 5-11 yrs old school-age children's socioemotional development. Their assessment was done in day camp settings. The findings denoted that maltreated children scored lower on socioemotional development as compared to their well treated counterparts. Maltreated children had low scores on self-esteem and prosocial measures and higher scores on withdrawn behaviour ratings.

In 1991 East examined parent child relationships of withdrawal, aggressive and sociable children by selecting 245 girls and 205 boys from std VI. The study manifested that aloof and uninvolved types of parents ignored children's needs like showering affection on them and nurturing their abilities, which subsequently resulted in such children's withdrawalness and aggressiveness, whereas warmth and more involved parents had sociable children because of their healthy adaptive and close interactions.

Capps *et al* (1996) researched about fear, anxiety and perceived control in children of agoraphobic parents. The sample consisted of sixteen children in the age range of 8-14 yrs of agoraphobic parents who were compared with 16 children of parents with no history of psychopathology, matched on age, gender and socio-economic status. The outcome of the study proved that children of agoraphobic parents reported more fear & anxiety and less control over various risks than their counterpart children. Agoraphobic mothers reported more separation anxiety than their

counterparts and maternal separation anxiety was negatively correlated with children's perceived control.

Kerns, Klepac and Cole (1996) conducted a research on peer relationships and preadolescents perceptions of security in the child-mother relations. The study depicted that children who viewed their relationship with their mother as more secured and were significantly more accepted by their peers, had more reciprocal friendships and were less lonely than the children who rated their relationship as less secured.

From the above studies it is deduced that there is a meaningful relationship between parenting practices and child's emotionality. It is also found that positive parenting is linked with high self-esteem, better interpersonal relationships, prosocial behaviour, more social acceptance, more reciprocal friendships and adaptability of the children. On other hand negative parenting tended to lower self-esteem of children as well as made them to become aggressive, withdrawal, timid, lonely. The children who experienced negative parenting also developed mental illness.

**MATERIALS**  
**AND**  
**METHODS**

## Chapter 3

# MATERIALS AND METHODS

The present investigation was planned to assess the social status and emotional maturity of school going slum and urban children. The materials and methods used in this investigation are detailed below

### Locale of Study

### Selection of The Sample

### Employed Tools and Techniques

### Modes of Data Collection

### Plan of Analysis

### Locale of Study

The investigation was carried out in the randomly selected two elementary schools of Parbhani town. One was located in the slum area and the other in the urban area of the town of Parbhani Parbhani District of Marathwada region Maharashtra state.

### Selection of the sample

A sample of sixty children from<sup>a</sup> slum school and<sup>we</sup> sixty children from<sup>a</sup> urban school was selected at random from its IV and V standards. The total sample of children included in the study was 120. The children's age group was 9-11 yrs The details on age gender and standards of the sample children are given below

### Sample Distribution

Types of School	Age Gender and Standards of children						Total
	Age (yrs)		Gender		Standards		
	9-10	11-11	Male	Female	IV	V	
Slum	25	35	30	30	30	30	60
Urban	24	36	27	33	29	31	60
Total	49	71	57	63	59	61	120

### Employed Tools and Techniques

#### A Structured Cum Open Ended Interview Schedules

Structured cum open ended interview schedules were formulated to elicit background information as well as information pertaining to the objectives of the study from the sample children their parents teachers and peers. The interview schedules mainly focussed on subjects' social status emotional maturity personality traits social groups social interactions the socialization & parenting practices adopted by their parents.

#### B Psychological Tests

##### 1 Raven's Coloured Progressive Matrices (RCPM)

It was administered to assess the children's IQ. It is the book form test. It has three sets of design problems i.e. A, Ab and B which are arranged in a sequence from the simple to complex problems. It consists of



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total 36 design problems. The subject is asked to solve the designed problems after giving the instructions as per the standard procedure mentioned in the manual. Each correctly solved problem is given one point. Thus after the completion of the test the total points secured by the subject are summed up (Raw score). These raw scores are in turn used for assessing the IQ of the subjects.

## **2 Emotional Maturity Scale of Singh and Bhargava**

It was administered to assess the magnitude of emotional maturity of the children. It has a total of 48 items under the five categories – Emotional instability Emotional regression Social maladjustment Personality disintegration Lack of independence. Items of the scale are in question form demanding information for each in either of the five options - very much, much, undecided, probably and never. The items are so stated that if the answer is in positive say very much, a score of five is given and never, a score of one is to be awarded. Therefore, the higher the scores on the scale, greater the degree of the emotional immaturity and vice – versa is for the emotional maturity.

## **3 Parenting Scale of Bharadwaj, Sharma and Garg**

It was administered to study and categorize the practices adopted by parents (mothering and fathering) in upbringing their children as perceived by the sample children. This scale has 40 items related to different modes of parenting and are spreaded in a meaningful manner except those related to the marital conflict vs marital adjustment. These items were placed in a block at number 36 to 40. The items numbered 4, 11,18,25 and



32 are stated negatively just to check the habitual disposition of responses. Each item of the scale is to be scored from upper to lower in terms of 1,2,3,4, and 5. The scoring of item number 4,11,18,25 and 32 will be in reverse order (i.e. 5,4,3,2,1). Later the obtained raw scores are converted in to **Z scores** and then **Sten scores** as per the procedures mentioned in the manual. The interpretation of different dimensions of parenting can be made easily with the help of Sten scores enumerated below

Low scores					High scores						
1	2	3	4	5	5.5	6	7	8	9	10	
Rejection					A	Acceptance					
Carelessness					B	Protection					
Neglect					C	Indulgence					
Utopian expectation					D	Realism					
Lenient standards					E	Moralism					
Freedom					F	Discipline					
Faulty role expectation					G	Realistic role expectation					
Marital conflict					H	Marital adjustment					

The English version scales (Emotional maturity scale and parenting scales) were translated into Marathi language and were checked and cross validated by two expert translators for avoiding discrepancies in the statements.

#### **4 Checklist On Socialization Practices Adopted By Parents (Ghongde and Patnam )**

For studying the practices adopted by parents for socializing the sample children the above mentioned checklist was used. It consisted of

36 statements and the responses were fitted into a five point scale, Very good, Good, Average, Fair and Poor and the scores given for them were 5,4,3,2 and 1, respectively.

## **5 Peer Voting**

To assess the social status of the sample children in her/his respective standard in their school, at the outset all the students of the respective standards in both the schools were briefed about the purpose of the study and their important role in it. Each child (student) was requested to think carefully and vote for their each classmate as and when the name of child was declared by the investigator for accepting or rejecting or ignoring that particular child in social interactions in the school. The votes casted for rejection and ignoring were also counted to cross validate the votes casted for acceptance. Enough care was taken to get frank and free casting of votes from the children by sending away the child about whom the votes of acceptance/ignoring/rejection were sought and also to maintain the validity and reliability of casting of their votes. The total number of votes secured by each child for acceptance was converted into percentages. These percentages of votes were used later for categorizing the social status of the children into the six defined groups i.e. Popular / Social stars (Above 95 %), Well accepted (75-95%), Accepted (55-75%), Controversial (45-55%), Rejected (22-45%) and Highly rejected (Below 22%).

## **6 Teacher's Ratings**

The class teachers of all the standards in both the schools included in this study were requested to analyse and rate social development and social status of the sample students in their respective standard in to any one of six defined categories mentioned in the interview schedule based on

their personal observations and experiences. Teacher's ratings were used only for verification of social status of children, assessed based on her/his classmates (peers) votings.

### **Modes of Data Collection**

The consent was obtained from the Heads of the selected elementary schools before initiating the study. The data pertaining to the study were collected by personally interviewing parents, teachers and peers based on prepared interview schedules; through non participatory observation of children; administering test (RCPM) and scales (EMS, PS and SC) and also by collecting peer votings.

### **Plan of Analysis**

Coefficient of correlation was worked out between the selected background variables of the sample children and their assessed social status and emotional maturity.

Z test was applied to compare the percentages of the various responses to the different parameters of social status and emotional maturity of children in slum and urban areas as per the procedures given by Shedecor and Corchron (1956).

$$\frac{P_1 - P_2}{\sqrt{\frac{P_1(1-P_1)}{n_1} + \frac{P_2(1-P_2)}{n_2}}}$$

**RESULTS**  
**AND**  
**DISCUSSION**

## Chapter 4

# RESULTS AND DISCUSSION

The study entitled **Social Status And Emotional Maturity of School Going Slum And Urban Children** was carried out in Parbhani town, Parbhani district of Marathwada region on 120 children of standards IV and V of randomly selected two schools. After the collection of data pertaining to the study, it was pooled, analysed, tabulated and discussed under the following heads

- 4.1. Background Information Of The School Going Children And Their Parents
- 4.2. Assessment Classification And Comparison Of Social Status Of The Slum And Urban School Going Children
- 4.3. Assessment Classification And Comparison Of Emotional Maturity Of The Slum And Urban School Going Children
- 4.4. Influence Of The Selected Background Variables Of Children On Their Social Status And Its Comparison Between The Slum And Urban Children
- 4.5. Influence Of The Selected Background Variables Of Children On Their Emotional Maturity And Its Comparison Between Their The Slum And Urban Children

### **4.1 Background Information Of The School Going Children And Their Parents**

The background information of the school going children is depicted in table 1. The results clearly indicate that 58-60 per cent

sample children irrespective of their areas of residence belonged to the age group 10-11 yrs and the remaining to 9-10 yrs. With respect to gender 50-55 percent sample children found to be males and the remaining of them were females. Fifty to 52 per cent children found to be in Std V and the remaining (49-50 %) were in Std IV. Irrespective of the slum and the urban, majority of the sample children belonged to nuclear type families while the rest of them to joint families. In the urban area fifty seven and thirty five percent each children hailed from middle and small size families respectively. While only 8 percent children hailed from large size families. Where as in the slum area majority children were from middle size families (74 %) followed by from large (20%) and small (7 %) size families.

Table 2 indicates the background information of the parents of the sample children. Forty two percent parents in the slum and 62 percent parents in the urban area found to have taken up different kinds of business while forty five percent parents found to be unskilled labourers in the slum area. However rest of the parents were government employees. The statistical analysis indicates that there was a significant difference in the parental employment of the slum and urban areas. With respect to the family monthly income 81 percent families from the slum area stated to have monthly income below of Rs 5000. On the other hand fifty two and thirty five percent urban families' monthly income ranged from Rs 10000 to Rs 20000 and Rs 5000 to Rs 10000 respectively. Only 13 percent of the urban

**Table 1 Background information of the school going children**

Background variables of children	Percentages of children (120)		Z values
	Slum (60)	Urban (60)	
<b>Age (yrs)</b>			
9-10	41.66 (25)	40.00 (24)	0.12 <sup>NS</sup>
10-11	58.33 (35)	60.00 (36)	0.25 <sup>NS</sup>
<b>Gender</b>			
Female	50.00 (30)	45.00 (27)	0.62 <sup>NS</sup>
Male	50.00 (30)	55.00 (33)	0.62 <sup>NS</sup>
<b>Placement in school</b>			
Std IV	50.00 (30)	48.33 (29)	0.25 <sup>NS</sup>
Std V	50.00 (30)	51.66 (31)	0.12 <sup>NS</sup>
<b>Family type</b>			
Nuclear	78.33 (44)	65.00 (39)	1.85 <sup>NS</sup>
Joint	21.66 (13)	35.00 (21)	2.00*
<b>Family size</b>			
Small (1-4)	6.66 (4)	35.00 (21)	4.83**
Middle (4-8)	73.33 (44)	56.66 (34)	2.51**
Large (>8)	20.00 (12)	8.33 (5)	2.40**

Figures in parentheses indicate frequencies

\*\* P < 0.01 level

\* P < 0.05 level

NS Nonsignificant

families stated to have monthly income more than Rs 20000, while a meagre percent of the slum families found to have it in the range of Rs 10000 to Rs 20000. Significant differences were observed in the children's family monthly income based in both the slum and urban areas.

Relatively a higher percentage (77-98 %) of the slum children's parents were reported to be non matriculates while a meagre percent (2-15%) fathers of the slum children were reported to be graduates, HSC educated and matriculates. None of the slum children's mothers were graduates and HSC educated. With respect to urban area, 80 percent fathers were reported to be graduates and 40-43 percent each mothers were reported to be graduate and matriculates. Significant differences were found between the education levels of the slum and urban parents except matriculate fathers being the same number in both areas.

With respect to the age of parents, 61-63 percent of the slum children's mothers and fathers were stated to be in age range of 30-40 yrs while 62 and 88 percent of the urban children's mothers and fathers respectively stated to be in the age rang of 30-40 yrs. Thirty one percent mothers and 33 percent fathers of slum children, respectively stated to be in the age range of 20-30 yrs and 40-45 yrs. On the other hand none of the urban parents were reported to in the age range of 20-30 yrs while about 12 percent each mothers and fathers of urban children belonged to 40-80 yrs age group. No significant differences were found in the age groups of the parents slum and urban children except significantly more number of mothers in urban area belonged to age group of 30-40 yrs as compared to their counterparts.

**Table 2 Background information of the parents of the sample children**

Parental background variables	Percentages of Parents (120)				Z values	
	Slum (60)		Urban (60)			
<b>Employment</b>						
Business	41.66 (25)		61.66 (37)		2.50**	
Govt. employees	13.33 (8)		38.33 (23)		4.16**	
Unskilled labourers	45.00 (27)		---		---	
<b>Family income (Rs/month)</b>						
Below 5000	81.66 (49)		---		---	
5000-10000	10.00 (6)		35.00 (21)		4.16**	
10000-20000	8.33 (5)		51.66 (31)		6.14**	
Above -20000	---		13.33 (8)		---	
	Mothers	Fathers	Mothers	Fathers	Mothers S Vs U	Fathers S Vs U
<b>Age (yrs)</b>						
20 – 30	31.66 (19)	5.00 (3)	---	---	---	---
30 – 40	63.33 (38)	61.66 (37)	88.33 (53)	61.66 (37)	4.16**	---
40 – 50	5.00 (3)	33.33 (20)	11.66 (7)	38.33 (23)	1.50 <sup>NS</sup>	0.71 <sup>NS</sup>
<b>Education</b>						
Graduates	---	1.66 (1)	43.33 (20)	80.00 (48)	--	19.75**
HSC educated	---	6.66 (4)	15.00 (9)	6.66 (4)	--	--
Matriculates	1.66 (1)	15.00 (9)	40.00 (24)	11.66 (7)	6.55**	0.80 <sup>NS</sup>
Non matriculates	98.33 (59)	76.66 (46)	1.66 (1)	1.66 (1)	48.50**	15.00**

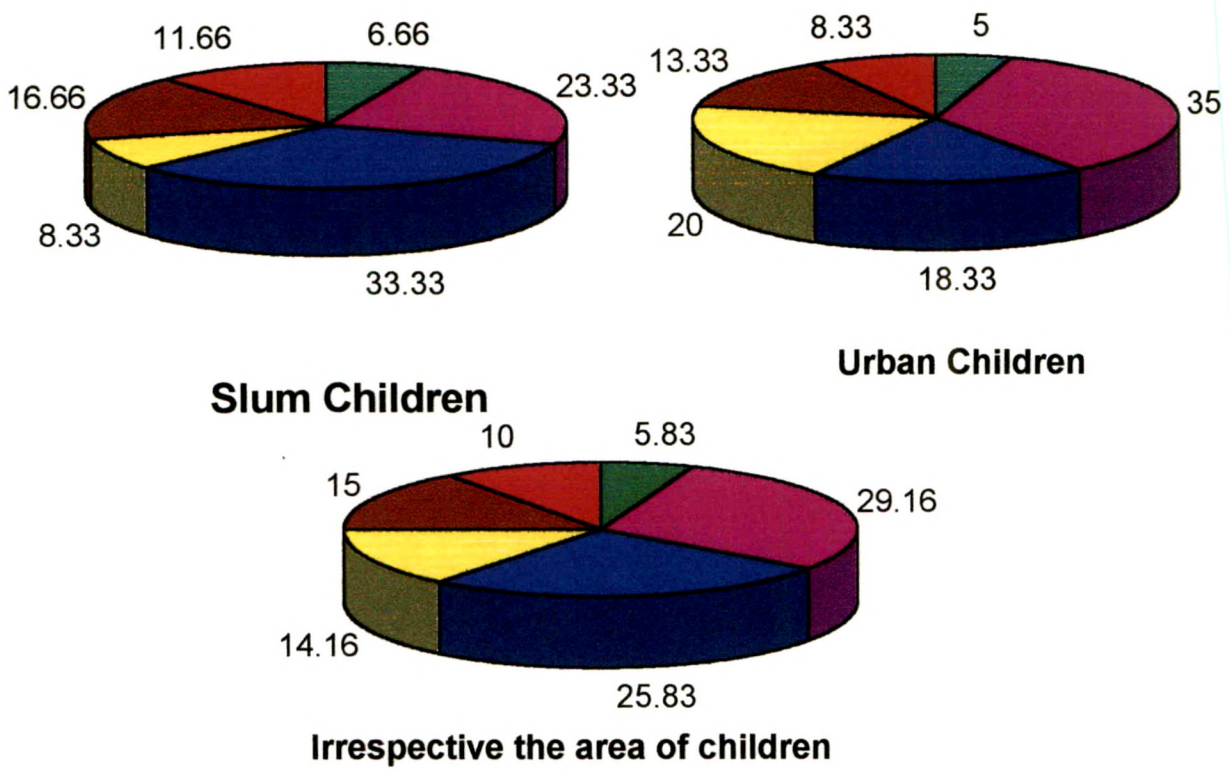
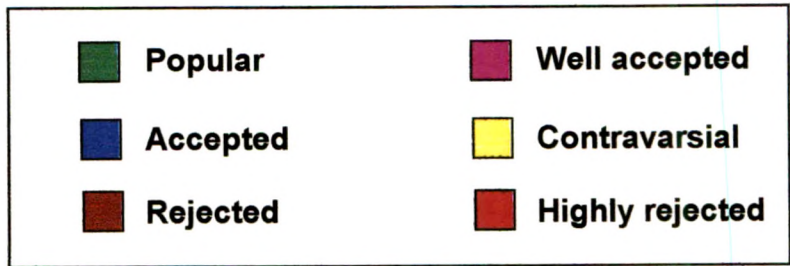
Figures in parentheses indicate frequencies

\*\* P < 0.01 level

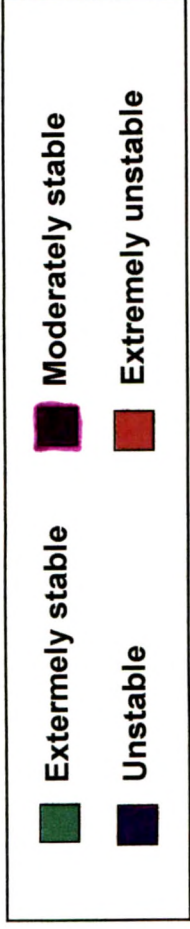
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#### **4.2. Assessment Classification And Comparison Of Social Status Of The Slum And Urban School Going Children**

Assessment classification and comparison of social status of the slum and urban school going children are mentioned in table 3. Percentages of votes for acceptance obtained by each child from their respective classmates were classified into 6 categories of social status i.e. popular /social status, well accepted, Accepted, Controversial, Rejected and Highly rejected. The teachers' rating was used to cross validate the social status of children assessed by their classmates. The computed correlation coefficient found to be ( $r 0.88^{**}$ ) highly significant between teachers' ratings and children's ratings (Annexure II). Therefore the children's ratings about their classmate's social status categories were found to be reliable and highly valid. Irrespective of the areas 25 to 29 percent children respectively assessed to be accepted and well accepted followed by as rejected (15 %), controversial (14 %), highly rejected (10 %) and popular /social status (6%) categories (Fig. 1). It can be inferred from the above results that about 39 percent the sample children are having relatively more degrees of peer rejection who indeed immediately need special attention in order to improve their social and communication skills for improving their social status in their classrooms as it plays a vital role in their wholesome development. Out of the 39 percent children, 14 percent children were in controversial category which means that they are at the boundary of social rejection as well as social acceptance. They may tend to get into either social acceptance or social rejection categories. Therefore this group of children particularly may need little efforts and less time period to move to the category of social acceptance while the rejected and highly rejected

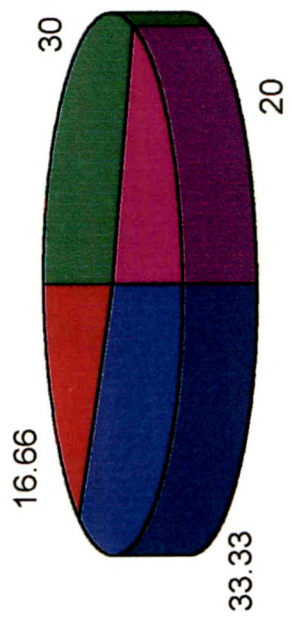


**Fig 1 Social status of the school going slum and urban children**



**Slum Children**

**Urban Children**



Irrespective the area of children

**Fig 2 Emotional maturity of the school going slum and urban children**

**Table 3 Assessment classification and comparison of social status of the slum and urban school going children**

Secured percentages of votes	Classification of social status of children	Irrespective the area of children (120)	Comparison of social status of children (120)		Z Values
			Slum (60)	Urban (60)	
Above 95	Popular	5.83 (7)	6.66 (4)	5.00 (3)	1.25 <sup>NS</sup>
75-95	Well accepted	29.16 (35)	23.33 (14)	35.00 (21)	1.71 <sup>NS</sup>
55-75	Accepted	25.83 (31)	33.33 (20)	18.33 (11)	2.14*
15-55	Controversial	14.16 (17)	8.33 (5)	20.00 (12)	2.40**
22-45	Rejected	15.00 (18)	16.66 (10)	13.33 (8)	0.60 <sup>NS</sup>
Below 22	Highly rejected	10.00 (12)	11.66 (7)	8.33 (5)	0.50 <sup>NS</sup>

Figures in parentheses indicate frequencies

\*\* P < 0.01 level

\* P < 0.05 level

NS Nonsignificant

categories children may require more efforts and more time period. It is also noticed from the results that about 61 percent of the sample children were enjoying the good social status which subsequently contributes to their sound development. With respect to the slum children it is recorded that 33 percent of them ascertained to be peer accepted in their respective standards followed by as well accepted (23 %), rejected (17 %), highly rejected (12%), controversial (8%) and popular (7%) categories. The corresponding percentages of the urban children recorded to be 18, 35, 13, 8, 20 and 5. Similar tend of results were reported in the studies carried by Balddwin (1948), Cole *et al.* (1982), Bierman, *et al.* (1993), Kundu and Maiti (1983) and Ghongde and Patnam (1999).

#### **4.3 Assessment Classification And Comparison Of Emotional Maturity Of The Slum And Urban School Going Children**

Assessment classification and comparison of emotional maturity of the slum and urban school going children are illustrated in table 4 (Fig. 2). The raw scores obtained on emotional maturity scale (EMS) by the sample children were classified into the four categories of emotional maturity. i.e. Extremely stable, Moderately stable, Unstable and Extremely unstable. Irrespective of the slum urban areas 33 percent children found to have the unstable category of emotional maturity followed by as emotionally extremely stable (30%), moderately stable (20%) and extremely unstable (17%). Overall it may be concluded that fifty percent of the sample children found to be having higher levels of emotional instability (Immaturity) who are in need of special attention in their families and schools as the early life experiences of children have profound influence on their behaviour and attitudes which inturn affect

**Table 4 Assessment classification and comparison of emotional maturity of the slum and urban school going children**

Secured scores on EMS	Classification of emotional maturity of children	Irrespective the area of children (120)	Comparison of emotional maturity of children (120)		Z Values
			Slum (60)	Urban (60)	
50-80	Extremely stable	30.00 (36)	31.66 (19)	28.33 (17)	5.50 <sup>NS</sup>
81-88	Moderately stable	20.00 (24)	23.33 (14)	16.66 (10)	1.16 <sup>NS</sup>
89-106	Unstable	33.33 (40)	28.33 (17)	38.33 (23)	1.42 <sup>NS</sup>
107-240	Extremely unstable	16.66 (20)	16.66 (10)	16.66 (10)	---

Figures in parentheses indicate frequencies

NS Nonsignificant

their wholesome development. Out of these children, 33 percent children found to have lesser magnitude of emotional instability who could be easily improved by providing extra love & affection, care; democratic, lucid and warm environment in and outside their homes as it enables them to develop skills for regulating their emotions and proper expression of emotions in interpersonal interactions, which in turn contributes to their sound emotional maturity and development. With respect to the slum children it was noted that 31 percent of these children found to be emotionally extremely stable followed by as unstable (28%), moderately stable (23 %), and extremely unstable (17%). On the other hand 38 percent of the urban children were emotionally unstable followed by as extremely stable (28%), moderately stable (17%) and extremely unstable (17%). However statistically significant differences were not noted in the emotional maturity of the slum and urban school going children.

#### **4.4 Influence Of The Selected Background Variables Of Children On Their Social Status And Its Comparison Between The Slum And Urban Children**

##### **4.4.1 Influence Of Gender And Age On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of gender and age on children's social status and its comparison between the slum and urban children are mentioned in table 5. With respect to gender it was found that irrespective of the areas relatively a higher percentage of girls found to be in well accepted and accepted categories of social status as compared to the boys and it

**Table 5 Influence of gender and age on children's social status and its comparison between slum and urban children**

Social status of children	Gender & age and percentages of children											
	Gender						Age (Yrs)					
	Female (57)			Male (63)			9-10 (49)		10-11 (71)			
	Slum (30)	Urban (27)	Z Values	Slum (30)	Urban (33)	Z Values	Slum (25)	Urban (24)	Z Values	Slum (35)	Urban (36)	Z Values
Popular	10.00 (3)	3.70 (1)	1.16 <sup>NS</sup>	3.33 (1)	6.06 (2)	0.75 <sup>NS</sup>	---	8.33 (2)	---	11.42 (4)	2.77 (1)	1.80 <sup>NS</sup>
Well accepted	30.00 (9)	44.44 (12)	1.40 <sup>NS</sup>	16.66 (5)	27.27 (9)	1.22 <sup>NS</sup>	20.00 (5)	12.50 (3)	0.80 <sup>NS</sup>	25.71 (9)	50.00 (18)	2.38 <sup>NS</sup>
Accepted	46.66 (14)	18.51 (5)	2.80 <sup>**</sup>	20.00 (6)	18.18 (6)	0.22 <sup>NS</sup>	36.00 (9)	16.66 (4)	1.64 <sup>NS</sup>	31.42 (11)	19.44 (7)	1.20 <sup>NS</sup>
Controversial	6.66 (2)	11.11 (3)	0.83 <sup>NS</sup>	10.00 (3)	27.27 (9)	2.12 <sup>*</sup>	16.00 (4)	25.00 (6)	0.78 <sup>NS</sup>	2.85 (1)	16.66 (6)	2.16 <sup>*</sup>
Rejected	6.66 (2)	11.11 (3)	0.83 <sup>NS</sup>	26.66 (8)	15.15 (5)	1.22 <sup>NS</sup>	12.00 (3)	25.00 (6)	1.23 <sup>NS</sup>	20.00 (7)	5.55 (2)	2.06 <sup>*</sup>
Highly rejected	---	11.11 (3)	---	28.33 (7)	6.06 (2)	2.42 <sup>**</sup>	16.00 (4)	12.50 (3)	0.44 <sup>NS</sup>	8.57 (3)	5.55 (2)	0.52 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values of gender  
 Slum 0.541<sup>\*\*</sup>  
 Urban 0.012<sup>NS</sup>

Computed r values of age  
 Slum 0.061<sup>NS</sup>  
 Urban 0.283<sup>\*</sup>

\*\* P < 0.01 level  
 \* P < 0.05 level  
 NS Nonsignificant

was vice versa in the rejected and highly rejected categories of social status. It was also noted that significantly more number of the slum girls found to be in socially accepted category as compared to their counterparts. Significantly more number of the urban boys and the slum boys found to be in controversial and highly rejected categories of social status as compared to their counterparts. Significant correlation was found between social status of the slum children and their gender which clearly indicates that the slum boys had relatively poor social status as compared to the slum girls. With regard to the age of children it was found that relatively a higher percentage of 10-11 yrs children found to be in popular, well accepted and accepted categories of social status as compared to their counterparts in the age group of 9-10 yrs and it was also vice versa in the rejected and highly rejected categories of social status. Overall no significant differences were found between in the social status of the slum and urban children based on their age groups except in the age group of 10-11 yrs. Significantly a higher percentage of the slum and urban children respectively belonged to controversial and rejected categories of social status. Significant correlations were not recorded between the social status of the slum and urban children and their age. However, from the results it could be concluded that with increase in age, children's social status found to get increased irrespective of their areas they belonged to as probably with increase in the age children's understanding and self control gets improved. These findings are in line with the findings reported by Cole *et al.* (1982), Lacreca (1981) and in contradictory to the findings of Cassidy and Aher (1992) and Ghonde and Patnam (1999).

#### **4.4.2 Influence Of Types Of Family On Children's Social Status And Its Comparison Between Slum And Urban Children**

The influence of types of family on children's social status and its comparison between the slum and urban children are denoted in table 6 with regard to the nuclear families, 20-33 percent each of the urban children found to be having controversial, accepted and well accepted categories of the social status followed by as highly rejected (10%), rejected (8%) and popular (8%). On the other hand 36 percent of the slum children found to be in the accepted category of social status followed by as rejected (20%), well accepted (19%), highly rejected (13%), controversial (6%) and popular (6%).

With respect of the joint families, irrespective of the areas, 38 percent children found to be in well accepted category of social status. However 24 percent of the slum children were assessed to be in accepted category followed by as controversial (15%), popular (8%), rejected (8%), highly rejected (8%). The corresponding percentages of the urban children were 14, 19, nil, 23 and 5. No statistical differences were found in the categories of social status enjoyed by the slum and urban children with respect of their types of families except significantly more number of the urban children in nuclear families found to be in the accepted category of social status as compared to their counterparts in the slum area and it was found to be vice-versa. The worked out coefficient correlation values denote that there was significant positive correlation between the slum children's social status and their family types, which indicates that children in joint families were well socialized and supervised by one or other family member which enabled them to gain more peer acceptance as compared to their

**Table 6 Influence of types of family on children's social status and its comparison between slum and urban children**

Social Status Of Children	Types of family and percentages of children (120)						Z Values	Z Values
	Nuclear			Joint				
	Slum (47)	Urban (39)	Z Values	Slum (15)	Urban (21)	Z Values		
Popular	6.38 (3)	7.69 (3)	0.25 <sup>NS</sup>	7.69	---	---	---	
Well accepted	19.14 (9)	33.33 (13)	1.75 <sup>NS</sup>	38.46 (5)	38.09 (8)	---	---	
Accepted	36.17 (17)	20.56 (8)	4.85 <sup>**</sup>	23.07 (3)	14.28 (3)	0.36 <sup>NS</sup>	0.36 <sup>NS</sup>	
Controversial	6.38 (3)	20.56 (8)	1.33 <sup>NS</sup>	15.38 (2)	19.04 (4)	0.33 <sup>NS</sup>	0.33 <sup>NS</sup>	
Rejected	19.14 (9)	7.69 (3)	2.00 <sup>NS</sup>	7.69 (1)	23.80 (5)	1.45 <sup>NS</sup>	1.45 <sup>NS</sup>	
Highly rejected	12.76 (6)	10.25 (4)	0.33 <sup>NS</sup>	7.69 (1)	4.76 (1)	6.42 <sup>NS</sup>	6.42 <sup>NS</sup>	

Figures in parentheses indicate frequencies

Computed r values

Slum 0.541<sup>\*\*</sup>  
Urban 0.012<sup>NS</sup>

\*\* P < 0.01 level  
NS Nonsignificant

counterparts in nuclear families. The reasons for this could be that in general, in slum nuclear families the parents strive a lot to meet both ends in that process the children might have been neglected and deprived of proper socialization which might have not been the same in case in joint families as one or other is at home to check and guide children's behaviour. The similar type of results were reported in the study carried out by Ghongde and Patnam (1999).

#### **4.4.3 Influence Of Family Size On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of family size on children's social status and its comparison between the slum and urban children are depicted in table 7. With respect to small size families it is noted that 43 percent of the urban children found to be having well accepted category of social status followed by accepted (19 %), controversial (14%), rejected (10), highly rejected (10%) and popular (5%) categories. The corresponding percentages of the slum children were 25, 25, nil, 25, 25 and nil. With respect of middle size families, it is recorded that 32 percent of the urban children found to be in well accepted category of social status followed by as controversial (24%), accepted (21%), rejected (9%), highly rejected (9%) and popular (6%) whereas the corresponding percentages of the slum children were 20, 7, 32, 20, 14 and 7. No statistical significant differences were found in the degrees of social status of children belonging the slum and urban areas with respect of middle size family except significantly more number of the urban children being in controversial category as compared to their counterparts. With regard to large size families it is seen that none of the slum children and 60 percent of the urban children were assessed to be in rejected category of social

**Table 7 Influence of family size on children's social status and its comparison between slum and urban children**

Social status of children	Size of family and percentages of children (120)									
	Small (1-4)			Middle (4-8)			Large (More than 8)			Z Values
	Slum (4)	Urban (21)	Z Values	Slum (44)	Urban (34)	Z Values	Slum (12)	Urban (5)	Z Values	
Popular	---	4.76 (1)	---	6.81 (3)	5.88 (2)	0.25 <sup>NS</sup>	8.33 (1)	---	---	
Well accepted	25.00 (1)	42.85 (9)	---	20.45 (9)	32.35 (11)	1.33 <sup>NS</sup>	33.33 (4)	20.00 (1)	0.59 <sup>NS</sup>	
Accepted	25.00 (1)	19.04 (4)	---	31.81 (14)	20.58 (7)	1.37 <sup>NS</sup>	41.66 (5)	---	---	
Controversial	---	14.28 (3)	---	6.81 (3)	23.52 (8)	2.42**	16.66 (2)	20.00 (1)	---	
Rejected	25.00 (1)	9.52 (2)	---	20.45 (9)	8.82 (3)	1.71 <sup>NS</sup>	---	60.00 (3)	---	
Highly rejected	25.00 (1)	9.52 (2)	---	13.63 (6)	8.82 (3)	0.83 <sup>NS</sup>	---	---	---	

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.242<sup>NS</sup>  
 Urban -0.564\*\*

\*\* P < 0.01 level

NS Nonsignificant

status followed by as accepted (42 and nil), well accepted (33 and 20%), controversial (17 and 20), popular (8 and nil). In large size families none of the slum and urban children were assessed to be in the category of highly rejected. Significantly more number of the slum children and the urban children belonged to accepted and rejected categories of social status respectively as compared to their counterparts. The computed coefficient correlation values indicated that there was no significant correlation between the slum children's family size and their social status while significant negative correlative was found between the urban children's family size and their social status which signifies that with increase in size of the urban families, the social status of the children do not get increased. The reasons for these kind of findings could be that though the urban parents are concerned about their children's socialization but might not be getting enough time for properly socializing their children. With increase in size of the slum families children's social status didn't get affected as the slum parents in general are known to be not much concerned about children's socialization. These findings are in contradictory to the findings reported by Kundu and Maiti (1983), Zurawin (1988), Menaghan and Pareel (1991), Sirohi and Chauhan (1991) and similar to the findings of Ghongde and Patnam (1999).

#### **4.4.4 Influence Of Ordinal Position On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of ordinal position of children on their social status and its comparison between the slum and urban children is shown in table 8. With regard to first born children it is noted that 24-29 percent

**Table 8 Influence of ordinal position on children's social status and its comparison between slum and urban children**

Social Status of children	Ordinal position and percentages of children (120)											
	First			Middle			Last					
	Slum (21)	Urban (27)	Z Values	Slum (32)	Urban (16)	Z Values	Slum (7)	Urban (17)	Z Values			
Popular	4.76 (1)	3.70 (1)	0.18 <sup>NS</sup>	3.12 (1)	12.50 (2)	1.03 <sup>NS</sup>	28.57 (2)	---	---			
Well accepted	28.57 (6)	40.74 (11)	0.92 <sup>NS</sup>	25.00 (8)	12.50 (2)	1.16 <sup>NS</sup>	---	47.05 (8)	---			
Accepted	23.80 (5)	14.81 (4)	0.82 <sup>NS</sup>	37.50 (12)	18.75 (3)	1.50 <sup>NS</sup>	42.25 (3)	23.52 (4)	0.90 <sup>NS</sup>			
Controversial	9.52 (2)	22.22 (6)	1.37 <sup>NS</sup>	9.37 (3)	18.75 (3)	0.85 <sup>NS</sup>	---	17.64 (3)	---			
Rejected	23.80 (5)	11.11 (3)	1.14 <sup>NS</sup>	15.62 (5)	18.75 (3)	0.27 <sup>NS</sup>	---	11.76 (2)	---			
Highly rejected	9.52 (2)	7.40 (2)	1.69 <sup>NS</sup>	9.37 (5)	18.75 (3)	0.85 <sup>NS</sup>	28.57 (2)	---	---			

Figures in parentheses indicate frequencies

Computed r values

Slum 0.003<sup>NS</sup>

Urban 0.699\*\*

\*\* P < 0.01 level

NS Nonsignificant

of the slum children found to be in both well accepted and accepted categories of social status followed by in the categories of rejected (24%) controversial (10%), highly rejected (10%) and popular (5%). While the corresponding percentages of the urban first borns were 15-41, 11, 22, 8 and 4. There were no significant differences in the first borns' social status based on their areas. Relatively a higher percentages (38%) of middle born children in the slum area assessed to have accepted category of social status followed by as well accepted (25%), rejected (16%), highly rejected (10%) , controversial (9%) and popular (3%). While on the other hand in the urban area about 19 percent each middle borns rated to be as socially accepted, controversial, rejected and highly rejected and 12 percent each of them were rated as popular and well accepted. However no significant differences were found between the slum and urban middle borns' social status. Regarding last born children it was noted that 42 percent of the slum children were rated as socially accepted and 29 percent each of them were rated as socially popular and highly rejected. Most of the last born in the slum area were in the categories of controversial, well accepted and rejected. On the other hand a higher percentage (47%) of the urban last born children were assessed to be socially well accepted followed by as accepted (24%), controversial (17%) and rejected (12%). None of the last born children in the urban area found to be either in popular or in highly rejected categories of social status. Overall no significant differences were found in the social status of last born children belonging to the slum and urban areas.

The computed r value indicate that no significant correlation was found between the slum children's social status and their ordinal position. The reason for this might be in the slum families the child upbringing practices do not vary with the increase in number of their

offsprings as they are more concerned about how to make both ends meet than learning lessons from the experiences of their each child's brining. On the other hand the computed r value indicates that there is significant positive correlation between the urban children's social status and their ordinal position. With the increase in the ordinal position of the child, their social status found to have been improved which clearly indicates that the urban parents might be more cautious and improve their parenting practices by analyzing their older children's developmental outcome and also the last borns may be getting the advantage of learning social skills from their older siblings as compared to the first and middle borns. Similar trend of the results were quoted by Chaudhary and Pati (1995) and Ghongde and Patnam (1999).

#### **4.4.5 Influence Of Types Of Place Enjoyed By Children In Their Families On Their Social Status And Its Comparison Between The Slum And Urban Children**

Table 9 denotes the influence of types of place enjoyed by children in their families on their social status and its comparison between the slum and urban children. Irrespective of their areas, it is clear from the results that none of the children having normal place and 7-10 percent having special place in their families found to be in the popular category of social status, while 13-17 percent children having normal place and 30-42 percent children having special place in their families found to have well accepted category of social status followed by as accepted (6-52 % and 21-33%), controversial (9-41 % and 8-11%), rejected (22-24% and 9-13 %) and highly rejected ( 4-12 % and 7-16%)

**Table 9 Influence of type of place enjoyed by children in their families on their social status and its comparison between slum and urban children**

Social status of children	Types of place in families and percentages of children (120)						Z Values
	Special			Normal			
	Slum (37)	Urban (43)	Z Values	Slum (23)	Urban (17)	Z Values	
Popular	10.81 (4)	6.97 (3)	0.69 <sup>NS</sup>	---	---	---	---
Well accepted	29.72 (11)	41.86 (18)	1.20 <sup>NS</sup>	13.04 (3)	17.64 (3)	0.36 <sup>NS</sup>	0.36 <sup>NS</sup>
Accepted	21.62 (8)	23.25 (10)	0.22 <sup>NS</sup>	52.17 (12)	5.88 (1)	4.15 <sup>**</sup>	4.15 <sup>**</sup>
Controversial	8.10 (3)	11.62 (5)	0.54 <sup>NS</sup>	8.69 (2)	41.17 (7)	2.53 <sup>**</sup>	2.53 <sup>**</sup>
Rejected	13.51 (5)	9.30 (4)	0.63 <sup>NS</sup>	21.73 (5)	23.52 (4)	0.16 <sup>NS</sup>	0.16 <sup>NS</sup>
Highly rejected	16.21 (6)	6.97 (3)	1.52 <sup>NS</sup>	4.34 (1)	11.76 (2)	0.90 <sup>NS</sup>	0.90 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.039<sup>NS</sup>  
 Urban 0.666<sup>\*\*</sup>

\*\* P < 0.01 level  
 NS Nonsignificant

respectively. However, no significant differences were found in the categories of social status of the slum and urban children having special place in their families, which clearly indicates that when the child is special (only child, only son, only daughter) in the family, the area the child belongs to does not matter at all. With respect to social status of children significantly more number of the slum and urban children having normal place in family belonged to accepted and controversial categories of social status as compared to their counterparts. Significant correlation was not found between the social status of the slum children and types of place enjoyed by them in their families, while significant positive correlation was found between the social status of the urban children and their types of place enjoyed by them in their families. For this, the reason might be in the urban area special children might have been brought up by their parents in a better way as compared to the children who were not having special abilities. Similar trend of findings were quoted by Ghongde and Patnam in 1999 in their research study.

#### **4.4.6 Influence Of Possessed Abilities On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of possessed abilities on children's social status and its comparison between the slum and urban children are denoted in table 10. Relatively a higher percentage (31%) of the slum children assessed to have accepted category of social status followed by as well accepted (25 %), rejected (16%) , popular (13%), highly rejected (9%) and controversial (6%). On the other hand about 43 percent of the urban children assessed to be in the well accepted category followed by as accepted (23%), controversial (17%), rejected (6 %), popular (6%) and highly rejected (4%). The Z values indicates that no significant differences were found between the categories of social status of the

**Table 10 Influence of possessed abilities on children's social status and its comparison between slum and urban children**

Social status of children	Abilities and percentages of children (120)					
	Possessed special abilities			Possessed no special abilities		
	Slum (32)	Urban (47)	Z Values	Slum (28)	Urban (13)	Z Values
Popular	12.50 (4)	6.38 (3)	1.00 <sup>NS</sup>	---	---	---
Well accepted	25.00 (8)	42.55 (20)	1.70 <sup>NS</sup>	21.42 (6)	7.69 (1)	1.40 <sup>NS</sup>
Accepted	31.25 (10)	23.40 (11)	0.88 <sup>NS</sup>	35.71 (10)	---	---
Controversial	6.25 (2)	17.02 (8)	1.83 <sup>NS</sup>	10.71 (3)	30.76 (4)	1.53 <sup>NS</sup>
Rejected	15.62 (5)	6.68 (3)	1.50 <sup>NS</sup>	17.85 (5)	38.46 (5)	1.40 <sup>NS</sup>
Highly rejected	9.37 (3)	4.25 (2)	1.00 <sup>NS</sup>	14.28 (3)	23.07 (3)	0.69 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.046<sup>NS</sup>  
 Urban 0.283<sup>\*\*</sup>

<sup>\*\*</sup> P < 0.01 level  
 NS Nonsignificant

slum and urban children based on their special abilities. With regard to the children not having special ability it was found that relatively a higher percentage (36%) of the slum children were found to be in accepted category of social status followed by as well accepted (21%), rejected (18%), highly rejected (14%) and controversial (11%). The corresponding percentage of the urban children were nil, 8, 38, 46, 23 and 31. No significant differences were found in the categories of social status of children belonging to the slum and urban areas based on their not having special abilities. The computed  $r$  value indicates that in the slum area there was no significant correlation between children's social status and their possessed special abilities. On the other hand significant positive correlation was found between the urban children's social status and their possessed abilities. The above findings inturn indicate that in the slum area for the special abilities of children no social recognition might have been attached, while in the urban area children having special abilities made a difference in their social status as the social recognition is attached to it in urban areas. Similar trend of results were quoted in the research study of Ghongde and Patnam (1999).

#### **4.4.7 Influence Of Friends On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of friends on children's social status and its comparison between the slum and urban children are indicated in table 11. With respect to children having 1-3 friends, it is recorded that 45 percent the slum children found to be in well accepted category of social status while 25-37 percent of the urban children found to be having controversial, highly rejected and well accepted categories of social status. About 24-32 percent of the slum children of well accepted and

**Table 11 Influence of friends on children's social status and its comparison between slum and urban children**

Social status of children	Numbers of friends and percentages of children (120)												Z Values
	1-3			4-6			6-8			8-10			
	Slum (22)	Urban (8)	Z Values	Slum (25)	Urban (28)	Z Values	Slum (7)	Urban (15)	Z Values	Slum (6)	Urban (9)	Z Values	
Popular	9.09 (2)	---	---	---	3.57 (1)	---	14.28 (1)	13.33 (2)	0.06 <sup>NS</sup>	16.66 (1)	---	---	
Well accepted	18.18 (4)	25.00 (2)	0.40 <sup>NS</sup>	24.00 (6)	28.57 (8)	0.36 <sup>NS</sup>	---	46.66 (7)	---	66.66 (4)	44.44 (4)	0.80 <sup>NS</sup>	
Accepted	45.45 (10)	---	---	28.00 (7)	17.85 (5)	1.00 <sup>NS</sup>	42.85 (3)	26.66 (4)	0.76 <sup>NS</sup>	---	22.22	---	
Controversial	9.09 (2)	37.50 (3)	1.64 <sup>NS</sup>	12.00 (3)	21.42 (6)	1.00 <sup>NS</sup>	---	6.66 (1)	---	---	22.22 (2)	---	
Rejected	4.54 (1)	12.50 (1)	0.72 <sup>NS</sup>	32.00 (18)	17.85 (5)	1.36 <sup>NS</sup>	14.28 (1)	6.66 (1)	0.47 <sup>NS</sup>	---	11.11 (1)	---	
Highly rejected	13.63 (3)	25.00 (2)	0.75 <sup>NS</sup>	4.00 (1)	10.71 (3)	1.00 <sup>NS</sup>	28.57 (2)	---	---	16.66 (1)	---	---	

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.026<sup>NS</sup>  
 Urban 0.180<sup>NS</sup>

NS Nonsignificant

rejected categories of social status found to have 4-6 friends. Where as similar number of 4-6 friends were had by 29 percent of the urban children of socially well accepted category followed by as controversial (21%), accepted (18%), rejected (18%), highly rejected (11%) and popular (4%). Irrespective of their areas, 42-47 percent the children having 6-8 friends were assessed as socially well accepted and accepted categories stated to have six to eight friends. However, out of seven children who were rated as popular, three of them stated to have 6-8 friends. With respect to the children having 8-10 friends it was noticed that 67 percent of the slum children were assessed to be in well accepted category followed by as popular (17%) and highly rejected (17%). The corresponding percentages of the urban children for the same were 44, nil, nil. Besides it 22 percent each of the urban children assessed to be in accepted and controversial categories of social status. No statistical significant differences were found in all the categories of social status of children belonging the slum and urban areas based on their number of friends. The computed coefficient correlation values indicate that there was no significant correlation between the slum and urban children's social status and the number of friends they had. It may be deduced from the results that children's social status might be based on children themselves rather than on the number of friends they made and had. These findings are in contradictory to the findings of Ghongde and Patnam (1999).

#### **4.4.8 Influence Of Average Time Incurred On Outdoor Peer Activities On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of average time incurred on outdoor peer group activities on children social status and its comparison between the slum and urban children are pointed out in table 12. With regard to the average time, lesser than 2 hrs incurred by children on outdoor peer group activities, it is seen that 33 to 39 per cent slum children found to be rated as well accepted and accepted by their classmates followed by as popular (11%), rejected (11%), controversial (6%) and highly rejected (nil). Where as 36 percent of the urban children were rated as well accepted followed by as controversial (20%), accepted (19%), rejected (14%), highly rejected (7%) and popular (5%). It is interesting to record that almost none of the urban children and 42 percent of the slum children found to incur average time of 4-6 hrs on outdoor peer group activities. Out of them 16-33 percent each the slum children assessed to have both accepted, well accepted categories of social status as well as rejected and highly rejected categories of social status. Z values indicate that no significant differences were noted in the slum and urban children's social status with respect to the amount of time incurred by them on outdoor peer group activities except significantly more number of the urban children spend lesser than 2 hrs on it. Computed r value indicates that there was no significant correlation between the slum children's social status and the amount of time incurred by them on peer group activities. On the other hand significant negative correlation was found between the urban children's social status and the amount of time incurred by them on outdoor peer group activities. Which means that the

**Table 12 Influence of average time incurred on outdoor peer group activities on children's social status and its comparison between slum and urban children**

Social status of children	Average time incurred on peer group activities in a day and percentages of children (120)									
	Lesser than 2 hrs			2-4 hrs			4-6 hrs			Z Values
	Slum (18)	Urban (59)	Z Values	Slum (24)	Urban (1)	Z Values	Slum (18)	Urban (Nil)	Z Values	
Popular	11.11 (2)	5.08 (3)	0.78 <sup>NS</sup>	8.33 (2)	---	---	---	---	---	---
Well accepted	33.33 (6)	35.59 (21)	0.25 <sup>NS</sup>	20.83 (5)	---	---	16.66 (3)	---	---	---
Accepted	38.88 (7)	18.64 (11)	1.80 <sup>NS</sup>	29.16	---	---	33.33 (6)	---	---	---
Controversial	5.55 (1)	20.33 (12)	2.50 <sup>**</sup>	8.33 (2)	---	---	11.11 (2)	---	---	---
Rejected	11.11	13.55 (8)	0.28 <sup>NS</sup>	20.83 (5)	---	---	16.66 (3)	---	---	---
Highly rejected	---	6.77 (4)	---	12.50 (3)	100.00 (1)	---	22.22 (4)	---	---	---

Figures in parentheses indicate frequencies

Computed r values

Slum 0.163<sup>NS</sup>

Urban -0.619<sup>\*\*</sup>

\*\* P < 0.01 level

NS Nonsignificant

more amount of time urban children spent on outdoor peer group activities the more they tend to get rejected by their peers, which indirectly reveals that children tend to develop more socially unacceptable behavioural pattern when they spend time beyond a time i.e. above 2 hr a day on outdoor peer activities which go generally unsupervised and uncontrolled by adults. These findings are in line with the findings reported by Ghongde and Patnam (1999).

#### **4.4.9 Influence Of Intellectual Development On Children's Social Status And Its Comparison Between The Slum And Urban Children**

Table 13 shows the influence of intellectual development on children's social status and its comparison between the slum and urban children. With respect to the children having above 120 IQ it is recorded that 56 percent of the slum children found to be rated as socially accepted followed by as well accepted (33%) and popular (11%). It is very interesting to note that none of the slum children having above 120 IQ were found in the categories of controversial, rejected highly rejected, while 48 percent urban children having above 120 IQ found to be in well accepted category of social status followed by in the categories of controversial (24%), accepted (16%), popular (8%), rejected (3%) and highly rejected (3%). No statistical significant differences were found intellectually superior slum and urban children and their social status except significantly a higher percentage of the slum children in this group being in the accepted category of social status as compared to their counterparts in the urban area. However, 22 percent each the slum children having normal intellectual development found to be in both socially accepted and neglected categories followed by as well accepted

**Table 13 Influence of intellectual development on children's social status and its comparison between slum and urban children**

Social status of children	Intellectual development and percentages of children								
	Superior (>120)			Normal (95-105)		Subnormal (80-95)			
	Slum (9)	Urban (38)	Z Values	Slum (45)	Urban (20)	Z Values	Slum (6)	Urban (4)	Z Values
Popular	11.11 (1)	7.89 (3)	0.4 <sup>NS</sup>	11.11 (2)	---	--	---	---	---
Well accepted	33.33 (3)	47.36 (18)	1.40 <sup>NS</sup>	16.66	---	---	---	---	---
Accepted	55.55 (5)	15.78 (6)	2.66**	22.22 (4)	30.76 (4)	0.72 <sup>NS</sup>	50.00 (3)	25.00 (1)	---
Controversial	---	23.68 (9)	---	16.66 (3)	---	---	16.66 (1)	75.00 (3)	---
Rejected	---	2.63 (1)	---	22.22 (4)	46.15 (6)	2.18*	---	---	---
Highly rejected	---	2.63 (1)	---	11.11 (2)	23.07 (3)	1.30 <sup>NS</sup>	33.33 (2)	---	---

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.191<sup>NS</sup>  
 Urban 0.588\*\*

\*\* P < 0.01 level

\* P < 0.05 level

NS Nonsignificant

(17%), controversial (17%), highly rejected (11%) and popular (11%). Forty six percent the urban children having normal level of intellectual development found to be in rejected category of social status followed by in accepted (31%) and highly rejected (23%) categories. None of the urban children having normal level of intelligence were assessed to be popular, well accepted and controversial. There were no significant differences in the social status of the slum and urban children having normal level of intellectual development except significantly more number of the urban children having normal level of intellectual development assessed to peer rejected as compared to their counterparts in slum. It is clear from the results that none of the slum children having subnormal level of intellectual development rated to have popular, well accepted and rejected categories of social status. However 50 percent of them found to be in the category of accepted followed by as highly rejected (33%) and controversial (17%). On the other hand none of the urban children having subnormal level of intellectual development found to be in both sides extreme categories of social status i.e. popular & well accepted and rejected & highly rejected. Seventy five percent and 25 percent the urban children having subnormal level of intellectual development rated to be socially controversial and accepted respectively. No significant differences were noted in social status of the slum and urban children having subnormal level of intellectual development. No significant correlation was recorded between the social status of the slum children and their various levels of intellectual development. The reason that could be attributed for this is majority of the slum children's IQ range was very narrow. However significant positive correlation was found between social status of the urban children and their various levels of intellectual development. The reason for this majority of the urban

children assessed to have a wide range of higher levels of IQ which subsequently might have enabled the urban children to judge, understand and accommodate to their classmates in a better way. These results in par with the findings drawn by Terman and Oden (1947), Roff (1972), Knepper *et al.* (1993) and Ghongde and Patnam (1999) and also these findings are in controversial to the findings stated in the studies of Lurie *et al.* (1941) and Hartup (1970).

#### **4.4.10 Influence Of Academic Performance On Children's Social Status And Its Comparison Between The Slum And Urban Children**

Table 14 portrays the influence of academic performance of children on their social status and its comparison between the slum and urban children. All the children rated as popular in both the slum and urban areas found to have secured marks more than 80 percent. It was noted that all the slum children (4) found to be in the well accepted social status category. On the contrary all the urban children securing the same range of marks were rated as highly rejected. Thirty three percent of the slum children securing 70-80 percentages of marks found to be in rejected category of social status followed by in accepted (30%), highly rejected (19%), well accepted (11%) and controversial (7%). The corresponding percentages of the urban children were 23, 15, 8, 15 and 38. Forty three percent and 25 percent of the slum children secured 80-90 percent marks assessed to have accepted and well accepted categories of social status respectively. However, a meagre percentage of the slum children in this subgroup found to be in the categories of controversial, rejected and highly rejected. Twenty two - 28 percent each the urban

**Table 14 Influence of academic performance on children's social status and its comparison between slum and urban children**

Social status of children	Marks (%) obtained in exams and percentages of children (120)											
	60-70			70-80			80-90			Above 90		
	Slum (4)	Urban (2)	Z Values	Slum (27)	Urban (13)	Z Values	Slum (28)	Urban (32)	Z Values	Slum (1)	Urban (13)	Z Values
Popular	---	---	---	---	---	---	10.71 (3)	6.25 (2)	0.57 <sup>NS</sup>	100.00 (1)	7.69 (1)	---
Well accepted	100.00 (4)	---	---	11.11 (3)	15.38 (2)	0.36 <sup>NS</sup>	25.00 (7)	25.00 (8)	---	---	84.61 (11)	---
Accepted	---	---	---	29.62 (8)	15.38 (2)	1.40 <sup>NS</sup>	42.85 (12)	28.12 (9)	1.17 <sup>NS</sup>	---	---	---
Controversial	---	---	---	07.40 (2)	38.46 (5)	2.80 <sup>**</sup>	10.71 (3)	21.87 (7)	1.22 <sup>NS</sup>	---	---	---
Rejected	---	---	---	33.33 (9)	2307 (3)	0.76 <sup>NS</sup>	3.57 (1)	12.50 (4)	1.50 <sup>NS</sup>	---	7.69 (1)	---
Highly rejected	---	100.00 (2)	---	18.51 (5)	07.69 (1)	1.10 <sup>NS</sup>	7.14 (2)	6.25 (2)	0.20 <sup>NS</sup>	---	---	---

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.525<sup>\*\*</sup>  
 Urban 0.290<sup>\*</sup>

\*\* P < 0.01 level  
 \* P < 0.05 level  
 NS Nonsignificant

children secured 80-90 percent marks found to be in well accepted, accepted and controversial categories of social status and also a meagre percentages of this group urban children rated to be rejected and highly rejected. None of the slum children secured above 90 percent marks except one, who was assessed as socially popular. Majority of the urban children secured above 90 percent marks were assessed to be well accepted category and a meagre percentage of them found to be in the rejected category. No significant differences were found in the social status of the slum and urban children based on their academic performance except in the marks range of 70-80 percentages were significantly higher percentages of the urban children found to be in controversial category of social status as compared to their counterparts in slum. Significant positive correlations were found between social status of the slum and urban children and their academic performance (Secured percentages of marks). From these results it can be concluded that the social status of both the slum and urban children is directly proportional to their marks secured in exams. Their findings could be used for educating school going children and their parents for concentrating on their academic performance which will not only brighten their future but also increase their social status which subsequently contributes to healthy personality. The similar findings were reported in the studies carried out by DeRosier *et al.* (1994), Wentzel and Asher (1995) and Ghongde and Patnam (1999).

#### **4.4.11 Influence Of Adopted Socialization Practices On Social Status Of Children And Its Comparison Between The Slum And Urban Children**

Table 15 represents the influence of adopted socialization practices on social status of children and its comparison between the

slum and urban children. It is clear from the results that only the slum child's and 20 percent urban children's parents adopted very good socialization practices followed by as good (12 and 39), average (29 and 1) and fair (18 and nil). The only slum child whose parents adopted very good socialization practices belonged to well accepted category of social status. While 30 percent of the urban children in this group were rated as well accepted by their classmates followed by as accepted (25%), controversial (25%) and rejected (20%). None of the urban children, exposed to very good socialization practices were found in either popular or highly rejected categories of social status. The difference in the social status of the slum and urban children, exposed very good socialization practices could not be drawn statistically as there was only one child in the slum area happened to be exposed to very good socialization practices. With regard to children exposed to good socialization practices it was noted that 50 percent of the slum children were classified as peer accepted followed by as popular (17%), higher rejected (17%), rejected (8%), well accepted (8%) and none of them were classified into controversial category. On the other hand 38 percent of the urban children were categorized as socially well accepted followed by as controversial (18%), highly rejected (13%), accepted (13%), rejected (10%) and popular (8%). Significant differences were noted only in two categories – well accepted and accepted social status of the slum and urban children found to be exposed to good socialization practices while such significant differences were not noted in this group of children in the remaining categories of social status enlisted in the table. The only urban child, exposed to average type of socialization practices was categorized as peer accepted. Thirty one percent of the slum children

**Table 15 Influence of adopted socialization practices on social status of children and its comparison between slum and urban children**

Social status of children	Adopted socialization practices and percentages of children (120)											
	Very good			Good			Average			Fair		
	Slum (1)	Urban (20)	Z Values	Slum (12)	Urban (39)	Z Values	Slum (29)	Urban (1)	Z Values	Slum (18)	Urban (Nil)	Z Values
Popular	---	---	---	16.66 (2)	7.69 (3)	0.90 <sup>NS</sup>	3.44 (1)	---	---	5.55 (1)	---	---
Well accepted	100.00 (1)	30.00 (6)	---	8.33 (1)	38.46 (15)	3.00**	31.03 (9)	---	---	16.66 (3)	---	---
Accepted	---	25.00	---	50.00 (6)	12.82 (5)	2.71**	20.68 (6)	100.00 (1)	---	44.44 (8)	---	---
Controversial	---	25.00 (5)	---	---	17.94 (7)	---	13.79 (4)	---	---	5.55 (1)	---	---
Rejected	---	20.00 (4)	---	8.33 (1)	10.25 (4)	0.22 <sup>NS</sup>	24.13 (7)	---	---	11.11 (2)	---	---
Highly rejected	---	---	---	16.66 (2)	12.82 (5)	0.36 <sup>NS</sup>	6.89 (2)	---	---	16.66 (3)	---	---

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.220<sup>NS</sup>  
 Urban 0.621\*\*

\*\* P < 0.01 level  
 NS Nonsignificant

who were exposed to average type of socialization practices were assessed as well accepted followed by as rejected (24%), accepted (21%), controversial (13%), highly rejected (7%) and popular (3%). The differences in the social status of the slum and urban children exposed to average type of socialization practices could not be drawn statistically as there was only one urban child who happened to be exposed to average type socialization practices. None of the urban children were found to be exposed to fair type socialization practices while 44 percent of the slum children exposed to fair type socialization practices were rated as peer accepted and in the remaining categories of social status their percentages were very meagre. No significant correlation was found between social status of the slum children and their exposed kinds of socialization practices. The reason for these could be in the slum area relatively a higher percentage of these children were exposed to either average or fair socialization practices which might have failed in bringing up significant improvement in their social behaviour and subsequently their social status. Significant positive correlation was found between social status of the urban children and their exposed kinds of socialization practices which clearly indicate that the better the child socialized, the higher the child's social status among peers. These results also indicate the significance of good socialization practices in raising the peer acceptance of children which subsequently contributes to their social development. Similar trend of results were quoted by Bartal *et al.* (1980), Hicks (1989), Barth and Paske (1993) and Ghongde and Patnam (1999).

#### **4.4.12 Influence Of Perceived Parenting On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The parenting scale of Bharadwaj *et al* was administered on children for collecting information about their perceptions regarding their parenting practices. The collected information about their perceived mothering and its comparison between the slum and urban children are depicted in table 16. It is clear from the results that majority of the slum children and the urban children perceived their mothering as negative and positive respectively. However 21-29 percent each the slum children who perceived their mothering as negative were classified into peer well accepted, accepted and rejected categories of social status and a meagre percentage of them were also classified into popular, controversial and highly rejected categories. Half of the urban children perceived their mothering as negative, were classified into highly rejected category. About 17 percent each of them found to be in popular, well accepted and controversial categories of social status. No significant differences were found in the social status of the slum and urban children with respect to their perceived negative mothering except in the category of popular. Perceived negative mothering of children found to have adverse effect on the social status of a higher percentage of the urban children as compared to the slum children. With respect to perceived positive mothering, 39 percent of the slum children who perceived their mothering as positive assessed to be in peer accepted category followed by as well accepted (28%), controversial (11%), rejected (11%), highly rejected (6%) and popular (6%). On the other hand the corresponding percentages of the

**Table 16 Influence of perceived mothering on children's social status and its comparison between slum and urban children**

Social status of children	Perceived mothering and percentages of children (120)					
	Negative mothering			Positive mothering		
	Slum (42)	Urban (6)	Z Values	Slum (18)	Urban (54)	Z Values
Popular	7.14 (3)	16.66 (1)	4.50**	5.55 (1)	3.70 (2)	0.40 <sup>NS</sup>
Well accepted	23.80 (10)	16.66 (1)	1.43 <sup>NS</sup>	27.77 (5)	37.03 (20)	0.90 <sup>NS</sup>
Accepted	28.57 (12)	--	---	38.88 (7)	20.37 (11)	1.50 <sup>NS</sup>
Controversial	7.14 (3)	16.66 (1)	0.66 <sup>NS</sup>	11.11 (2)	20.37 (11)	1.12 <sup>NS</sup>
Rejected	21.42 (9)	---	---	11.11 (2)	14.81 (8)	0.37 <sup>NS</sup>
Highly rejected	11.90 (5)	50.00 (3)	1.95 <sup>NS</sup>	5.55 (1)	3.70 (2)	0.40 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values

Slum 0.085<sup>NS</sup>

Urban 0.839\*\*

\*\* P < 0.01 level

NS Nonsignificant

children were 20, 37, 20, 15, 4 and 4. No significant differences were noted in social status of the slum and urban children in respect to their perceived positive mothering. It could be inferred from the results that children's perceived positive mothering found to have raised the social status of the majority of the slum and urban children among their classmates. The computed  $r$  value indicates that no significant correlation was recorded between social status of the slum children and their perceived mothering which clearly reflects that slum children might have got used to the typical cultural values of slums – parental neglect, carelessness and their improper child upbringing practices. On the other hand positive significant correlation was found between the urban children's social status and their perceived mothering.

Table 17 illustrates the influence of perceived fathering of children on their social status and its comparison between the slum and urban children. Thirty percent of the slum children who perceived their fathering as negative found to have been rated as well accepted by peers followed by as accepted (25%), rejected (22%), highly rejected (16%) and controversial (8%) popular (nil). On the other hand 50 percent of the urban children who perceived their fathering as negative were rated as highly rejected followed by as rejected (25%) and popular (25%). No significant differences were found in social status of the slum and urban children with respect to their negative fathering. In relation to positive fathering it was noted that a higher percentage (48%) of the slum children who perceived their fathering as positive found to have been in accepted category of social status followed by as popular (18%), well accepted (13%), controversial (9%), rejected (9%) and highly rejected

**Table 17 Influence of perceived fathering on children's social status and its comparison between slum and urban children**

Social status of children	Perceived fathering and percentages of children (120)					
	Negative fathering			Positive fathering		
	Slum (37)	Urban (4)	Z Values	Slum (23)	Urban (56)	Z Values
Popular	---	25.00 (11)	---	17.39(4 )	3.57 (2)	2.00*
Well accepted	29.72 (11)	---	----	13.04 (3)	37.50(2 1)	3.00**
Accepted	24.32 (9)	---	---	47.82 (11)	19.64 (11)	2.80**
Controversial	8.10 (3)	---	---	8.69 (2)	21.42 (12)	1.85*
Rejected	21.62 (8)	25.00 (1)	0.18 <sup>NS</sup>	8.69 (2)	12.50 (7)	0.66 <sup>NS</sup>
Highly rejected	16.21 (6)	50.00 (2)	1.36 <sup>NS</sup>	4.34 (1)	5.35 (3)	0.25 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values

Slum 0.167<sup>NS</sup>  
Urban 0.834\*\*

\*\* P < 0.01 level

\* P < 0.05 level

NS Nonsignificant

(4%). The corresponding percentages of the urban children were 20, 4, 38, 21, 13 and 5. Significant differences were noted in the positive side of social status of the slum and urban children based on their positive fathering. However computed  $r$  value indicates that no significant correlation between social status of the slum children and their perceived fathering, while positive significant correlation was found between social status of the urban children and their perceived fathering. It could be concluded that majority of the fathers in the urban area adopted better practices in bringing up their children as compared to their counterparts in the slum area. Positive fathering has significant positive influence on positive side of social status (accepted and well accepted) of both the slum and urban school going children.

Table 18 denotes the influence of perceived parenting on children's social status and its comparison between the slum and urban children. It is obvious from the results that both in the slum and urban areas relatively a higher percentage of children perceived their parenting as positive. Twenty five to 31 percent each of the slum children who perceived their parenting as negative were assessed to be in accepted and well accepted categories of social status and the remaining of them in rejected and highly rejected categories of social status. Out of the two urban children, who perceived their parenting as negative, one found to be in accepted category while the other one in highly rejected category of social status. Regarding perceived positive parenting it was noted that 36 percent of the slum children were categorized as peer accepted followed by as well accepted ( 21 % ) , controversial (11%), rejected (11%), highly rejected (11%) and popular (9%). Thirty six percent of the urban children who perceived their parenting as positive were well accepted by their peers

**Table 18 Influence of perceived parenting on children's social status and its comparison between slum and urban children**

Social status of children	Perceived parenting and percentages of children (120)					
	Negative parenting			Positive parenting		
	Slum (16)	Urban (2)	Z Values	Slum (44)	Urban (58)	Z Values
Popular	---	---	---	9.09 (4)	5.17 (3)	0.80 <sup>NS</sup>
Well accepted	31.25 (5)	---	---	20.45 (9)	36.20 (21)	1.00 <sup>NS</sup>
Accepted	25.00 (4)	50.00 (1)	---	36.36 (16)	17.24 (10)	2.37 <sup>**</sup>
Controversial	---	---	---	11.36 (5)	20.68 (12)	1.50 <sup>NS</sup>
Rejected	31.25 (5)	---	---	11.36 (5)	13.79 (8)	0.40 <sup>NS</sup>
Highly rejected	12.50 (2)	50.00 (1)	---	11.36 (5)	6.89 (4)	1.00 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values

Slum 0.179<sup>NS</sup>

Urban 0.272<sup>\*</sup>

\*\* P < 0.01 level

\* P < 0.05 level

NS Nonsignificant

followed by as controversial (21%), accepted (17%), rejected (14%), highly rejected (7%) and popular (5%). No significant differences were recorded between the social status of the slum and urban children except in the accepted category of social status. However, computed *r* values indicate that there is significant positive correlation between social status of both the slum and urban children and their perceived parenting. These results clearly denote that parenting plays an important role in the social status of school going children as at this age they need to be well cared and guided. Similar trend of results were quoted by Dodge *et al.* (1983), Bierman *et al.* (1993), Choudhary and Pati (1995), Black *et al.* (1995) and Ghongde and Patnam (1999).

#### **4.4.13 Influence Of Parental Age On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of parental age on children's social status and its comparison between the slum and urban children are shown in table 19. The results clearly indicate that majority of the fathers of the sample children found to be in the age range of 30-50 yrs and their mothers in the age range of 30-40 yrs. With respect to paternal age of 30-40 yrs. it was noted that 27-29 percent each the slum children were assessed to have accepted and well accepted categories of social status followed by as rejected (16%), highly rejected (11%), controversial (8%) and popular (8%). While in this group 30 percent of the urban children found to be well accepted followed by as controversial (22%), accepted (16%), rejected (16%), highly rejected (13%) and popular (3%). The significant differences were noted between the social status of the slum and urban children based on their paternal age range 30-40 yrs. In the paternal age of 40-50 yrs it was noted that relatively a higher percentage (40-43%) of both the slum and urban children found to be in the accepted and well accepted categories of social status. However 10-15 percent each of them

found to be in the remaining categories of social status except in the popular category of social status.

No significant differences were found between the categories of social status of children belonging the slum and urban areas with respect to their paternal age 40-50 yrs except in the category of socially well accepted. The computed  $r$  value also indicates that no significant correlation was found between social status of the slum and urban children and their paternal age. The reason for this could be fathers' participation in socializing children in both the urban and slum areas might be poor, their nature and their level of participation in child upbringing may not decrease or increase with their increasing chronological age. With respect to maternal age it was noted that none of the mothers of the urban children and only 19 slum children's mothers belonged to age the group 20-30 yrs. Thirty seven percent of the slum children in this group rated as socially accepted followed by as rejected (26%), well accepted (21%), popular (5%), controversial (5%) and rejected (5%). Thirty two percent of the slum children having mothers in the age range of 30-40 yrs were categorized as accepted followed by as well accepted (26%), rejected (13%), controversial (11%), highly rejected (10%) and popular (8%). The corresponding percentages of the urban children were 17, 34, 13, 23, 9 and 4. No significant differences were found in the social status of the slum and urban children based on their maternal age range of 30-40 yrs. Relatively higher percentages of the slum (67%) and the urban (43%) children having mothers in the age range of 40 - 50 yrs belonged to highly rejected and well accepted categories of social status respectively. While 29 to 33 percent both the

**Table 19 Influence of parental age on children's social status and its comparison between slum and urban children**

Social status of children	Parental age and percentages of children (120)														Z Values					
	Paternal age (yrs)							Maternal age (yrs)												
	20-30			30-40				40-50			20-30			30-40				40-50		
	Slum (3)	Urban (Nil)	Z Values	Slum (37)	Urban (37)	Z Values	Slum (20)	Urban (23)	Z Values	Slum (19)	Urban (Nil)	Z Values	Slum (38)	Urban (53)		Z Values	Slum (3)	Urban (7)		
Popular	---	---	---	8.10 (3)	2.70 (1)	2.00*	5.00 (1)	8.69	0.42 <sup>NS</sup>	5.26	---	---	7.89 (3)	3.77 (2)	1.00 <sup>NS</sup>	---	14.28 (1)			
Well accepted	---	---	---	29.72 (11)	29.72 (11)	---	15.00 (3)	43.47 (10)	2.33**	21.05 (4)	---	---	26.31 (10)	33.96 (18)	0.70 <sup>NS</sup>	---	42.85 (3)			
Accepted	66.66 (2)	---	---	27.02 (10)	16.21 (6)	1.30 <sup>NS</sup>	40.00 (8)	21.73 (5)	1.90 <sup>NS</sup>	36.84 (7)	---	---	31.57 (12)	16.98 (9)	1.87 <sup>NS</sup>	33.33 (1)	28.57 (2)	0.25 <sup>NS</sup>		
Controversial	---	---	---	8.10 (3)	21.62 (8)	2.16*	10.00 (2)	17.39 (4)	0.70 <sup>NS</sup>	5.26 (1)	---	---	10.52 (4)	22.64 (12)	1.71 <sup>NS</sup>	---	---	---		
Rejected	33.33 (1)	---	---	16.21 (6)	16.21 (6)	---	15.00 (3)	8.69 (2)	0.77 <sup>NS</sup>	26.31 (5)	---	---	13.15 (5)	13.20 (7)	---	---	14.28 (1)	---		
Highly rejected	---	---	---	10.81 (4)	13.51 (5)	0.42 <sup>NS</sup>	15.00 (3)	---	---	5.26 (1)	---	---	10.52 (4)	9.43 (5)	0.20 <sup>NS</sup>	66.66 (2)	---	---		

Figures in parentheses indicate frequencies

Computed r values of paternal age

Slum 0.070<sup>NS</sup>

Urban 0.211<sup>NS</sup>

Computed r values of maternal age

Slum 0.547\*\*

Urban 0.351\*\*

\*\* P < 0.01 level

\* P < 0.05 level

NS Nonsignificant

slum and urban children belonged to accepted category of social status. None of the slum children and 14 percent each the urban children were assessed to be socially popular and rejected. No significant differences were noted in the social status categories of the slum and urban children with regard to their maternal age range of 40-50 yrs. However significant positive correlation was recorded between the social status of slum and urban children and their maternal age which indicate that with increase in the maternal age there was increase in the social status of both slum and urban children. The reason for this could be that with increase in age, the mothers' knowledge and experiences in bringing up children might have got increased which inturn might have enable them to socialize their children in a better way as compared to the young mothers.

#### **4.4.14 Influence Of Parental Education On Their Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of parental education on their children's social status and its comparison between the slum and urban children are depicted in table 20. It is obvious from the results that majority of the urban children's fathers and mothers were graduates and matriculates while majority of the slum children's parents were non matriculates. Majority of the urban children, whose fathers and mothers were graduates found to have higher degrees of social status – popular, well accepted, accepted and controversial and only a minority of them found to be in rejected and highly rejected categories of social status.

**Table 20 Influence of parental education on their children's social status and its comparison between slum and urban children**

Social status of children	Parental education and percentages of children (120)														
	Paternal education							Maternal education							
	Graduates		HSC educated		Matriculates		Non-matriculates		Graduates		HSC educated		Matriculates		Non-matriculates
Slum (1)	Urban (48)	Slum (4)	Urban (4)	Slum (9)	Urban (7)	Slum (46)	Urban (1)	Slum (Nil)	Urban (26)	Slum (Nil)	Urban (9)	Slum (1)	Urban (24)	Slum (59)	Urban (1)
Popular	100.00 (1)	6.25 (3)	25.00 (1)	---	11.11 (1)	---	2.17 (1)	---	7.69 (2)	---	---	100.00 (1)	4.16 (1)	5.08 (3)	---
Well accepted	---	37.50 (18)	---	50.00 (2)	22.22 (2)	14.28 (1)	26.08 (12)	---	30.76 (8)	---	77.77 (7)	---	25.00 (6)	23.72 (14)	---
Accepted	---	18.75 (9)	75.00 (3)	25.00 (1)	44.44 (4)	---	28.26 (13)	100.00 (1)	19.23 (5)	---	22.22 (2)	---	16.66 (4)	33.89 (20)	---
Controversial	---	20.83 (10)	---	25.00 (1)	---	14.28 (1)	10.86 (5)	---	26.92 (7)	---	---	---	20.83 (5)	8.47 (5)	---
Rejected	---	10.41 (5)	---	---	11.11 (1)	42.85 (3)	19.56 (9)	---	7.69 (2)	---	---	---	20.83 (5)	16.94 (10)	100.00 (1)
Highly rejected	---	6.25 (3)	---	---	11.11 (1)	28.57 (2)	13.04 (6)	---	7.69 (2)	---	---	---	12.50 (3)	11.86 (7)	---

Figures in parentheses indicate frequencies

Computed r values of paternal education

Slum 0.215<sup>NS</sup>  
Urban 0.855\*\*

Computed r values of maternal education

Slum 0.078<sup>NS</sup>  
Urban 0.561\*\*

\*\* P < 0.01 level  
NS Nonsignificant

On the other hand relatively a higher percentage of matriculates and non matriculates parents children found to be in the rejected and highly rejected categories of social status. Significant correlations were not found between social status of the slum children and their parental education as majority of the slum children's parents found to have education not above SSC level. While significant positive correlations were found between social status of the urban children and their parental education, which means, children's social status was directly proportional to their parental educational levels. The reason for this could be, with increase in level of education, parents become well aware about things that are good and bad for children's welfare which inturn might have made them to adopt better upbringing practices in light of those for their children which is clearly revealed in their social status. These results are supported by the studies conducted by Singh (1983), Choudhary and Pati (1995) and Ghongde and Patnam (1999).

#### **4.4.15 Influence Of Family Income On Children's Social Status And Its Comparison Between The Slum And Urban Children**

The influence of family income on their children's social status and its comparison between the slum and urban children are exhibited in table 21. It is obvious from the results that none of the urban children's parents reported to have monthly income lesser then Rs 5000 while 49 the slum children's families found to have the same. About 33 percent of the slum children in this family income group assessed to have accepted category of social status followed by as well accepted (25%), rejected (18%) highly rejected (14%), controversial (8%) and popular (2%). It could be concluded about 40 percent children in this income group found to have lower levels of social status. In the family monthly income group of Rs 5000- Rs 10000 it was observed that 50 percent and

**Table 21 Influence of family income on children's social status and its comparison between slum and urban children**

Social Status Of Children	Family monthly income (Rs) and percentage of children (120)											
	Lesser than 5000			5000-10000			10000-20000			More than 20000		
	Slum (49)	Urban (Nil)	Z Values	Slum (6)	Urban (21)	Z Values	Slum (5)	Urban (31)	Z Values	Slum (Nil)	Urban (8)	Z Values
Popular	2.04 (1)	---	---	---	4.76 (1)	---	60.00 (3)	6.45 (2)	2.45**	---	---	---
Well accepted	24.48 (12)	---	--	16.66 (1)	19.04 (4)	0.17 <sup>NS</sup>	20.0 (1)	41.93 (13)	1.16 <sup>NS</sup>	---	50.00 (4)	---
Accepted	32.65 (16)	---	---	50.00 (3)	23.80 (5)	1.22 <sup>NS</sup>	20.00 (1)	12.90 (4)	0.44 <sup>NS</sup>	---	25.00 (2)	---
Controversial	8.16 (4)	---	---	16.66 (1)	19.04 (4)	1.36 <sup>NS</sup>	---	22.58 (7)	---	---	12.50 (1)	---
Rejected	18.36 (9)	---	---	16.66 (1)	19.04 (4)	1.36 <sup>NS</sup>	---	9.67 (3)	---	---	12.50 (1)	---
Highly rejected	14.28 (7)	---	---	---	14.28 (3)	---	---	6.45 (2)	---	---	---	---

Computed r values  
 Slum 0.355\*\*  
 Urban 0.588\*\*

Figures in parentheses indicate frequencies

\*\* P < 0.01 level  
 NS Nonsignificant

24 percent the slum and urban children respectively were categorized into accepted category of social status followed by as well accepted (17% and 19%) controversial (17% and 19%), rejected (17% and 19%) highly rejected (nil and 14%) and popular (Nil and 5%). No significant differences were found between the social status of the slum and children belonging the families monthly income range having Rs 5000 - Rs 10000. Sixty percent of the slum children were classified as popular in the family monthly income group of Rs 10000-Rs 20000 and 20 percent each of them found to be in well accepted and accepted categories. None of the slum children in this range of family income had lower degrees of social status as no one was found in the categories of controversial, rejected and highly rejected. In the urban area 42 percent children having the family monthly income range of Rs 10000-20000 were rated as peer accepted followed by as controversial (23%), accepted (13%) , rejected (9%) , highly rejected (7%), and popular (6%). Relatively a higher percentages (50%) of the urban children whose families monthly income was above Rs 20000 belonged to well accepted category followed by accepted (25%), controversial (13%) and rejected (12%). None of the slum children's families had monthly income above Rs 20000. Hence no child was found in the mentioned categories of social status. Significant positive correlations were recorded between social status of the slum and urban children and their family monthly income which indicates that with increase in the family monthly income there is increase in the social status of the slum and urban children. The similar statements were made by Lindhom and Touliators (1981), George *et al.* (1982), Choudhary and Pati (1995) and Ghongde and Patnam (1999).

#### **4.4.16 Influence Of Parental Employment On Their Children's Social Status And Its Comparison Between The Slum And Urban Children**

Table 22 shows the influence of parental employment on their children's social status and its comparison between the slum and urban children. With respect of government employees' children, it was found that 63 percent the slum children were found to be in socially accepted category followed by in popular (25%) and rejected (12%) categories. None of them were categorized in to the groups of well accepted, controversial and highly rejected. On the other hand 48 percent of the urban children of government employees belonged to well accepted category and 13 percent each of them belonged to accepted, controversial and rejected categories. A meagre percent of them found to be popular as well as highly rejected. Significantly a higher percentage of the slum children of government employees found to be in accepted category as compared to their counterparts in the urban area and it was vice versa in the category of well accepted. Thirty two percent children belonging to business families were rated as socially accepted followed by as well accepted (28%), rejected (12%), highly rejected (12%), controversial (8%) and popular (8%). The corresponding percentages of the urban children were in business families were 22,27,14, 8, 24 and 5. Significantly more number of the urban children in business families in the category of controversial as compared to their counterparts in slum. None of the urban children's parents were unskilled labourers. Hence no child is found in all the

**Table 22 Influence of parental employment on their children's social status and its comparison between slum and urban children**

Social status of children	Parental employment and percentages of children (120)											
	Govt. employees				Business				Unskilled labourers			
	Slum (8)	Urban (23)	Z Values	Slum (25)	Urban (37)	Z Values	Slum (27)	Urban (Nil)	Z Values			
Popular	25.00 (2)	4.32 (1)	1.40 <sup>NS</sup>	8.00 (2)	5.40 (2)	0.60 <sup>NS</sup>	---	---	---			
Well accepted	---	47.82 (11)	---	28.00 (7)	27.02 (10)	0.09 <sup>NS</sup>	25.92 (7)	---	---			
Accepted	62.50 (5)	13.04 (3)	2.72 <sup>**</sup>	32.00 (8)	21.62 (8)	1.10 <sup>NS</sup>	25.92 (7)	---	---			
Controversial	---	13.04 (3)	---	8.00 (2)	24.32 (9)	2.28 <sup>**</sup>	11.11 (3)	---	---			
Rejected	12.50 (1)	13.04 (3)	0.09 <sup>NS</sup>	12.00 (3)	13.51 (5)	0.12 <sup>NS</sup>	22.22 (6)	---	---			
Highly rejected	---	8.69 (2)	---	12.00 (3)	8.10 (3)	0.57 <sup>NS</sup>	14.81 (4)	---	---			

Figures in parentheses indicate frequencies

Computed r values

Slum 0.297<sup>\*\*</sup>

Urban 0.715<sup>\*\*</sup>

\*\* P < 0.01 level

NS Nonsignificant

enlisted categories of social status. However 26 percent each the slum children belonged to unskilled labourers found to have well accepted and accepted categories of social status followed by as rejected (22%), highly rejected (15%) and controversial (11%). None of the unskilled labourers' the slum children found to be popular. Significant positive correlations were found between social status of the slum and urban children and their parental employment. Government employees' children found to have better social status as compared to their counterparts in business and unskilled labourers' families.

#### **4.4.17 Comparison of Personality Traits Of Slum And Urban Children Stated For Accepting And Rejecting By Their Classmates**

Table 23 illustrates the comparison of personality traits of slum and urban children stated for accepting and rejecting by their classmates. The results clearly indicate that there were no differences in the personality traits stated for accepting and rejecting their classmates by the slum and urban children. However there are differences in the percentages of children who quoted them. The personality traits stated for accepting the classmates by the majority (87-100%) of slum children were the one who never fights, regular to school, cooperative, good communicator followed by as studious (78%), friendly (75%) endowed with special abilities (75%) speaks property (67%), good mannered (62%), neat (58%), obedient (53%), joyful (37%) and good looking (33%). The corresponding percentages of urban children were 95-100, 91, 90, 83, 78, 75, 75, 68, 53 and 48. Majority of the enlisted personality traits were quoted by significantly a higher percentages of the urban children for accepting their classmates as compared to their counterparts. The personality traits

**Table 23 Comparison of personality traits of slum and urban children stated for accepting and rejecting their classmates**

Personality traits and percentages of children (120)							
For acceptance	Slum (60)	Urban (60)	Z values	For Rejection	Slum (60)	Urban (60)	Z values
Never fight	100.00	95.00	2.00*	Fighter cock	100.00	100.00	---
Regular to school	91.66	83.33	1.60 <sup>NS</sup>	Uncooperative	96.66	100.00	2.00*
Cooperative	86.66	100.00	3.50**	Liar	98.33	91.66	1.75 <sup>NS</sup>
Good communicator	33.33	91.66	3.50**	Disinterested in studies	91.66	95.00	1.00 <sup>NS</sup>
Studious	78.33	91.66	2.60**	Bossy	86.66	91.66	1.00 <sup>NS</sup>
Friendly	75.00	90.00	2.50**	Poor communicator	86.66	91.66	1.00 <sup>NS</sup>
Endowed with special abilities	75.00	83.33	1.14 <sup>NS</sup>	Poor in cocurricular activities	41.66	86.66	6.42**
Speaks properly	66.66	78.33	1.71 <sup>NS</sup>	Selfish	88.33	38.33	8.33**
Good mannered	61.66	75.00	2.00*	Irregular to school	83.33	75.00	1.14 <sup>NS</sup>
Neat	58.33	75.00	2.12*	Bad mannered	71.66	66.66	0.71 <sup>NS</sup>
Obedient	53.33	68.33	1.87 <sup>NS</sup>	Short temperament	71.66	66.66	0.71 <sup>NS</sup>
Joyful	36.66	53.33	4.00**	Teases	66.66	75.00	1.28 <sup>NS</sup>
Good looking	33.33	48.33	1.87 <sup>NS</sup>	Untidy	66.66	75.00	1.28 <sup>NS</sup>
				Disobedient	55.00	61.66	0.75 <sup>NS</sup>
				Destructive	50.00	58.33	1.00 <sup>NS</sup>
				Irritable	36.66	38.33	0.28 <sup>NS</sup>

\*\* P < 0.01 level

\* P < 0.05 level

NS Non significant

quoted for rejecting the classmates by majority (88-100 %) of slum children were the one who is a fighter cock, uncooperative, liar, disinterested in studies, bossy, poor communicator, irregular to school, selfish followed by as bad mannered (72%) short temperament (71%), untidy (67%), disobedient (55%), destructive (50%), irritable (37%), and stringy (25%). The corresponding percentages of urban children 75-100, 67, 67, 75, 61, 58, 38, and 35. Overall no significant differences were found in the percentages of slum and urban children stated the enlisted personality traits for rejection of classmates. These results are in accordance with the findings reported in the research studies of Bierman *et al.* (1993), Choudhary and Pati (1995) Black *et al* (1995) and Gohangde and Patnam (1999).

#### **4.4.18 Correlations Between Social Status of The Sample Children And Their Selected Background Variables**

The computed correlations between social status of the sample children and their selected background variables are depicted in table 24. Though in the previous tables (5 to 22) all the selected background variables' influence on the social status of slum and urban children and their comparison between the slum and urban children are discussed, at a stretch in a nutshell the correlations between children's social status and their selected background variables with respect to their area and irrespective of their areas are discussed below. With regard to the background variables of children, irrespective of the area, children's fathering, mothering, types of family, mental age, ordinal position, sizes of family, types of place in family, time incurred on peer group activities, academic performance and possessed abilities found to have significant positive influence on children's social status while age, gender, number of friends of children and the socialization practices adopted for them found to have no significant correlation with children's social status.

**Table 24 Correlations between social status of the sample children and their selected background variables**

Background variables of children and their parents	Correlation coefficients with children's social status <b>r values</b>		
	Irrespective of areas	Slum	Urban
<b>Children</b>			
Fathering	0.693**	0.167 <sup>NS</sup>	0.834**
Types of family	0.626**	0.541**	0.012 <sup>NS</sup>
Mothering	0.567**	0.085 <sup>NS</sup>	0.839**
Mental age	0.486**	0.191 <sup>NS</sup>	0.588**
Ordinal position	0.457**	0.003 <sup>NS</sup>	0.699**
Sizes of family	0.442**	0.242 <sup>NS</sup>	-0.564**
Types of place in family	0.431**	0.039 <sup>NS</sup>	0.666**
Time incurred on peer activities	0.427**	0.163 <sup>NS</sup>	0.619**
Parenting	0.223*	0.179 <sup>NS</sup>	0.272*
Academic performance	0.197*	0.525**	0.290*
Possessed abilities	0.197*	0.046 <sup>NS</sup>	0.283*
Age	0.188 <sup>NS</sup>	0.061 <sup>NS</sup>	0.283*
Gender	0.147 <sup>NS</sup>	0.541**	0.012 <sup>NS</sup>
Number of friends	0.059 <sup>NS</sup>	0.026 <sup>NS</sup>	0.180 <sup>NS</sup>
Socialization practices	0.026 <sup>NS</sup>	0.220 <sup>NS</sup>	0.621**
<b>Parents</b>			
Paternal education	0.581**	0.215 <sup>NS</sup>	0.855**
Parental employment	0.504**	0.297**	0.715**
Family monthly income	0.462**	0.355**	0.588**
Maternal education	0.396**	0.078 <sup>NS</sup>	0.561**
Maternal age	0.233*	0.547**	0.351**
Paternal age	0.139 <sup>NS</sup>	0.070 <sup>NS</sup>	0.211 <sup>NS</sup>

\*\* P < 0.01 level

\* P < 0.05 level

NS Nonsignificant

From these significant correlations one can draw the conclusion that in this rapidly changing and developing society, parents are giving a lot of importance to children's studies, cocurricular activities as they seemed have perceived that it is the only way to make their children withstand the new challenges and to become a successful and happy outgoing individuals in future. It could be cannoted from the results that parenting practices, mental age, special abilities, academic performance and exposure of children to outdoor peer activities plays an important role in raising social status of children in their peers. The parents of lower social status children could be educated and enlightened about how important the above mentioned factors in children's social development and could be made to pay more attention to these factors to improve social status and social development of their children which inturn contribute a lot to their wholesome development. With respect to slum children it was found that their types of family, academic performance and gender found to have significant positive correlation with their social status. While the remaining background variables seemed to have no significant correlation with children's social status These results inturn indicate that joint family system and academic performance of children significantly contribute to their social status. Gender discrimination -- pampering of sons lowers their social status, which should be brought to the notice of slum parents through mass education in order to take care of the above factors for the welfare of their children.

With regard to urban children it was noted that parenting, mental age, ordinal position and special position of child, academic performance, special abilities age and socialization practices found to

have significant positive correlation with their social status. While sizes of family and time incurred on outdoor peer group activities had significant negative correlation with the urban children's social status. Gender, number of friends and types of family did not have significant influence on urban children's social status. From these results it could be concluded that increase in size of family and letting children to spend more time on outdoor peer group activities are not favourable to urban children's social development and status which in turn adversely affect their wholesome development. With respect to the parental background variables, positive significant correlations were recorded between social status of children irrespective of their areas, their parental education, employment, income, maternal age. Paternal age found to have no significant influence on children's social status. These findings are in agreement with many research evidences which also conclude that with raise in educational and income levels, parents tend to cater to the needs of children in a better way which subsequently contribute to their overall development. All these findings are in agreement with the findings of the many research studies quoted in the review chapter of thesis.

#### **4.5 Influence Of The Selected Background Variables Of Children On Their Emotional Maturity And Its Comparison Between The Slum And Urban Children**

##### **4.5.1. Influence of Gender And Age On Children's Emotional Maturity And Its Comparison Between The Slum And Urban Children**

The influence of gender and age on children's emotional maturity and its comparison between the slum and urban children are depicted in table 25. With respect to the gender 37 percent school

going girls in the slum are found to be emotionally unstable followed by as moderately stable (30%), extremely stable (20%) and extremely unstable (13%) on the other hand 41 percent of the urban school going girls found to be in extremely stable category followed by in moderately stable (22%), unstable (22%) and extremely unstable (15%) categories. No significant differences were found between emotional maturity of the slum and urban school going girls. However, with regard to the school going boys 20 percent each the slum assessed to be in unstable and extremely unstable categories of emotional maturity followed by as moderately stable (17%) and extremely stable (13%). The corresponding percentages were 52, 18, 12 and 18. No significant differences were found between the emotional maturity of the slum and urban boys except significantly more number of them being as emotionally unstable as compared to their slum counterparts. No significant correlation was found between emotional maturity of the slum and urban children and their gender. With regard to the age of children it was found that relatively a higher percentage (23-37%) of the 10-11 yrs the slum school going children found to be in extremely stable and moderately stable categories of emotional maturity as compared to their counterparts in the age group of 9-10 yrs. Forty percent the slum children in age group of 9-10 yrs rated to be emotionally unstable followed by as emotionally extremely stable (24%), moderately stable (24%) and extremely unstable (16%). Where as 38 percent the urban children of the same group found to be emotionally unstable followed by as extremely unstable (25%), extremely stable (20%) and moderately stable (9%). No significant differences were found between emotional maturity of the slum and urban children in the age group of 9-10 yrs. With respect to the

**Table 25 Influence of gender and age on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Gender & age and percentages of children											
	Gender					Age (yrs)						
	Female (57)		Male (63)			9-10 (49)		10-11 (71)				
	Slum (30)	Urban (27)	Z Values	Slum (30)	Urban (33)	Z Values	Slum (25)	Urban (24)	Z Values	Slum (35)	Urban (36)	Z Values
Extremely stable	20.00 (6)	40.74 (11)	1.75 <sup>NS</sup>	13.33 (13)	18.18 (6)	0.59 <sup>NS</sup>	24.00 (6)	20.83 (5)	0.35 <sup>NS</sup>	37.14 (13)	---	---
Moderately stable	30.00 (9)	22.22 (6)	0.70 <sup>NS</sup>	16.66 (5)	12.12 (4)	0.47 <sup>NS</sup>	24.00 (6)	8.33 (2)	1.60 <sup>NS</sup>	22.85 (8)	22.22 (8)	---
Unstable	36.66 (11)	22.22 (6)	1.22 <sup>NS</sup>	20.00 (3)	51.51 (7)	2.82 <sup>**</sup>	40.00 (10)	37.50 (9)	0.22 <sup>NS</sup>	20.00 (7)	38.88 (14)	1.80 <sup>NS</sup>
Extremely unstable	13.33 (4)	14.81 (4)	0.119 <sup>NS</sup>	20.00 (3)	18.18 (6)	0.20 <sup>NS</sup>	16.00 (1)	25.00 (6)	0.82 <sup>NS</sup>	17.14 (6)	11.11 (4)	0.77 <sup>NS</sup>

Computed r values of gender  
 Slum 0.028<sup>NS</sup>  
 Urban 0.067<sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values of age  
 Slum 0.117<sup>NS</sup>  
 Urban 0.869<sup>\*\*</sup>

\*\* P < 0.01 level  
 NS Nonsignificant

age group of 10-11 yrs. 37 percent of the slum children rated to be emotionally extremely stable followed by as moderately stable (23%), unstable (20%) and extremely unstable (17%). The corresponding percentages of the urban children were nil, 22, 39 and 11. No significant correlation was found between emotional maturity of the slum children and with their increasing age. On the other hand significant positive correlation was found between emotional maturity of the urban children and with their increasing age. These findings clearly emphasize that in slum families emotionally matured behaviour from children might not have been expected with increase in their chronological age while in urban families focus might have been given to children's emotional maturity in corresponding to their increasing age. These findings are in agreement with the findings reported in the studies carried out by Esenberg *et al* (1987), Bouldin and Pratt (1990), and in contradictory to the findings reported in the studies carried by Hughes (1981).

#### **4.5.2. Influence Of Types Of Family On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

The influence of types of family on children's emotional maturity and its comparison between slum and urban children are shown in table 26. With respect to the nuclear families, 36 percent slum children found to be emotionally extremely stable followed by as unstable (24%), moderately stable (21%) and unstable (19%). On the other hand 41 percent urban children rated to be emotionally unstable followed by as extremely stable (28%), extremely unstable (21%) and moderately stable (11%). In joint families, 46 percent slum children found to be emotionally unstable followed by as

**Table 26 Influence of types of family on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Types of family and percentages of children (120)						Z Values	Z Values
	Nuclear			Joint				
	Slum (47)	Urban (39)	Z Values	Slum (13)	Urban (21)	Z Values		
Extremely stable	36.17 (17)	28.20 (11)	0.84 <sup>NS</sup>	15.38 (2)	28.57 (6)	0.96 <sup>NS</sup>		
Moderately stable	21.27 (10)	10.25 (4)	1.55 <sup>NS</sup>	30.76 (4)	28.57 (6)	0.12 <sup>NS</sup>		
Unstable	23.40 (11)	41.02 (6)	1.89 <sup>NS</sup>	46.15 (6)	33.33 (7)	0.76 <sup>NS</sup>		
Extremely Unstable	19.14 (9)	20.51 (8)	0.11 <sup>NS</sup>	7.69 (1)	9.52 (2)	0.21 <sup>NS</sup>		

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.105<sup>NS</sup>  
 Urban 0.551\*\*

\*\* P < 0.01 level  
 NS Nonsignificant

moderately stable (31%), extremely stable (15%) and extremely unstable (8%). The corresponding percentages of the urban children were 33,29, 29 and 9. Based on the types of families no significant differences were found in the categories of emotional maturity of both slum and urban children. Significant correlation was not recorded between the emotional maturity of the slum children and their types of families. It had significant positive correlation with urban children and their types of family.

The reason for this could be in urban joint families many adults/ elder members might be consistently supervising and guiding the behaviour of children with regard to their age and gender which might have been reflected in their higher degrees of emotional maturity while this may not be the same in slum joint families as already mentioned (table 25) that slum families do not seem to focus on emotional maturity of children with in accordance to their increasing in age.

#### **4.5.3 Influence Of Family Size On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

Table 27 depicts the influence family size on children's emotional maturity and it comparison between slum and urban children. With regard to the small size families, half of the slum children (50%) found to be emotionally extremely unstable followed by as extremely stable (25%) and unstable (25%). None of the slum children found to be in moderately stable category of emotional maturity. However, 33 percent of the urban children found to be emotionally extremely stable followed by as unstable (29%), moderately stable (19%).

**Table 27 Influence of sizes of family on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Sizes of family and percentages of children									
	Small (1-4)			Middle (5-8)			Large (above 8)			Z Values
	Slum (4)	Urban (21)	Z Values	Slum (44)	Urban (34)	Z Values	Slum (12)	Urban (5)	Z Values	
Extremely stable	25.00 (1)	33.33 (7)	---	36.66 (16)	29.41 (10)	0.66 <sup>NS</sup>	16.66 (2)	---	---	---
Moderately stable	--	19.04 (4)	---	18.18 (8)	14.70 (5)	0.51 <sup>NS</sup>	50.00 (6)	20.00 (1)	1.31 <sup>NS</sup>	1.31 <sup>NS</sup>
Unstable	25.00 (1)	28.57 (6)	---	29.54 (13)	41.17 (14)	1.14 <sup>NS</sup>	25.00 (3)	60.00 (3)	1.38 <sup>NS</sup>	1.38 <sup>NS</sup>
Extremely unstable	50.00 (2)	19.04 (6)	---	15.90 (7)	14.70 (5)	0.14 <sup>NS</sup>	8.33 (1)	20.00 (1)	0.61 <sup>NS</sup>	0.61 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values.  
 Slum 0.178<sup>NS</sup>  
 Urban 0.354<sup>\*\*</sup>

\*\* P < 0.01 level  
 NS Nonsignificant

With respect of middle size families, 37 percent of the slum children were assessed to be emotionally extremely stable followed by as unstable (30%), moderately stable (18%) and extremely unstable (16%). The corresponding percentages of the urban children were 29,41,15 and 15. No significant differences were found in the emotional maturity of the slum and urban children belonging to the middle size families.

Regarding the large size families, it was noticed that 50 percent of the slum children were rated as emotionally moderately stable followed by as unstable (25%), extremely stable (17%) and extremely unstable (8%) categories of emotional maturity. On the other hand relatively a higher percentage (60%) of the urban children found to be emotionally unstable and 20 percent each found to be in moderately stable and extremely stable categories of emotional maturity. Where as none of the urban children found to be emotionally extremely stable. No significant differences were found in the emotional maturity of the slum and urban children belonging to large size families. Computed coefficient correlation indicate that there was no significant correlation between the slum children's emotional maturity and their family size. On the other hand significant negative correlation was found between the urban children's emotional maturity and their family size, which signifies that urban children's emotional maturity doesn't get increase with the increase in their family size. The possible reason for this could be in large size urban families children might not be getting enough personal attention and enough check over their control and expressions of emotions as compared to their counterparts in small size families.

#### **4.5.4 Influence Of Ordinal Position On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

The influence of ordinal position on children's emotional maturity and its comparison between the slum and urban children are exhibited in table 28. With respect to the first born it was noted that 43 percent slum children were found in extremely stable category of emotional maturity followed by in moderately stable (29%), unstable (19%) and extremely unstable (9%), while the corresponding percentages of the urban first born were 26, 26, 27 and 11. There was no significant difference in the emotional maturity of first borns belonging to slum and urban families. With respect of middle about born 31-34 percent slum children found to be in unstable and extremely unstable categories of emotional maturity followed by as extremely stable (22%) and moderately stable (19%), while on the other hand in the urban area about 31 percent each middle born found to be emotionally extremely stable, unstable and extremely unstable and the remaining meagre percent children were found to be emotionally moderately stable. No significant differences were found in emotional maturity of middle born belonged to slum and urban families.

Regarding last born it was noticed that relatively a higher percentage (43%) slum children were emotionally extremely stable and 29 percent each of them were found to be moderately stable and unstable. However none of the last born in slum families assessed to be extremely unstable. On the other hand 47 percent of the urban children rated to be emotionally unstable followed by as extremely stable (29%), moderately stable (12%) and extremely unstable (12%).

**Table 28 Influence of ordinal position on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Ordinal position and percentages of children (120)											
	First			Middle			Last					
	Slum (21)	Urban (27)	Z Values	Slum (32)	Urban (16)	Z Values	Slum (7)	Urban (17)	Z Values			
Extremely stable	42.85 (9)	25.92 (7)	1.28 <sup>NS</sup>	21.87 (7)	31.25 (5)	0.74 <sup>NS</sup>	42.85 (3)	29.41 (5)	0.60 <sup>NS</sup>			
Moderately stable	28.57 (6)	25.92 (7)	0.24 <sup>NS</sup>	18.75 (6)	6.25 (1)	1.43 <sup>NS</sup>	28.57 (2)	11.76 (2)	0.93 <sup>NS</sup>			
Unstable	19.04 (4)	27.03 (10)	1.46 <sup>NS</sup>	34.25 (25)	31.25 (5)	0.21 <sup>NS</sup>	28.57 (2)	47.05 (8)	0.92 <sup>NS</sup>			
Extremely Unstable	9.52 (2)	11.11 (3)	0.25 <sup>NS</sup>	31.25 (5)	31.25 (5)	---	---	11.76 (2)	---			

Computed r values  
 Slum 0.043<sup>NS</sup>  
 Urban 0.378<sup>\*\*</sup>

Figures in parentheses indicate frequencies

\*\* P < 0.01 level  
 NS Nonsignificant

No significant differences were found in the levels of emotional maturity of last born belonging to slum and urban areas.

The computed  $r$  value indicates that there was no significant correlation between slum children's emotional maturity and their ordinal position. On the other hand significant negative correlation was found between urban children's emotional maturity and their ordinal position which signifies that with increase in child's ordinal position her/his emotional maturity found to have not increased, probably in urban families the family members might have been more lenient with last born.

#### **4.5.5 Influence Of Type Of Place Enjoyed By Children In Their Families On Their Emotional Maturity And Its Comparison Between Slum And Urban Children**

The influence of types of place enjoyed by children in their families on their emotional maturity and its comparison between slum and urban children are detailed in table 29. Thirty eight percent slum children and 30 percent urban children having special place in their families found to be emotionally extremely stable followed by respectively as unstable (30 % and 35 %) moderately stable (27% and 19%) and extremely unstable (5 % and 16%). From these results it is clear that, 34 percent of the slum children having normal place in their families rated as emotionally extremely unstable where as 47 percent of the urban children rated to be emotionally unstable. Irrespective of the areas, 21-23 percent both the slum and urban children having normal place in their families assessed to be emotionally extremely stable and moderately stable (12-17%). However 26 percent of the slum children and 18 percent of the urban children were rated as unstable and extremely unstable respectively.

**Table 29 Influence of type of place enjoyed by children in their families on their emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Types of place in families and percentages of children (120)						Z Values
	Special			Normal			
	Slum (37)	Urban (43)	Z Values	Slum (23)	Urban (17)	Z Values	
Extremely stable	37.83 (14)	30.23 (13)	0.70 <sup>NS</sup>	21.73 (5)	23.52 (4)	0.15 <sup>NS</sup>	
Moderately stable	27.02 (10)	18.60 (8)	1.00 <sup>NS</sup>	17.39 (4)	11.76 (2)	0.57 <sup>NS</sup>	
Unstable	29.72 (11)	34.88 (15)	0.50 <sup>NS</sup>	26.08 (6)	47.05 (8)	0.57 <sup>NS</sup>	
Extremely unstable	5.40 (2)	16.27 (7)	1.73 <sup>NS</sup>	34.78 (8)	17.64 (3)	1.29 <sup>NS</sup>	

Computed r values  
 Slum 0.003<sup>NS</sup>  
 Urban 0.136<sup>NS</sup>

Figures in parentheses indicate frequencies

NS Nonsignificant

No significant differences were found in emotional maturity of the slum and urban children based on the types of place enjoyed by them in their families. No significant correlations were found between the emotional maturity of the school going slum and urban children and their types of place in their families.

#### **4.5.6 Influence Of Possessed Abilities On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

The influence of possessed abilities on children's emotional maturity and its comparison between maturity and its comparison between slum and urban children are detailed in table 30. With respect to possessed special abilities relatively a higher percentage (31%) of the slum children found to be in both extremely stable and moderately stable categories of emotional maturity followed by as emotionally unstable (25%) and extremely unstable (13%). On the other hand, 34-36 percent each urban children assessed to be extremely stable and unstable followed by as moderately stable (15%) and extremely unstable (15%). The Z values indicate that no significant differences were found between the categories of emotional maturity of the slum and urban children based on their special abilities.

With regard to the children not having special abilities, it was recorded that 32 percent each of the slum children found to be in extremely stable and unstable categories of emotional maturity followed by as extremely unstable (22%) and moderately stable (14%). On the other hand 46 percent of the urban children were classified as emotionally unstable and 23 percent each of the urban children were categorized as emotionally moderately stable and

**Table 30 Influence of possessed abilities on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Abilities and percentages of children (120)							
	Possessed special abilities				Possessed no special abilities			
	Slum (32)	Urban (47)	Z Values	Slum (28)	Urban (13)	Z Values	Slum (28)	Urban (13)
Extremely stable	31.25 (10)	34.04 (16)	0.30 <sup>NS</sup>	32.16 (9)	7.96 (1)	2.28 <sup>**</sup>	32.16 (9)	7.96 (1)
Moderately stable	31.25 (10)	14.89 (7)	1.90 <sup>NS</sup>	14.28 (4)	23.07 (3)	0.67 <sup>NS</sup>	14.28 (4)	23.07 (3)
Unstable	25.00 (8)	36.17 (17)	1.15 <sup>NS</sup>	32.14 (9)	46.15 (6)	0.86 <sup>NS</sup>	32.14 (9)	46.15 (6)
Extremely unstable	12.50 (4)	14.89 (7)	0.28 <sup>NS</sup>	21.42 (6)	23.07 (3)	0.14 <sup>NS</sup>	21.42 (6)	23.07 (3)

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.168<sup>NS</sup>  
 Urban 0.617<sup>\*\*</sup>

\*\* P < 0.01 level  
 NS Nonsignificant

emotionally extremely stable. However, a meagre percent (8%) of the urban children found to be in the emotionally extremely stable category. No significant differences were recorded between the categories of emotional maturity of the children having no special abilities except significantly more number of the slum children found to be in the category of extremely stable as compared to their counterparts. No significant correlation was found between the slum children's emotional maturity and their possessed special abilities. Where as significant positive correlation was found between urban children's emotional maturity and their possessed special abilities as in the urban families the children having special abilities might have been well supervised and guided to enable them to be allrounders and well accepted individuals.

#### **4.5.7 Influence of Friends On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

Table 31 indicates the influence of friends on children's emotional maturity and its comparison between slum and urban children. With respect to children having 1-3 friends, it is noticed that 37 percent of the slum children were classified as emotionally unstable followed by as extremely stable (32%) moderately stable (18%) and extremely unstable (14%). On the other hand relatively a higher percentage (37.50%) of the urban children found to be both in the moderately stable and unstable categories of emotional maturity followed by in extremely stable (25%) and extremely unstable (nil) categories. No significant differences were noted in the emotional maturity of the slum and urban children having 1-3 friends. Thirty two percent slum children classified as emotionally extremely stable found to have 4-6 friends followed by as moderately stable (28%), unstable

**Table 31 Influence of friends on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Number of friends and percentage of children (120)											
	1-3			4-6			6-8			8-10		
	Slum (22)	Urban (8)	Z Values	Slum (25)	Urban (28)	Z Values	Slum (7)	Urban (15)	Z Values	Slum (6)	Urban (9)	Z Values
Extremely stable	31.81 (7)	25.00 (2)	0.33 <sup>NS</sup>	32.00 (8)	21.42 (6)	0.96 <sup>NS</sup>	14.28 (1)	40.00 (6)	1.43 <sup>NS</sup>	50.00 (3)	33.33 (3)	0.66 <sup>NS</sup>
Moderately stable	18.18 (4)	37.50 (3)	1.01 <sup>NS</sup>	28.00 (7)	7.14 (2)	2.10*	28.57 (2)	26.66 (4)	0.09 <sup>NS</sup>	16.66 (1)	11.11 (1)	0.27 <sup>NS</sup>
Unstable	36.36 (8)	37.50 (3)	0.05 <sup>NS</sup>	24.85 (6)	42.85 (12)	1.46 <sup>NS</sup>	42.85 (3)	23.66 (4)	0.23 <sup>NS</sup>	---	44.44 (4)	---
Extremely unstable	13.63 (3)	---	---	16.00 (4)	28.57 (8)	1.08 <sup>NS</sup>	14.28 (1)	6.66 (1)	0.56 <sup>NS</sup>	33.33 (2)	11.11 (1)	1.02 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.177<sup>NS</sup>  
 Urban 0.339\*\*

\*\* P < 0.01 level  
 \* P < 0.05 level  
 NS Nonsignificant

(25%) and extremely unstable (16%). The corresponding percentages of the urban children were 21, 7, 43 and 29. No significant differences were observed in the emotional maturity of the slum and urban children having 4-6 friends except significantly more number of slum children assessed to be moderately stable to compared their counterparts. It was also recorded that, relatively a higher percentage (43%) of the slum children having 6-8 friends found to be emotionally unstable followed by as moderately stable (28%) and extremely stable (14%) and extremely stable (14%). On the other hand 40 percent urban children rated as emotionally extremely stable followed as moderately stable (27%), unstable (24%) and extremely unstable (7%). No significant differences were found in the emotional maturity levels of the urban children having 6-8 friends. Fifty percent of the slum children rated as emotionally extremely stable reported to have 8-10 friends. On the other hand 45 percent urban children having similar number of friends were rated as emotionally unstable. Thirty Three percent each of them both in slum and urban areas rated as extremely unstable and extremely stable respectively. It was also noticed that 11 percent each of the urban children were emotionally moderately stable and extremely unstable. No significant differences were observed in emotional maturity of the slum and urban children having 8-10 friends. Computed r values indicate that, in slum area there was no significant correlation between slum children's emotional maturity and their number of friends. On the other hand significant negative correlation was found between emotional maturity of the urban children and their number of friends, which clearly denotes that children's emotional maturity seemed to not increase with the increase in their number of friends. Probably the

children who have lower levels of emotional maturity do not try to improve as they got some or other friend (many) to meet their various needs.

#### **4.5.8 Influence Of Average Time Incurred On Outdoor Peer Group Activities On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

The influence of average time incurred by children on outdoor peer group activities on their emotional maturity and its comparison between slum and urban children are detailed in table 32. It is noted that 33 percent slum children spending less than 2 hr time on outdoor peer group activities assessed to be emotionally moderately stable and unstable followed by as extremely stable (28%) and extremely unstable (6%). On the other hand 37 percent of the urban children spending less than 2 hr time on outdoor peer group activities assessed to be emotionally unstable followed by as extremely stable (29%), moderately stable (17%) and extremely unstable (17%). No significant differences were noted in the categories of emotional maturity of both the slum and urban children spending less than 2 hr time on outdoor peer group activities. Thirty seven percent of incurring average time 2-4 hrs on outdoor peer group activities were that the slum children found to be emotionally extremely stable followed by as moderately stable (25%), unstable (20%) and extremely unstable (17%). On the other hand the only urban child incurring same amount of time on such activities was rated to be extremely unstable. It is clear from the results that none of the urban children incurred average time of 4-6 hrs on outdoor peer group activities while the 39 percent slum children spent 4-6 hrs on such activities were assessed to be extremely unstable followed by as

**Table 32 Influence of average time incurred on outdoor peer group activities on children's emotional maturity and its comparison between slum and urban children**

Emotional Maturity Of Children	Average time incurred on peer group activities in a day and percentages of children (120)											
	Lesser tan 2 hrs					2 - 4 hrs					4-6 hrs	
	Slum (18)	Urban (59)	Z Values	Slum (24)	Urban (1)	Z Values	Slum (18)	Urban (Nil)	Z Values	Z Values		
Extremely stable	27.79 (5)	28.81 (17)	0.08 <sup>NS</sup>	37.50 (9)	---	---	27.77 (5)	--	---	---		
Moderately stable	33.33 (6)	16.94 (10)	1.43 <sup>NS</sup>	25.00 (6)	---	---	11.11 (2)	---	---	---		
Unstable	33.33 (6)	37.28 (22)	0.32 <sup>NS</sup>	16.66 (4)	100.00 (1)	---	38.88 (7)	---	---	---		
Extremely unstable	5.55 (1)	16.94 (22)	1.73 <sup>NS</sup>	20.83 (5)	---	---	22.22 (4)	---	---	---		

Computed r values  
 Slum 0.019<sup>NS</sup>  
 Urban 0.206<sup>NS</sup>

Figures in parentheses indicate frequencies

NS Nonsignificant

extremely stable (28%), extremely unstable (22%) and moderately stable (11%) categories of emotional maturity. No significant correlations were found between emotional maturity of the slum and urban children and the amount of time incurred by them on outdoor peer group activities.

#### **4.5.9 Influence Of Intellectual Development On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

The influence of intellectual development of children on their emotional maturity and its comparison between slum and urban children are denoted in table 33. It is recorded that 67 percent of the slum children assessed to have above 120 IQ were rated as emotionally extremely stable followed by as moderately stable (22%) and unstable (11%). It is also recorded that none of them found to be emotionally extremely unstable. On the other hand 37 percent urban children assessed to have above 120 IQ were rated as emotionally unstable followed by as extremely stable (32%), extremely unstable (18%) and moderately stable (13%). No significant differences were found in the emotional maturity of the slum and urban children assessed to have superior levels of intellectual development, except significantly more number slum children of these group assessed to be emotionally extremely stable as compared to their counterparts. However, 31 percent of the slum children were assessed to have normal level intellectual development were rated to be emotionally unstable and 24 percent each to them found to be emotionally extremely stable and moderately stable. The remaining 20 percent of them were classified as emotionally extremely unstable. On the other hand 45 percent of the urban children found to be emotionally

**Table 33 Influence of intellectual development on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity Of Children	Intellectual development and percentages of children									
	Superior (>120)			Normal (95-105)			Subnormal (80-95)			Z Values
	Slum (9)	Urban (38)	Z Values	Slum (45)	Urban (18)	Z Values	Slum (6)	Urban (4)	Z Values	
Extremely stable	66.66 (6)	31.57 (12)	2.05*	24.44 (11)	22.22 (4)	0.17 <sup>NS</sup>	33.33 (2)	25.00 (1)	---	
Moderately stable	22.22 (2)	13.15 (5)	0.62 <sup>NS</sup>	24.44 (11)	22.22 (4)	0.17 <sup>NS</sup>	16.66 (1)	25.00 (1)	---	
Unstable	11.11 (1)	36.84 (14)	1.97 <sup>NS</sup>	31.11 (14)	44.44 (14)	0.99 <sup>NS</sup>	33.33 (2)	25.00 (1)	---	
Extremely unstable	---	18.42 (7)	---	20.00 (9)	11.11 (2)	1.00 <sup>NS</sup>	16.66 (1)	25.00 (1)	---	

Computed r values  
 Slum 0.219<sup>NS</sup>  
 Urban 0.041<sup>NS</sup>

Figures in parentheses indicate frequencies

\* P < 0.05 level  
 NS Nonsignificant

unstable followed by as extremely stable (22%), moderately stable (22%) and extremely unstable (12%). No significant differences were found in the emotional maturity of the slum and urban children having normal level of intellectual development. With regard to subnormal level intellectual development. It is interesting to record that 33 percent each and 17 percent each the slum children found to be emotionally extremely stable & unstable and moderately stable & extremely unstable respectively. On the other hand 25 percent each of the urban children found to be in all the enlisted categories of emotional maturity. There were no significant correlations between emotional maturity of the slum and urban children and their intellectual development. For this the reason probably could be that the required minimum level of intellectual development (IQ 85) all the children of the sample are having which is basically required for amicable adaptation to their environment.

#### **4.5.10 Influence of Academic Performance On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

Table 34 detailed the influence of academic performance on children's emotional maturity and its comparison between slum and urban children. Irrespective of the areas, fifty percent each the slum and urban children, who secured 60-70 percent marks in exams assessed to be emotionally unstable and externally unstable. Out of the slum children securing 70-80 percent marks, 37 percent were rated as emotionally unstable followed by as extremely stable (33%), moderately stable (19 %) and extremely unstable (11 %). On the other

**Table 34 Influence of academic performance on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Marks obtained (%) in exams and percentages of children (120)											
	60-70			70-80			80-90			Above 90		
	Slum (4)	Urban (2)	Z Values	Slum (27)	Urban (13)	Z Values	Slum (28)	Urban (32)	Z Values	Slum (1)	Urban (13)	Z Values
Extremely stable	---	---	---	33.33 (9)	15.38 (2)	1.38 <sup>NS</sup>	35.81 (10)	28.12 (9)	0.58 <sup>NS</sup>	---	46.15 (6)	---
Moderately stable	---	---	---	18.51 (5)	---	---	28.57 (8)	18.75 (6)	0.95 <sup>NS</sup>	100.00 (1)	30.76 (4)	---
Unstable	50.00 (2)	50.00 (1)	---	37.03 (10)	61.53 (8)	1.47 <sup>NS</sup>	17.85 (5)	34.37 (11)	1.55 <sup>NS</sup>	---	23.07	---
Extremely unstable	50.00 (2)	50.00 (11)	---	11.11 (3)	23.07 (3)	1.00 <sup>NS</sup>	17.85 (5)	18.75 (6)	0.105 <sup>NS</sup>	---	---	---

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.142<sup>NS</sup>  
 Urban 0.891<sup>\*\*</sup>

\*\* P < 0.01 level  
 NS Nonsignificant

hand, out of the urban children, securing 70- 80 percent marks, 62 percent were rated as emotionally unstable followed as extremely unstable (23%), extremely stable (15%) and none as moderately stable. With regard to the children securing 80-90 percent marks, it was observed that 36 percent of the slum children rated to be emotionally extremely stable followed by as moderately stable (29%), unstable (18 %) and extremely unstable (18 %). The corresponding percentages of the urban children were 28.19, 34, and 19. Only one slum child securing above 90 percent marks rated to be emotionally moderately stable. On the other hand 46 percent of the urban children securing marks more than 90 percent were assessed to be emotionally extremely stable followed by as moderately stable (31%) and unstable (23 %). None of the slum children securing above 90 percent marks assessed to be extremely stable, unstable and extremely unstable, while none of the urban children in this subgroup assessed to be emotionally extremely unstable. No significant differences were recorded in the emotional maturity of the slum and urban children securing more than 90 percent marks. No significant correlation was found between the magnitude of the emotional maturity of the slum children and their academic performance. On the other hand significant positive correlation was found between the magnitude of emotional maturity of the urban children and their academic performance.

#### **4.5.11 Influence Of Adopted Socialization Practices On Emotional Maturity Of Children And Its Comparison Between Slum And Urban Children**

Table 35 prorates the influence of adopted socialization practices on emotional maturity of children and its comparison between the slum and urban children. It is clear from the results that the only slum child whose parents adopted very good socialization practices assessed to be moderately stable whereas 40 percent of the urban children whose parents adopted very good socialization practices assessed as emotionally unstable followed by as extremely stable (25%), moderately stable (25%) and extremely unstable (10%). The significant differences in the emotional maturity of the slum and urban children exposed to very good socialization practices could not be drawn as there was only one slum child in their group. With respect to children exposed good socialization practices it was recorded that 33 percent slum children were classified as emotionally extremely stable followed by as moderately stable (25 %), unstable (25%) and extremely unstable (17%). The corresponding percentages of the urban children were 31, 13, 36, 20. Significant differences were not noted in the emotional maturity of slum and urban children exposed good socialization practices. With regard to the children exposed to average type socialization practices, it was noted that 34

**Table 35 Influence of adopted socialization practices on emotional maturity of children and its comparison between slum and urban children**

Emotional maturity of children	Adopted socialization practices and percentages of children (120)													
	Very good				Good				Average				Fair	
	Slum (1)	Urban (20)	Z Values	Slum (12)	Urban (39)	Z Values	Slum (29)	Urban (1)	Z Values	Slum (18)	Urban (Nil)	Z Values		
Extremely stable	---	25.00 (5)	---	33.33 (4)	30.76 (12)	0.19 <sup>NS</sup>	31.03 (9)	--	---	33.33 (6)	---	---		
Moderately stable	100.00 (1)	25.00 (5)	---	25.00 (3)	12.82 (5)	0.97 <sup>NS</sup>	27.58 (8)	---	---	11.11 (2)	---	---		
Unstable	---	40.00 (8)	---	25.00 (3)	35.89 (14)	0.69 <sup>NS</sup>	34.48 (10)	100.00 (10)	---	22.22 (4)	---	---		
Extremely unstable	---	10.00 (2)	---	16.66 (2)	20.51 (8)	0.32 <sup>NS</sup>	6.89 (2)	---	---	33.33 (6)	---	---		

Computed r values  
 Slum 0.116<sup>NS</sup>  
 Urban 0.131<sup>NS</sup>

Figures in parentheses indicate frequencies NS Nonsignificant

percent the slum children exposed to average type socialization practices were assessed to be emotionally unstable followed by as extremely stable (31%), moderately stable (28%) and extremely unstable (7%). On the other hand the only urban child of this group rated to be emotionally unstable. The differences in the emotional maturity of the slum and urban children exposed to average type of socialization practices could not be drawn statistically as there was only one urban child in this subgroup. None of the urban children found to be exposed to fair type socialization practices while 33 percent each of the slum children exposed to such type were rated as extremely stable and extremely unstable followed by as emotionally unstable (22 %) and moderately stable (12%). No significant correlations were found between emotional maturity of the slum and urban children and their exposed types of socialization practices. The reason for this could be the socialization checklist mostly included of the items related to interpersonal relationships and behaviours. These results are in accordance with the findings reported by Russell and Russell (1987), Kaufman and Dante (1989) and East (1991).

#### **4.5.12 Influence Of Perceived Parenting On Children's Emotional Maturity And Its Comparison Between The Slum and Urban Children**

The influence of perceived mothering on children's emotional maturity and its comparison between the slum and urban children are detailed in table 36. It is clear that majority of the slum and children perceived their mothering as negative and positive respectively. With respect to negative mothering it was recorded that thirty three percent of the slum children perceiving their mothering as negative assessed to be emotionally unstable followed by as extremely stable (29 %), moderately stable (19%), extremely unstable (19%). On the other hand half of the urban children (50%) of this group were emotionally unstable followed by as extremely unstable (33%), moderately stable (17%). None of the urban children in this group were emotionally extremely stable. No significant differences were found in the emotional maturity of the slum and urban children perceiving their mothering as negative.

With regard to the perceived positive mothering of children, it was noted that 38 percent of the slum children of this subgroup were assessed to be emotionally extremely stable followed by as moderately stable (33%), unstable (17%) and extremely unstable (11%). The corresponding percentages of the urban children of this

subgroup were 31, 17, 37, and 15. No significant differences were found in the emotional maturity of the slum and urban children with respect to their perceived positive mothering, except in the of unstable category where more number of urban children were found in it as compared to their counterparts in slum. No significant correlation was found between emotional maturity of the slum children and their perceived mothering, where as significant positive correlation was found between emotional maturity of the urban children and their perceived mothering. The reason that could be attributed to it is majority of the slum children perceived their mothering as negative and also might have accepted and got used to typical slum culture neglect and abuse of children subsequently they might have even developed resistance to it.

Table 37 denotes the influence of perceived fathering of children on their emotional maturity and its comparison between slum and urban children. Thirty five percent of the slum children who perceived their fathering as negative were found to be have been rated as extremely stable followed by as unstable (30%), extremely unstable (22%) and moderately stable (22%). None of the urban children of this subgroup assessed to be in the extremely stable and moderately stable categories of emotional maturity while 50 percent each of them

**Table 36 Influence of perceived mothering on children's on their emotional maturity and its comparison between slum and urban children**

Emotional Maturity of children	Perceived mothering and percentages of children (120)					
	Negative mothering			Positive mothering		
	Slum (42)	Urban (6)	Z Values	Slum (18)	Urban (54)	Z Values
Extremely Stable	28.59 (12)	---	----	38.38 (7)	31.48 (17)	0.58 <sup>NS</sup>
Moderately Stable	19.04 (8)	16.66 (1)	1.50 <sup>NS</sup>	33.33 (6)	16.66 (7)	1.54 <sup>NS</sup>
Unstable	33.33 (14)	50.00 (3)	0.80 <sup>NS</sup>	16.66 (3)	37.03 (20)	2.10*
Extremely unstable	19.04 (8)	33.33 (2)	0.73 <sup>NS</sup>	11.11 (2)	14.81 (8)	0.37 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.210<sup>NS</sup>  
 Urban 0.408\*\*

\*\* P < 0.01 level  
 \* P < 0.05 level  
 NS Nonsignificant

**Table 37 Influence of perceived fathering on children's emotional maturity and its comparison between slum and urban children**

Emotional Maturity of Children	Perceived fathering and percentages of children (120)					
	Negative fathering			Positive fathering		
	Slum (37)	Urban (4)	Z Values	Slum (23)	Urban (56)	Z Values
Extremely Stable	35.13 (13)	---	---	26.08 (6)	30.35 (17)	0.40 <sup>NS</sup>
Moderately stable	13.51 (5)	---	---	43.47 (10)	17.85 (10)	2.60 <sup>**</sup>
Unstable	29.73 (11)	50.00 (2)	---	21.73 (5)	39.28 (22)	1.80 <sup>NS</sup>
Extremely unstable	21.62 (8)	50.00 (2)	---	8.69 (2)	12.50 (7)	0.66 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values  
 Slum 0.014<sup>NS</sup>  
 Urban 0.085<sup>NS</sup>

\*\* P < 0.01 level

NS Nonsignificant

rated to be emotionally unstable and extremely unstable.

With respect to perceived positive fathering, it is recorded that 44 percent of the slum children assessed to be emotionally moderately stable followed by as externally stable (26%), unstable (22%) and extremely unstable (9%) found to have perceived their fathering as positive. The corresponding percentage of the urban children of this subgroup were 18, 30, 39 and 13. No significant differences were found in emotional maturity of slum and urban children in respect to their positive fathering except significantly more number of the urban children classified as emotionally unstable as compared to their counterparts. No significant correlation was found between emotional maturity of the slum and urban children and their perceived fathering which in turn indicates that fathering (positive or negative) doesn't play a significant role in emotional maturity of both slum or urban children.

The influence of perceived parenting on children's emotional maturity and its comparison between slum and urban children are denoted in table 38. With respect to the perceived parenting as negative 38 percent each slum childrer. were rated as emotionally extremely stable and extremely unstable and the remaining of them were unstable (18%) and moderately stable (6%). On the other hand none of the urban children

perceived their parenting as negative were assessed to be emotionally externally stable, moderately stable and unstable. However, the two urban children exposed to negative parenting were emotionally extremely unstable.

Regarding perceived positive parenting, 32 percent of the slum children in this subgroup assessed to be emotionally unstable followed by as extremely stable (30%), moderately stable (29%) and externally stable (9%). The corresponding percentages to the urban children of this subgroup were 40, 29, 17 and 14. No significant differences were found between emotional maturity of slum and urban children and their perceived positive parenting. However computed  $r$  values indicate that there was no significant correlation between emotional maturity of the slum children and their perceived parenting where as there was significant positive correlation between emotional maturity of the urban children and their perceived parenting. From the above results it could be concluded that parenting particularly mothering plays an important role in urban children's emotional maturity while it was not the same with respect to the slum children which inturn indicates that by the age of 9-11 yrs slum children become very independent in handling things and might not be very much under the

**Table 38 Influence of perceived parenting on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Perceived parenting and percentages of children (120)					
	Negative parenting			Positive parenting		
	Slum (16)	Urban (2)	Z Values	Slum (44)	Urban (58)	Z Values
Extremely Stable	37.50 (6)	---	----	29.54 (13)	29.31 (17)	----
Moderately stable	6.25 (1)	---	---	29.54 (13)	17.24 (10)	1.50 <sup>NS</sup>
Unstable	18.25 (3)	--	---	31.81 (14)	39.65 (23)	1.00 <sup>NS</sup>
Extremely unstable	37.50 (6)	100.0 (2)	---	9.09 (4)	13.79 (8)	1.00 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values

Slum 0.190<sup>NS</sup>  
Urban 0.915\*\*

\*\* P < 0.01 level

NS Nonsignificant

control of their parents. While the urban children of 9-11 yrs might be relatively under more control of their parents as compared to their counterparts in slum due to which their emotional maturity might have got influenced.

These type of findings were also emphasized in the studies carried out by Graybill (1978). Singh and Kaur (1981), Kothari (1986), Kapur and Gile (1986), Bordy *et al.* (1987), Zaidi (1989), Shick (1989), Dodge *et al.* (1990), Belskey *et al.* (1991), Pinto (1991), Wesis (1992), Capps (1996) and Kern *et al.* (1996).

#### **4.5.13 Influence Of Parental Age On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

Influence of parental age on children's emotional maturity and its comparison between slum and urban children are shown in table 39. The results clearly depict that majority of the fathers and mothers of the sample children were in the age range of 30-40 yrs. None of the urban children's and only 3 slum children's fathers were in the age range of 20-30 yrs. It was recorded that 35 percent of these slum children having fathers of 30-40 yrs old were assessed to be emotionally extremely stable followed by moderately stable (24%), unstable (22%) and extremely stable (19%). While in this group 32 percent of the urban children were classified as emotionally unstable followed by as moderately stable (24%), extremely stable (22%)

**Table 39 Influence of parental age on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Parental age and percentages of children (120)																	
	Paternal age (Yrs)						Maternal age (yrs)											
	20-30		30-40		40-50		20-30		30-40		40-50							
	Slum (3)	Urban (Nil)	Z Values	Slum (37)	Urban (37)	Z Values	Slum (20)	Urban (23)	Z Values	Slum (19)	Urban (Nil)	Z Values	Slum (38)	Urban (53)	Z Values	Slum (3)	Urban (7)	Z Values
Extremely Stable	75.00 (2)	---	---	35.13 (13)	21.62 (8)	1.40 <sup>NS</sup>	20.00 (4)	39.13 (9)	1.41 <sup>NS</sup>	26.31 (5)	---	---	34.21 (13)	24.52 (13)	1.11 <sup>NS</sup>	25.00 (1)	57.14 (4)	---
Moderately Stable	---	---	---	24.32 (9)	24.32 (9)	---	25.00 (5)	4.34 (1)	2.10*	31.57	---	---	21.05 (8)	18.86 (10)	0.38 <sup>NS</sup>	---	---	---
Unstable	25.00 (1)	---	---	21.62 (8)	31.43 (12)	1.15 <sup>NS</sup>	40.00 (3)	47.82 (11)	0.47 <sup>NS</sup>	21.05 (4)	---	---	28.94 (11)	37.73 (20)	0.94 <sup>NS</sup>	75.00 (2)	42.85 (3)	---
Extremely Unstable	---	---	---	18.91 (7)	21.62 (8)	0.35 <sup>NS</sup>	15.00 (3)	8.69 (2)	0.72 <sup>NS</sup>	21.05 (4)	---	---	15.78 (6)	18.86 (10)	0.42 <sup>NS</sup>	---	---	---

Figures in parentheses indicate frequencies

\*\* P < 0.01 level

\* P < 0.05 level

NS Nonsignificant

Computed r values of paternal age

Slum 0.007<sup>NS</sup>

Urban 0.869\*\*

Computed r values of maternal age

Slum 0.025<sup>NS</sup>

Urban 0.868\*\*

and extremely unstable (24%). Significant differences were not noted between the emotional maturity of the slum and urban children based on their paternal age range 30 and 40 yrs. It was recorded that relatively higher percent (40-48%) of both the slum and urban children having fathers in the age range of 40-50 yrs were found to be emotionally unstable. Twenty five percent slum children in this group were rated to be moderately emotionally stable followed by as extremely stable (20%) and extremely unstable (15%). The corresponding percentages of the urban children were 4, 39 and 9. No significant differences were found between the categories of emotional maturity of slum and urban children with respect to their paternal age range of 40-50 yrs except significantly more number of the slum children found to be emotionally moderately stable as compared to their counterparts. The computed  $r$  values indicate that there was no significant correlation between emotional maturity of the slum children and their paternal age where as significant negative correlation was recorded between emotional maturity of the urban children and their paternal age. The reason probably might be young urban fathers might relatively more understanding, guiding and involved in school going children's upbringing as compared to the urban fathers who were very much older to them.

With respect to the maternal age range of 20-30 yrs, it was recorded that none of the urban children of this age group mothers were found to be in the enlisted categories of emotional maturity where as 32 percent the slum children of this subgroups were assessed as moderately stable followed by as extremely stable (26%), unstable (21%) and extremely unstable (21%). Thirty four percent of the slum children having mothers in the age range of 30-40 yrs were categorized as extremely stable followed by

**Table 40 Influence of parental education on their children's emotional maturity and its comparison between slum and urban children**

Emotional maturity Of children	Parental education and percentages of children (120)														
	Paternal education						Maternal education								
	Graduates		HSC educated		Matriculates		Non-matriculates		Graduates		HSC educated		Matriculates		Non-matriculates
Slum (1)	Urban (48)	Slum (4)	Urban (4)	Slum (9)	Urban (7)	Slum (46)	Urban (1)	Slum (Nil)	Urban (26)	Slum (Nil)	Urban (9)	Slum (1)	Urban (24)	Slum (59)	Urban (1)
Extremely stable	---	29.16 (14)	---	50.00 (2)	55.55 (5)	14.28 (1)	30.43 (14)	---	23.07 (6)	---	44.44 (4)	---	29.16 (7)	32.20 (19)	---
Moderately stable	100.00 (1)	14.58 (7)	75.00 (3)	25.00 (1)	11.11 (1)	28.57 (2)	19.56 (9)	---	15.38 (4)	---	33.33 (3)	100.00 (1)	12.50 (3)	22.03 (13)	---
Instable	---	37.50 (18)	25.00 (1)	25.00 (1)	---	57.14 (4)	34.78 (16)	---	34.61 (9)	---	22.22 (2)	---	45.83 (11)	28.81 (17)	---
Extremely instable	--	18.75 (9)	---	---	33.33 (3)	---	15.21 (7)	100.00 (1)	26.92 (7)	---	---	---	12.50 (3)	16.94 (10)	100.00 (1)

Figures in parentheses indicate frequencies

Computed r values of paternal education  
 Slum 0.035<sup>NS</sup>  
 Urban 0.609\*\*

Computed r values of maternal education  
 Slum 0.122<sup>NS</sup>  
 Urban 0.436\*\*

\*\* P < 0.01 level  
 NS Nonsignificant

**Table 40 Influence of parental education on their children's emotional maturity and its comparison between slum and urban children**

Emotional maturity Of children	Parental education and percentages of children (120)															
	Paternal education							Maternal education								
	Graduates		HSC educated		Matriculates		Non-matriculates		Graduates		HSC educated		Matriculates		Non-matriculates	
	Slum (1)	Urban (48)	Slum (4)	Urban (4)	Slum (9)	Urban (7)	Slum (46)	Urban (1)	Slum (Nil)	Urban (26)	Slum (Nil)	Urban (9)	Slum (1)	Urban (24)	Slum (59)	Urban (1)
Extremely Stable	---	29.16 (14)	---	50.00 (2)	55.55 (5)	14.28 (1)	30.43 (14)	---	23.07 (6)	---	44.44 (4)	---	29.16 (7)	32.20 (19)	---	
Moderately Stable	100.00 (1)	14.58 (7)	75.00 (3)	25.00 (1)	11.11 (1)	28.57 (2)	19.56 (9)	---	15.38 (4)	---	33.33 (3)	100.00 (1)	12.50 (3)	22.03 (13)	---	
Unstable	---	37.50 (18)	25.00 (1)	25.00 (1)	---	57.14 (4)	34.78 (16)	---	34.61 (9)	---	22.22 (2)	---	45.83 (11)	28.81 (17)	---	
Extremely Unstable	--	18.75 (9)	---	---	33.33 (3)	---	15.21 (7)	100.00 (1)	26.92 (7)	---	---	---	12.50 (3)	16.94 (10)	100.00 (1)	

Figures in parentheses indicate frequencies

Computed r values of paternal education  
 Slum 0.035<sup>NS</sup>  
 Urban 0.609\*\*

Computed r values of maternal education  
 Slum 0.122<sup>NS</sup>  
 Urban 0.436\*\*

\*\* P < 0.01 level  
 NS Nonsignificant

as unstable (29%), moderately stable (21%) and extremely unstable (16%). The corresponding percentages of the urban children were 24,38, 19 and 19. No significant differences were found between the emotional maturity of the slum and urban children based on their maternal age rang between 30 and 40 yrs. Relatively a higher percent of the slum (75%) and the urban (57%) children having mothers in the age range of 40-50 yrs belonged to emotionally unstable and extremely stable categories respectively. While in the same group, 25 percent slum children were assessed to be in extremely stable category while 43 percent of the urban children rated to be emotionally unstable.

No significant correlation was found between emotional maturity of the slum children and their maternal age. However significant negative correlation was found between emotional maturity of the urban children and their maternal age which inturn reflects that understanding guiding and involvement of mothers in upbringing of school going children might be decreasing with increase in their age.

#### **4.5.14 Influence Of Parental Education On Their Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

The influence of parental education on their children and its comparison between the slum and urban children are detailed in table 40. The only slum child of graduate father and 38 percent urban children of graduate fathers rated as emotionally moderately stable and unstable respectively. Twenty nine percent, 19 percent and 15 percent urban children of graduate fathers respectively were assessed to be in the categories of extremely stable extremely unstable and moderately stable.

Twenty five percent and 75 percent slum children of HSC educated fathers were rated to be extremely unstable and moderately stable. While 50 percent and 25 percent each of the urban children of the HSC educated fathers were rated to be extremely stable, moderately stable and unstable respectively. Relatively a higher percentage of the slum and urban children of S S C educated fathers were categorized as emotionally extremely stable and unstable respectively. Eleven to 29 percent slum and urban children in this subgroup were found to be in the emotionally maturity category of moderately stable. Thirty three percent and 14 percent slum and urban children of this group were respectively classified as emotionally unstable and emotionally moderately stable. Thirty –35 percent slum children of non matriculate fathers were rated as extremely stable and unstable followed by as moderately stable (20%) and emotionally unstable (16%). The only urban child of non matriculate fathers was rated as extremely unstable.

With respect to maternal education it was recorded that 23-35 percent urban children of graduate mothers were and categorized as extremely stable, unstable and extremely unstable, while 14 percent of them were rated as emotional moderately stable. No slum child had a graduate and HSC educated mother. Hence not found in the enlisted categories of emotional maturity. Forty four percent urban children of HSC educated mothers found to be emotionally extremely stable followed by as moderately stable (33%) and unstable (22%). Forty five percent urban children of matriculate mothers were rated as emotionally extremely unstable followed by as extremely stable (29%), moderately stable (12%), extremely unstable (13%). While the only slum child of matriculate mothers were rated as emotionally moderately stable. Twenty eight - 32

**Table 41 Influence of family income on children's emotional maturity and its comparison between slum and urban children**

Emotional maturity of children	Family monthly income (Rs) and percentages of children (120)											
	Lesser than 5000			5000-10000			10000-20000			More than 20000		
	Slum (49)	Urban (Nil)	Z Values	Slum (6)	Urban (21)	Z Values	Slum (5)	Urban (31)	Z Values	Slum (Nil)	Urban (8)	Z Values
Extremely stable	32.65 (16)	---	---	40.00 (12)	33.33 (7)	0.31 <sup>NS</sup>	20.00 (1)	25.80 (8)	0.26 <sup>NS</sup>	---	25.00 (2)	---
Moderately stable	16.32 (8)	---	---	40.00 (2)	4.76 (1)	1.80 <sup>NS</sup>	80.00 (4)	22.58 (7)	3.05 <sup>**</sup>	---	25.00 (2)	---
Unstable	32.65 (16)	---	---	20.00 (1)	47.61 (10)	1.42 <sup>NS</sup>	---	32.25 (10)	---	---	37.50 (3)	---
Extremely unstable	18.36 (9)	---	---	20.00 (1)	14.28 (3)	0.35 <sup>NS</sup>	---	19.35 (6)	---	---	12.50 (1)	---

Computed r values

Slum 0.107<sup>NS</sup>

Urban 0.179<sup>\*\*</sup>

Figures in parentheses indicate frequencies

<sup>\*\*</sup> P < 0.01 level

<sup>NS</sup> Nonsignificant

percent slum children of non matriculate mothers rated to be emotionally extremely stable and unstable followed by as moderately stable (22%) and extremely unstable (17%). The only urban child of non matriculate mothers were rated as emotionally extremely unstable. The computed  $r$  values indicate that no significant correlation was found between slum children emotional maturity and their paternal and maternal educational levels while significant positive correlations were found between emotional maturity of urban children and their paternal and maternal educational levels. The reason could be in slum area parental education might not have brought the change in their typical child upbringing practices while in urban area with raise in educational level of parents better child upbringing practices might have been adapted by them.

#### **4.5.15 Influence Of Family Income On Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

Table 41 shows the influence of family income on children's emotional maturity and its comparison between slum and urban children. The results clearly indicate that none of the urban children's parents reported to have monthly income less than Rs 5000, while about 33 percent each slum children of this income range of families assessed to be emotionally extremely stable and unstable followed by as extremely unstable (18%) and moderately stable (16%). Forty percent slum children having family monthly income ranging for Rs 5000 to Rs 10000 were categorized as emotionally extremely stable and moderately stable. On the other hand 48 percent of the urban children belonging to similar income range families rated to be emotionally unstable followed by as extremely

**Table 42 Influence of parental employment on their children's emotional maturity and its comparison between slum and urban children**

Emotional maturity Of Children	Parental employment and percentages of children (120)											
	Govt. employee				Business				Unskilled labourers			
	Slum (8)	Urban (23)	Z Values	Slum (25)	Urban (37)	Z Values	Slum (27)	Urban (Nil)	Z Values			
Extremely stable	50.00 (4)	39.13 (9)	0.55 <sup>NS</sup>	20.00 (5)	21.62 (8)	0.10 <sup>NS</sup>	37.03 (10)	---	---			
Moderately stable	50.00 (4)	13.04 (3)	2.05*	28.00 (7)	18.91 (7)	1.00 <sup>NS</sup>	11.11 (3)	---	---			
Unstable	---	39.13 (9)	---	28.00 (7)	37.83 (14)	0.81 <sup>NS</sup>	37.03	---	---			
Extremely unstable	---	8.69 (2)	---	24.00 (6)	21.62 (8)	0.30 <sup>NS</sup>	14.81 (4)	---	---			

Computed r values

Slum 0.072<sup>NS</sup>

Urban 0.213<sup>NS</sup>

Figures in parentheses indicate frequencies

\* P < 0.05 level

NS Nonsignificant

stable (33%), extremely unstable (14%) and moderately stable (5%). No significant differences were found in the emotional maturity of the slum and urban children belonging to the families having monthly income range of Rs 5000 and Rs 10000. With respect to family monthly income ranging from Rs 10000 to Rs 20000, it was noticed that relatively a higher percent (80%) of the slum children were categorized as moderately stable followed by as emotionally extremely stable(20%) unstable (nil) and extremely unstable (nil). The corresponding percentages of urban children 23, 26, 32 and 19. Out of the urban children belonging to the families having monthly income more than Rs 20000, 38 percent children were rated as emotionally unstable followed by extremely stable (25%), moderately stable (25%) and extremely unstable (13%), while none of slum children's parents reported to have monthly income more than Rs 20000 hence no child was in the enlisted categories of emotional maturity. No significant differences were found in the emotional maturity of slum and urban children belonging to the families having monthly income range of Rs 10000- Rs 20000 except in the emotional maturity of moderately stable. No significant correlation was found between slum children's emotional maturity and their family monthly income while significant negative correlation was recorded between urban children's emotional maturity and their family monthly income. With increase in the family income, urban children's emotional immaturity found to get increased which might be due to permissiveness generally prevail in urban rich families. Similar trend of results were quoted by Stelly and O'Donell (1984) and Lewbank *et al.* (1993).

#### **4.5.16 Influence Of Parental Employment On Their Children's Emotional Maturity And Its Comparison Between Slum And Urban Children**

The influence of parental employment on their children's emotional maturity and its comparison between slum and urban children is mentioned in table 41. Fifty percent each of the slum children of the govt. employees assessed to be emotionally extremely stable and moderately stable. On the other hand 39 percent each of the urban children of govt. employees assessed to be emotionally extremely stable and unstable followed by as moderately stable (13%) and extremely unstable (9%). None of the slum children of govt. employees found to be in emotionally unstable and extremely unstable categories. Significantly more number of the slum children of govt. employees were found to be in the category of moderately stable as compared to their counterparts. Twenty eight percent each of the urban children of the business families rated to be emotionally moderately stable and unstable followed by as extremely unstable (24%) and extremely stable (20%). The corresponding percentages of the urban children were 19, 38, 21, 22. None of the urban children's parents were unskilled labourers hence no child was found to be in the enlisted categories of emotional maturity. On the other hand 37 percent each of the slum children belonging to unskilled labourers found to be in extremely stable and unstable categories of emotional maturity followed by as extremely unstable (15%) and moderately stable (11%). No significant correlations were found between emotional maturity of the slum and urban children and their types of parental employment. Similar trend of results was quoted by Ghongde and Patnam (1999) in their research study.

#### **4.5.17 Correlations Between Emotional Maturity Of Sample Children And Their Selected Background Variables**

The computed correlations between emotional maturity of sample children and their selected background variables are detailed in table 43. The influence of background variables on slum and urban children's emotional maturity are though discussed in the pervious table (25 to 42) an effort is made to express in a nutshell the correlations between children's emotional maturity and their background variables, with respective to their area and irrespective of their areas are discussed below. It is interesting to note that all the enlisted variables of the children and their parents found to have no significant influence on the emotional maturity of the slum children probably most of the slums might be having similar typical culture and their expectations from children also might be the same which subsequently might have influenced most of them in the similar way.

With respect to urban children it was found that academic performance, parenting, age, family type, only mothering, abilities ; parental age, education and income, found to have significant positive correlation with the emotional maturity of the urban children while their family size, ordinal position, number of friends and family income found to have significant negative correlation with their emotional maturity. The background variables such as time incurred on peer group activities, socialization practices, gender, mental age, place in family fathering and parental employment found to have no significant correlation with urban

**Table 43 Correlations between emotional maturity of the sample children and their selected background variables**

Background variables of children and their parents	Correlation coefficients with children's social status <b>r values</b>		
	Slum	Urban	Irrespective of areas
<b>Children</b>			
Academic performance	0.142 <sup>NS</sup>	0.891**	0.883**
Parenting	0.190 <sup>NS</sup>	0.915**	0.855**
Age	0.117 <sup>NS</sup>	0.869**	0.853**
Types of family	0.105 <sup>NS</sup>	0.551**	0.651**
Mothering	0.210 <sup>NS</sup>	0.408**	0.631**
Time incurred on peer group activities	0.019 <sup>NS</sup>	0.206 <sup>NS</sup>	0.444**
Sizes of family	0.178 <sup>NS</sup>	-0.354**	0.439**
Possess abilities	0.168 <sup>NS</sup>	0.617**	0.310**
Ordinal position	0.043 <sup>NS</sup>	-0.378**	0.223*
Socialization practices	0.116 <sup>NS</sup>	0.131 <sup>NS</sup>	0.203*
Gender	0.028 <sup>NS</sup>	0.067 <sup>NS</sup>	0.153 <sup>NS</sup>
Mental age	0.219 <sup>NS</sup>	0.041 <sup>NS</sup>	0.111 <sup>NS</sup>
Number of friends	0.177 <sup>NS</sup>	-0.339**	0.081 <sup>NS</sup>
Place in family	0.003 <sup>NS</sup>	0.136 <sup>NS</sup>	0.056 <sup>NS</sup>
Fathering	0.014 <sup>NS</sup>	0.085 <sup>NS</sup>	0.024 <sup>NS</sup>
<b>Parents</b>			
Maternal age	0.025 <sup>NS</sup>	-0.868**	0.827**
Paternal age	0.007 <sup>NS</sup>	-0.869**	0.780**
Paternal education	0.035 <sup>NS</sup>	0.609**	0.728**
Parental employment	0.072 <sup>NS</sup>	0.213 <sup>NS</sup>	0.450**
Family monthly income	0.107 <sup>NS</sup>	-0.719**	0.084 <sup>NS</sup>
Maternal education	0.122 <sup>NS</sup>	0.436**	0.064 <sup>NS</sup>

\*\* P < 0.01 level

\* P < 0.05 level

NS Non significant

children's emotional maturity. Irrespective the areas of children it was observed that children's academic performance, parenting, age, family type, only mothering, time incurred on peer group activities, family size, abilities, ordinal position and socialization practices found to have significant positive influence on emotional maturity of children. Irrespective of their areas and with respect to parental variables – parental age, education and employment also found to have positive significant influence on emotional maturity of children. These findings are very important for bringing it to the notice of parents, teachers and researchers for banking on the above mentioned variable for improving emotional maturity of the school going children, which is a very important component of wholesome development for enabling children to cope up with various challenges of life at ease and in helping children to grow up without developing mental and behavioural disorders. However gender, mental age, number of friends, type of place in family and fathering, family income and maternal education found to have no significant influence on children's emotional maturity. These findings are at par with the findings quoted by the many researchers, mentioned in the review chapter.

#### **4.5.18 Association Between Social Status Of Sample Children And Their Emotional Maturity**

Table 44 details about the association between social status of school going sample children and their emotional maturity. It is obvious from the results that 32 percent slum and 59 percent urban children having socially well accepted status rated to be as emotionally stable followed by moderately stable (29% and 55 %) and unstable (25% and 22 %). None of

the popular or social stars and socially well accepted children rated to be emotionally extremely unstable. Relatively a higher percentage (44%) of the slum children, who were socially accepted assessed to be emotionally unstable followed by extremely unstable (40%) extremely stable (32%) and moderately stable (21%). On the other hand 26 percent of the urban children assessed to have accepted category of social status were rated as emotionally unstable followed by extremely stable (18 %) moderately stable (9%) and extremely unstable (10%). None of the slum and urban children having controversial category of social status found to have extremely stable emotional maturity while 15-18 percent slum and urban children having rejected category of social status assessed to have extremely stable category of emotional maturity. None of the urban children and 16 percent slum children having highly rejected social status rated to be extremely stable. Overall relatively a higher percentage of slum and urban children having lower degrees of social status (i.e. controversial to highly rejected) found to have lower levels of emotional maturity. Four to 10 percent urban children having popular category of social status found to have lower levels of emotional maturity while 21 percent slum children from the same category reported to have higher levels of emotional maturity. However, no significant differences were found between the social status of slum and urban children and their emotional maturity. Computed  $r$  values indicate that there was no significant correlation between social status of slum and urban children and their emotional maturity while irrespective of the areas of children significant positive correlation was found between social status of children and their emotional maturity which inturn clearly indicates that social status and emotional maturity of the school going children are

**Table 44 Association between social status of sample children and their emotional maturity**

Social Status Of Children	Emotional maturity and percentages of children (120)											
	Extremely stable			Moderately stable			Unstable			Extremely unstable		
	Slum (19)	Urban (17)	Z Values	Slum (14)	Urban (11)	Z Values	Slum (16)	Urban (23)	Z Values	Slum (10)	Urban (10)	Z Values
Popular	5.26 (1)	5.88 (1)	---	21.42 (3)	---	---	---	4.34 (1)	---	---	10.00	---
Well accepted	31.57 (6)	58.82 (10)	1.80 <sup>NS</sup>	28.57 (4)	54.54 (6)	1.44 <sup>NS</sup>	25.00 (4)	21.73 (5)	0.30 <sup>NS</sup>	---	---	---
Accepted	31.57 (6)	17.64 (3)	1.07 <sup>NS</sup>	21.42 (3)	9.09 (1)	0.92 <sup>NS</sup>	43.75 (7)	26.68 (6)	1.13 <sup>NS</sup>	40.00 (4)	10.00 (1)	1.66 <sup>NS</sup>
Controversial	---	---	---	14.28 (2)	18.18 (2)	0.28 <sup>NS</sup>	6.25 (1)	30.43 (7)	2.40 <sup>**</sup>	20.00 (2)	40.00 (4)	1.00 <sup>NS</sup>
Rejected	15.78 (3)	17.64 (3)	0.18 <sup>NS</sup>	14.28 (2)	9.09 (1)	0.55 <sup>NS</sup>	12.50 (2)	13.04 (3)	0.10 <sup>NS</sup>	30.00 (3)	10.00 (1)	1.17 <sup>NS</sup>
Highly rejected	15.78 (3)	---	---	---	9.09 (1)	---	18.75 (3)	4.34 (1)	1.40 <sup>NS</sup>	10.00 (1)	30.00 (3)	1.17 <sup>NS</sup>

Figures in parentheses indicate frequencies

Computed r values  
 Irrespective of the areas 0.208\*  
 Slum 0.195<sup>NS</sup>  
 Urban 0.232<sup>NS</sup>

\*\* P < 0.01 level  
 \* P < 0.05 level  
 NS Nonsignificant

interdependent variables. The higher, the social status of children, the higher their levels of emotional maturity or it is also vice-versa.

These findings clearly indicate that for promoting the social status of children among peers children need to be educated on how to understand others' emotions <sup>which emotions</sup> and how much, when, on whom and in what way one has to release(emotions)for gaining social acceptance and to have sound mental health which are essential for making one's life fruitful and meaningful.

## Chapter 5

# SUMMARY

The study entitled **Social Status And Emotional Maturity Of School Going Slum And Urban Children** was carried out on sixty slum children and sixty urban children and studying in std IV and V in the randomly selected two elementary schools of Parbhani town Parbhani district of Marathwada. The objective of the study were

To assess and compare the social status of the sample school going slum and urban children

To assess and compare the emotional maturity of the school going slum and urban children

To find out the correlations between the selected background variables of the sample slum and urban children (such as personal information, parental background, adopted socialization and parenting practices children) and their social status and emotional maturity

The data pertaining to the study were collected by personally interviewing the classmates, of the sample children, their class teachers, parents based on the structured cum open ended interview schedules and checklist. Sample children's IQ was assessed by administering suitable psychological test, while their social status was assessed by considering the votes casted for each of the sample child by their classmates for accepting her/him in social /peer interactions. The children's emotional maturity and their perceived parenting were assessed by administering suitable scales. The salient findings of the study are given under various heads as per the objectives of the study.

### **Assessment classification And comparison of social status of the slum and urban school going children**

Irrespective of areas, 25 - 29 percent each children assessed to be socially accepted and well accepted followed by as rejected (15%) controversial (14%), highly rejected (10%) and popular/social stars (6%). About 39 percent the sample children who found to have more degrees of peer rejection indeed need immediately special attention in order to improve their social and communication skills for improving their social status in the classroom as it plays a vital role in their wholesome development. It was also noticed from the results that 61 percent of the sample children found to enjoy good social status which subsequently by contributes to their sound personality development. With respect to the slum children it is recorded that 33 percent of them ascertained to be peer accepted in their respective standards followed by as well accepted (23%), rejected (17%), highly rejected (12%), controversial (8%) and popular (7%). The corresponding percentages of the urban children recorded to be 18, 35, 13, 8, 20 and 5. No significant differences were found between slum and urban area based on social status of children except in the accepted and controversial categories of social status.

### **Assessment classification and comparison of emotional maturity of the slum and urban school going children**

Irrespective of the areas, 33 percent children found to have the unstable category of emotional maturity followed by as emotionally extremely stable (30%), moderately stable (20%) and extremely unstable (17%). Overall it may be concluded that fifty percent of the sample children found to be having higher levels of emotional instability who are in need of

special attention in their families and schools as the early life experiences of children have profound influence on their behaviour and attitudes which in turn affect their wholesome development. With respect to the slum children it was noted that 31 percent of these children were found to be emotionally extremely stable followed by as unstable (28.1) moderately stable (23%) and extremely unstable (17%). On the other hand 38 percent of the urban children were found to be extremely stable (28%), moderately stable (17%) and extremely unstable (17%). No significant differences were found between slum and urban children based on their emotional maturity.

### **Influence Of The Selected Background Variables Of Children On Their Social Status And Its Comparison Between The Slum And Urban Children**

#### **Gender**

Irrespective of the areas, higher percentage of girls were found to be in well accepted and accepted categories of social status as compared to the boys and vice-versa in the rejected and highly rejected categories of social status. Higher percentage of urban girls were found to be socially accepted as compared to their counterparts whereas more percentage of both slum and urban boys (27 % and 28 %) respectively were found to be in controversial and highly rejected categories of social status. Significant correlation was found between social status of the slum children and their gender. Which in turn indicated that girls were assessed to have better social status as compared to the boys.

#### **Age**

Relatively a higher percentage of 10-11 yrs children were found to be socially popular, well accepted and accepted status as compared to their

counterparts in the age group of 9-10 yrs and it was vice versa in the rejected and highly rejected categories of social status. Overall no significant differences were found between the slum and urban children based on their age groups.

### **Type of family**

With respect to nuclear families 33 percent urban children found to be in the social status categories of controversial, accepted and well accepted followed by in highly rejected (10%), rejected (8%) and popular (8%). On the other hand 36 percent of the slum children found to be peer accepted followed by as peer rejected (20%), well accepted (19%), highly rejected (13%), controversial (6%) and popular (6%). Irrespective of the areas, 38 percent of the sample children who assessed to be socially well accepted. However 24 percent of the slum children of social were assessed to be peer accepted followed by as controversial (15%), popular (8%), rejected (8%) and highly rejected (8%). The corresponding percentages of the urban children were 14, 19, nil, 23 and 5. Significant positive correlation was recorded between the slum children's social status and their family type and it was vice-versa with urban children.

### **Family size**

Forty three percent urban children were rated as peer well accepted while 25 percent slum children of small families rated as well accepted, accepted, rejected and highly rejected. Irrespective of areas, both in slum and urban about 20-32 percent each children in middle size families were rated as well accepted and accepted. While 60 percent urban and none of the slum children of large families were assessed to be peer rejected.

Significant negative correlation was found between the urban children's family size and their social status which signifies that with increase in size of the urban families, the social status of the children found to get decreased for the reason is though the urban parents are concerned about their children's socialization, might not be getting enough time for properly socializing their children.

### **Ordinal position**

With respect to slum area, 29-42 percent each well accepted, accepted, rejected social status children were found to be last born followed by as middle born (25-38) and first born (24-29%). Twenty seven to 29 percent each well accepted and accepted urban children were found to be last born followed by as middle born (19%) and first born (15-41%). None of the last born urban children found to be either popular or highly rejected. No significant correlation between slum children's social status and their ordinal position while it was vice-versa with respect to urban children which indicates that with increase in the ordinal position of the child their social status found to have been improved as probably the urban parents might be cautious and might improve their parenting practices by analysing their older children's developmental outcome and also the last borns might be getting the advantage of learning social skills from their older siblings.

### **Types of place in family**

Irrespective of the areas, none of the children having normal place and 7-10 percent having special place in their families assessed to be socially popular while 13-17 percent children having normal place and 30-42 percent children having special place in their families found to be in well accepted category of social status followed by in accepted (6-52 % and 21-

33 %), controversial (9-14 % and 8-11%), rejected (22-24% and 9-13%) and highly rejected (4-12 % and 7-196 %) respectively. Significant correlation was not found between the social status of the slum children and their types of place enjoyed by them in their families while it was vice-versa with respect to urban children. The reason might be in the urban area special children might have been brought up in a better way as compared to the children who were not so special in families.

### **Possessed abilities**

Irrespective of the areas 31-43 percent each children belonged to accepted, well accepted categories stated to have special abilities while all children (7) who were popular also stated to have special abilities. On the other hand the remaining children not having special abilities found to be in controversial, rejected, highly rejected categories of social status. No significant correlation was found between the social status of slum children and their abilities while significant positive correlation was found between urban children's social status and their abilities.

### **Number of friends**

With respect to slum children, in the category of accepted and well accepted it was found that about 67 percent slum children found to have 8-10 friends followed by as 1-3 friends (45%), 6-8 friends (42-47 %) and 4-6 friends (24-32%) while the slum children who were popular had either 4-6 friends or 6-8 friends. Where as 25-37 percent each of the urban children having 1-3 friends were socially controversial, highly rejected, rejected and well accepted. While 42-47 percent urban children of well accepted and accepted categories of social status reported to have 6-8 friends. None of the socially popular and highly rejected urban children

stated to have 8-10 friends. No significant correlation was found between the slum and urban children's social status and their number of friends. It may be deduced from the results that children's social status is based on children themselves rather than on the number of friends they make or have.

#### **Time incurred by children on outdoor peer group activities**

Thirty three to 39 percent both slum and urban children rated as socially well accepted and accepted found to spend on average less than 2 hrs on outdoor peer group activities. The children in popular, controversial, rejected and highly rejected categories of social status also reported to spend time less than 2 hr on outdoor peer group activities. Significant negative correlation was found between the urban children's social status and the amount of time incurred by them on peer group activities, which means that urban children spent more than 2 hrs on outdoor peer group activities were more rejected by peers.

#### **Intellectual development**

Irrespective of the areas, 48-56 percent children, rated as socially accepted and well accepted were having above 120 IQ and also none of the urban children having above 120 IQ were assessed in the categories of controversial, rejected and highly rejected. Forty six percent of the urban children and 22 percent each slum children found to be well accepted by their peers respectively were having normal level of intellectual development. While none of the urban children having subnormal level of intellectual development found to be in both sides extreme categories of social status i.e. popular & well accepted and rejected & highly rejected. Where as 50 percent slum children assessed as socially accepted were having subnormal level of intellectual development. Significant positive

correlation was found between social status of the urban children and their various levels of intellectual development and it was not significant with respect to the slum children for who same.

### **Academic performance**

In both, the slum and urban areas all the children rated as popular found to have secured marks more than 80 percent. Thirty three percent of the slum children securing 70-80 percentage of marks found to be in rejected category of social status followed by in accepted (30%), highly rejected (19%), well accepted (11%) and controversial (7%). The corresponding percentages of the urban children were 23, 15, 8, 15 and 38. Irrespective of the area, 22-43 percent the children securing 80-90 percent marks assessed to have accepted and well accepted categories of social status while meagre percentages of this group children rated to be controversial, rejected and highly rejected. Significant positive correlations were found between social status of the slum and urban children and their academic performance.

### **Socialization practices adopted by parents**

Only one slum child's and 20 urban children's parents adopted very good socialization practices followed by as good (12 and 39 ), average (29 and 1 ) and fair (18 and nil). Twenty-30 percent of the urban children exposed to very good socialization practices were rated as well accepted, accepted, controversial and rejected and only one slum child exposed to very good socialization practices was found to be in well accepted. With regard to children exposed to good socialization practices it was noted that 50 percent of the slum children were classified as peer accepted followed by as popular (17%), highly rejected (17%) rejected (8%), well accepted (8%)

and most of them were classified as controversial. The corresponding percentages of the urban children were 13, 8, 13, 10, 38 and 18.

### **Mothering**

Majority of the slum and urban children perceived their mothering as negative and positive respectively. Twenty one – 29 percent each the slum children who perceived their mothering as negative were classified into peer well accepted, accepted and rejected categories. On the other hand half of the urban children from this group were classified into highly rejected category of social status Twenty-39 percent slum and urban children perceived their mothering as positive were assessed as socially well accepted and accepted. Though no significant differences were noted in the social status of the slum and urban children with respect to their perceived positive mothering it found to have raised the social status of the majority slum and urban children as compared to their counterparts who perceived their mothering as negative.

### **Fathering**

Twenty two-30 percent of the slum children, perceived their fathering as negative were rated as socially well accepted, accepted and rejected where as 50 percent of the urban children from same group were rated as highly rejected followed by as rejected (25%) and popular (25%). A higher percentage (48%) of the slum children perceived their fathering as positive found to be socially accepted while 20-38 percent urban children of this group were rated as socially accepted, well accepted and controversial. No significant correlation was recorded between social status of the slum children and their perceived fathering while it was vice-versa with respect to the urban children.

### **Parenting**

Twenty five to 31 percent each of the slum children, perceived their parenting as negative were assessed to be in accepted and well accepted categories of social status and the remaining of them were in rejected and highly rejected categories of social status. Thirty six percent of the slum children perceived their fathering as positive were categorized as peer accepted followed by as well accepted (21%), controversial (11%), rejected (11%), highly rejected (11%) and popular (9%). While 36 percent the urban children, perceived their parenting as positive were rated as socially well accepted by their peers followed by as controversial (21%), accepted (17%), rejected (14 %), highly rejected (7%) and popular (5%). Computed r values indicate that there is significant positive correlation between social status of both the slum and urban children and their perceived parenting.

### **Parental age**

Comparatively majority of the fathers of the sample children found to be in the age range of 30-50 yrs and their mothers in the age range of 30-40 yrs. In both the slum and urban areas children who were assessed as socially accepted and well accepted (27-29 % and 30%) stated to have fathers in the age range 30 yr and 40 yrs while 40-43 parents children, rated as socially accepted and well accepted stated to have fathers in the age range of 40 yrs and 50 yrs. However 10-15 percent each of them having fathers of 40-50 yrs age found to be in the remaining categories of social status except in the popular category of social status. No significant correlation was found between social status of slum and urban children and their paternal age.

None of urban children and only 19 slum children having mothers in the age group of 20-30 yrs were rated as socially accepted (37%), rejected (26%), well accepted (21%), popular (5%), controversial (5%) and rejected (5%). Majority of the slum and urban children having mothers in the age range of 30 and 40 yrs were categorized as socially accepted and well accepted. Relatively a higher percentages of slum (67%) and urban (43%) children having mothers in the age range of 40-50 yrs belonged to highly rejected and well accepted categories of social status respectively. Significant positive correlation was recorded between the social status of slum urban children and their maternal age.

#### **Parental education**

Majority of the urban children, whose fathers and mothers were graduates found to have higher degrees of social status – popular, well accepted, accepted and controversial where as relatively a higher percentage of the matriculate and non-matriculate parents' children found to be in rejected and highly rejected categories of social status. Significant positive correlation was found between social status of the urban children and their parental education, which means, urban children's social status is directly proportional to the parental education while such significant differences were noted with respect to slum children as most of their parents found to have lower levels of education.

#### **Family income**

Sixty percent of the slum children classified as popular belonged to the families having monthly income of Rs 10000- Rs 20000 and also none of the slum children in this range of family monthly income had lower degrees of social status while in the urban area, well accepted

children belonged to the families having monthly income either Rs 10000-Rs 20000 and above Rs 20000. Significant positive correlations were recorded between social status of the slum and urban children and their family monthly income.

### **Parental employment**

Irrespective of the area, majority of the children of Govt. employees assessed to be in socially well accepted and accepted categories while 32 percent of the slum children in the business families were rated as socially accepted followed by as well accepted (28%), rejected (12%), highly rejected (12%), controversial (8%) and popular (8%). The corresponding percentages of the urban children in the business families were 22, 27, 14, 8, 24 and 5. None of the slum children of unskilled labourers found to be popular. Significant positive correlations were found between social status of the slum and urban children and their parental employment.

### **Personality traits stated for accepting and rejected children**

No differences were found in the personality traits enlisted by slum and urban children for accepting and rejecting the classmates. However, there were differences in their percentages. The personality traits stated for accepting the classmates by the majority (87-100 %) of the slum and urban children were the one who never fights, regular to school, co-operative, good communicator, studious, friendly, endowed with special abilities, neat, obedient, joyful and good looking. On the other hand, the personality traits stated for rejecting the classmates by majority (88-100%) of urban and slum children were the one who is a fighter cock, uncooperative, liar, disinterested in studies, bossy, poor communicator,

irregular to school, selfish, bad mannered, short tempered, untidy disobedient, destructive, irritable and stringy.

### **Influence Of The Selected Background Variables of Children On their Emotional Maturity And Its Comparison Between The Slum And Urban Children**

#### **Gender**

Thirty seven percent school going girls in the slum are found to be emotionally unstable followed by as moderately stable (30%), extremely stable (20%) and extremely unstable (13%). On the other hand 41 percent of the urban school going girls found to be in extremely stable category followed by in moderately stable (22%), unstable (22%) and extremely unstable (15%) categories. No significant differences were found between emotional maturity of the slum and urban school going girls. However, with regard to the school going boys 20 percent each of the slum children were assessed to be in unstable and extremely unstable categories of emotional maturity followed by as moderately stable (17%) and extremely stable (13%). The corresponding percentages were 52, 18, 12 and 18. No significant differences were found between the emotional maturity of the slum and urban boys except significantly more number of them being as emotionally unstable as compared to their slum counterparts. No significant correlation was found between emotional maturity of the slum and urban children and their gender.

#### **Age**

A higher percentage (23-37% ) of 10-11 yrs slum and urban school going children found to be in extremely stable and moderately stable

categories of emotional maturity as compared to their counterparts in the age group of 9-10 yrs. No significant correlation was found between emotional maturity of the slum children and their age while significant positive correlation was found between emotional maturity of the urban children and their age.

### **Type of family**

In nuclear families 36 percent slum children found to be emotionally extremely stable where as in contradictory to it 41 percent urban children were rated as emotionally unstable. In joint families 46 percent slum children found to be emotionally unstable followed by as moderately stable (31%), extremely stable (15%) and extremely unstable (8%). The corresponding percentages of the urban children were 33, 29, 29 and 9. Based on types of families significant differences were found in the emotional maturity the slum and urban children. Significant positive correlation was found between urban children's emotional maturity and their types of family.

### **Size of family**

The slum children, rated as emotionally extremely stable (37%), moderately stable (50%) and extremely unstable (50%) belonged to middle, large and small size families respectively. While the urban children belonged to large, middle and small size families respectively were assessed as emotionally unstable (60%), unstable (41%) and extremely stable (33%). There was no significant correlation between the slum children's emotional maturity and their family size while it had negative correlation with urban children and their family size. It signifies that urban children's emotional maturity gets clearly with the increase in their family size, the reason could

be in large size families children might not be getting enough personal attention and enough check over their control and expressions of emotions as compared to their counterparts in small size families.

### **Ordinal position**

Forty three percent & 29 percent of the slum children and 29 percent each the urban children, rated as extremely stable and moderately stable respectively were first born. Thirty one- 43 percent each slum middle born children were emotionally unstable and extremely unstable while 31 percent each middle born urban children were rated as emotionally extremely unstable. Relatively a higher percentage (43%) slum last born children were extremely stable. On the other hand 47 percent of the urban last born children rated to be emotionally stable. No significant correlation was found between slum children's emotional maturity and their ordinal position while significant negative correlation was found between urban children's emotional maturity and their ordinal position which signifies that with increase in child's ordinal position her/his emotional maturity found to have not increased probably in urban families the family members might have been more lenient with last born.

### **Type of place in family**

Thirty eight percent slum children and 30 percent urban children having special place in their families rated to be emotionally extremely stable where as 34 percent of the slum children and 47 percent of the urban children having normal place in their families assessed to be emotionally extremely unstable and unstable respectively.

**Possessed abilities**

Thirty one to 36 percent of the slum and urban children having special abilities were rated as emotionally extremely stable and 32 percent each of the slum children not having special abilities found to be emotionally extremely stable and unstable. However 46 percent of the urban children were classified as emotionally unstable. No significant correlation was found between the slum children's emotional maturity and their possessed abilities while it was vice – versa in the urban children as in the urban families the children having special abilities might have been well supervised and guided to enable them to be the allrounders and well accepted individuals.

**Number of friends**

Thirty seven percent each slum and urban children were rated as emotionally unstable and moderately stable and unstable found to have 1 to 3 friends. Thirty two percent slum children classified as emotionally extremely stable found to have 4-6 friends and 43 percent urban children from same subgroup were classified as emotionally unstable. It was also recorded that relatively a higher percentage (43-50%) the slum children having 6-8 and 8-10 friends were rated as emotionally unstable and emotionally extremely stable respectively. On the other hand, 40 percent and 45 percent of the urban children having 6-8 and 8-10 friends were classified as emotionally extremely stable and unstable respectively. There was no significant correlation between slum children's emotional maturity and their number of friends while it had significant negative correlation with urban children and their number of friends which clearly denotes that

children's emotional maturity seemed to decrease with the increase in their number of friends.

### **Intellectual development**

Sixty seven percent of the slum children having above 120 IQ were assessed as emotionally extremely stable while 37 percent urban children having above 120 IQ were rated as emotionally unstable and extremely stable (32%). Thirty one percent slum children and 45 percent urban children, assessed to have normal level intellectual development were rated as emotionally unstable. Thirty three percent each of and 17 percent each the slum children, rated as having subnormal level intellectual development were found to be emotionally extremely stable, moderately stable and extremely unstable respectively. On the other hand 25 percent each of the urban children having subnormal intellectual development found to be in all the enlisted categories of emotional maturity. No significant correlations were found between the emotional maturity of the slum and urban children and their intellectual development.

### **Time Incurred By Children On Outdoor Peer Group Activities**

Thirty three to 37 percent of the both slum and urban children spending less than 2 hr time on outdoor peer group activities were assessed to be emotionally unstable. Thirty seven percent of the slum children incurring average time of 2-4 hrs on outdoor peer group activities were found to be emotionally extremely stable followed by as moderately stable (25%), unstable (20%) and extremely unstable (17%). On the other hand the only urban child incurring same amount of time on such activities was rated to be extremely unstable. Majority of the slum children, (39%) assessed to be emotionally extremely unstable found to spend average time of 6 hrs on

outdoor peer group activities and none of the urban children spent that much time on same. No significant correlations were found between emotional maturity of the slum and urban children and the amount of time incurred by them on outdoor peer group activities.

### **Academic performance**

Fifty percent each the slum and urban children securing 60-70 percent marks in exams were assessed to be emotionally unstable and extremely unstable. Out of the children securing 70-80 percent marks 33 percent slum children were rated as emotionally stable while 62 percent urban children were rated as emotionally unstable. Twenty nine -36 percent slum children and 28-46 percent urban children securing above 80 percent marks were rated as emotionally extremely stable. Significant positive correlation was found between the magnitude of emotional maturity of the urban children and their academic performance while it was vice-versa with respect to the slum children.

### **Adopted socialization practices**

Majority of the slum children whose parents adopted very good and good socialization practices were assessed as emotionally extremely stable and moderately stable where as 40 percent of the urban children whose parents adopted very good socialization practices were assessed as emotionally unstable and 31 percent urban children whose parents adopted good socialization practices were assessed as emotionally extremely stable. About were 33-34 percent slum children exposed to average and fair type socialization practices assessed to be emotionally unstable and extremely stable respectively. No significant correlations were found between the emotional maturity of the slum and urban children and their socialization

practices due to the reason that the socialization checklist included of the items mostly related to interpersonal relationships and behaviours

### **Mothering**

Thirty three percent slum children and 50 percent urban children perceiving their mothering as negative were assessed as emotionally unstable. On the other hand 33 –38 percent slum children and (17% - 31%) urban children perceived their mothering as positive were assessed to be emotionally extremely stable and moderately stable. However, 37 percent urban children from the same group rated as emotionally unstable. No significant correlation was found between emotional maturity of the slum children and their perceived mothering, where as significant positive correlation was found between emotional maturity of the urban children and their perceived mothering.

### **Fathering**

Thirty percent and 35 percent slum children perceived their fathering as negative were rated as emotionally extremely stable and unstable respectively, while 50 per each urban children of this subgroup rated to be emotionally unstable and extremely unstable. Forty four percent slum children who perceived their fathering as positive were assessed to be emotionally moderately stable, while 30-39 percent urban children of this subgroup rated as emotionally extremely stable and unstable. No significant correlation was found between emotional maturity of the slum and urban children and their perceived fathering which inturn indicates that fathering (Positive or negative) doesn't play a significant role in emotional maturity of both slum or urban children.

**Parenting**

Thirty eight percent each slum children who perceived their parenting as negative were found to be emotionally extremely stable and extremely unstable. Regarding who perceived their parenting as positive 29-30 percent slum children were assessed as emotionally extremely stable and moderately stable. No significant correlation was found between the emotional maturity of the slum children and their perceived parenting where as it had significant positive correlation between the urban children's emotionally maturity and their perceived parenting. From the above results it could be concluded that parenting particularly mothering plays an important role in urban children's emotional maturity while it was not the same with respect to slum children.

**Parental age**

Thirty five percent slum children and 32 percent urban children having fathers in the age group of 30-40 yrs were respectively assessed to be emotionally extremely stable and unstable. All the slum and urban children having fathers in the age group of 40-50 yrs found to be emotionally unstable. No significant correlation was found between emotional maturity of the slum children and their parental age where as significant negative correlation was recorded between emotional maturity of the slum children and their maternal age where as significant negative correlation was recorded between emotional maturity of the urban children and their parental age. Probably the young urban fathers might be relatively more understanding, guiding and involved in upbringing of school going children compared to the older urban fathers.

None of the urban children having mothers in age group of 20-30 yrs rated to be in the enlisted categories of higher or lower levels of emotional maturity where as 32 percent of the slum children having same age group of mothers were assessed as moderately stable. Thirty four percent slum children and 24 percent urban children having mothers in the age range of 30-40 yrs were categorized as emotionally extremely stable. Relatively a higher percent of the slum (75%) and urban (57%) children having mothers in the age range of 40-50 yrs belonged to emotionally unstable and extremely stable categories respectively. No significant correlation was found between emotional maturity of the slum children and their maternal age. However, significant negative correlation was found between emotional maturity of the urban children and their maternal age which inturn reflects that understanding, guiding and involvement of mothers in upbringing of school going children might be decreasing with increase in their chronological age.

### **Parental education**

The only slum child of graduate father and 38 percent urban children of graduate fathers rated to be moderately stable and unstable respectively. Seventy five percent slum children and 50 percent urban children of the HSC educated fathers rated to be emotionally moderately stable and extremely stable & moderately stable respectively. Relatively a higher percentage of the slum and urban children of SSC educated fathers were categorized as emotionally extremely stable and unstable respectively. Thirty to 35 percent slum children of non matriculate fathers were found to be emotionally extremely stable and unstable while the only urban child of non matriculate fathers was rated as extremely unstable.

About 23-35 percent urban children were categorized as extremely stable, unstable and extremely unstable while 45 percent urban children of HSC educated mothers found to be emotionally extremely stable. Twenty eight – 32 percent slum children of non matriculate mothers rated to be emotionally extremely stable and unstable. While the only urban child of non matriculate mothers were rated as emotionally extremely unstable. Significant correlation was not found between the slum children's emotional maturity and their paternal and maternal education levels. In slum area parental education might not have brought the change in their typical child upbringing practices as their educational levels were lower while in urban area with raise in educational level of parents better child upbringing practices might have been adopted by them for having got exposed to lot of information.

### **Family income**

While 33 percent slum children having family monthly income of less than Rs 5000 were assessed as emotionally extremely stable and unstable while 40 percent slum children having family monthly income ranging from Rs 5000 to Rs 10000 were rated as emotionally unstable and extremely stable (33%). With respect to the family monthly income ranging from Rs 10000 to Rs 20000, it was noticed that relatively a higher percent (80%) of the slum children were categorized as moderately stable while 23-26 percent urban children were rated as emotionally extremely stable and moderately stable. Thirty percent urban children, rated as emotionally unstable were belonging to the families having monthly income more than Rs 20000 while none of slum children's parents reported to have monthly income more than Rs 20000, No significant correlation was found between

slum children's emotional maturity and their family monthly income while there was significant negative correlation between urban children's emotional maturity and their family monthly income. With increase in the family income of urban children their emotional maturity found to get increased which might be due to the permissiveness generally prevail in urban rich families.

### **Parental employment**

Fifty percent slum and 39 percent urban children of the government employees were assessed to be emotionally extremely stable. Twenty eight percent each the urban children of the business families rated to be emotionally moderately stable and unstable while from same group 38 percent urban children rated as emotionally unstable. None of the urban children's parents were unskilled labourers. Hence no child was found in the enlisted categories of emotional maturity. On the other hand 37 percent each of the slum children belonging to unskilled labourers found to be in extremely stable and unstable categories of emotional maturity. No significant correlations were found between emotional maturity of the slum and urban children and types of parental employment.

## **IMPLICATIONS OF THE STUDY**

The research study carried out on social status and emotional maturity of school going slum and urban children clearly indicated that irrespective of the area about 40 percent children found to have lower levels of social status due to peer rejection on various grounds while the remaining of them enjoyed higher levels of social status due to peer acceptance. The study also revealed that 50 percent of the school going children assessed to have lower levels of emotional maturity and the rest of them found to have higher levels of emotional maturity irrespective of their area. Statistical analysis emphasized significant positive correlation between social status of school going children and their emotional maturity. The study also indicated that children's academic performance, possessed abilities, parenting styles, particularly mothering, socialization practices, size of family, time incurred on peer group activities as well as parental age, education, income and employment found to play a vital role in raising social status and emotional maturity of school going children. These findings are very useful for educating parents in particular, teachers, researchers as well as for welfare child agencies working for children in planning executing mass educational programmes for promoting social status and emotional maturity of the school going children as early and primary group experiences of children have great implications on their wholesome development. From the social interactions and experiences of the early years of life, children develop habits, interests, attitudes, skills, behavioural pattern and also perceive social roles and values of life, If children are well accepted by peers it makes their adjustment to school and classmates not

only easier but also gets them all kinds of support from peers in resolving big and small issues related to them which in turn raise their scholastic achievement and mental health. Higher levels of social status and emotional maturity of school going children will enable them to face the challenges of life at ease and help them grow up to be happy and outgoing individuals of tomorrow without developing any behavioural and mental disorders.

**THESIS ABSTRACT**  
**OF**  
**SOCIAL STATUS AND EMOTIONAL MATURITY OF SCHOOL**  
**GOING SLUM AND URBAN CHILDREN**

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The study was carried out on 60 slum and 60 urban children, studying std IV and std V in the randomly selected two elementary schools of Parbhani town. The data pertaining to the study were collected by personally interviewing their classmates, teachers & parents, and administering psychological tests. Irrespective of the areas 25-29 percent each children assessed to be socially accepted and well accepted followed by rejected (15%), controversial (14%), highly rejected (10%) and popular/social stars (6%). No significant differences were found in the social status of slum and urban children except in the accepted and controversial categories. Irrespective of the areas 33 percent children were rated to be emotionally unstable followed by as emotionally extremely stable (30%), moderately stable (20%) and extremely unstable (17%). No significant differences were found in the emotional maturity of the slum and urban children. Irrespective of the areas, children's background variables like academic performance; parenting, type & size of family, ordinal position, abilities, time incurred on peer group activities, socialization practices as well as parental age, education, income and employment found to have significant positive influence on school going children's social status and emotional maturity. Many significant differences were found between slum and urban children with respect to their background variables' influence on their social status and emotional maturity. Significant positive correlation was recorded between social status of children and their emotional maturity irrespective of their area, while no significant correlation was found between them with respect to the areas of children.

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# ANNEXURE

# ANNEXURE-I

## Social Status And Emotional Maturity of School Going Slum And Urban Children

### Interview schedule for classmates

Name of subject \_\_\_\_\_ Std. \_\_\_\_\_

School \_\_\_\_\_

Gender \_\_\_\_\_ Address \_\_\_\_\_

What is your personal opinion about this classmate's social development ? Tick mark below (Social development means having the ability to get along well with people around her/him, having good mannerisms, understanding others, sharing and cooperating, enjoying people's or agemates' company etc.)

Very good  Good  Average  Fair  Poor

Please explain in detail why do you accept or reject your classmates ?

Explanations for

Explanations for

accepting classmates

rejecting classmates

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## TO BE FILLED IN BY THE INVESTIGATOR

Name of child \_\_\_\_\_

Std. \_\_\_\_\_ Gender \_\_\_\_\_

Area \_\_\_\_\_

Raw score obtained on -

1 RCPM \_\_\_\_\_

2 EMS \_\_\_\_\_

3 Parenting Scale \_\_\_\_\_

4 Socialization checklist \_\_\_\_\_

Casted votes by classmates \_\_\_\_\_

Number of students present in the class \_\_\_\_\_

Percentage of votes for acceptance \_\_\_\_\_

### Social status

Popular 😊  Well accepted 😊  Accepted 😊

Controversial 😐  Rejected 😞  Highly rejected 😞

### Emotional maturity

Extremely stable  Moderately stable

Unstable  Extremely unstable

## INTERVIEW SCHEDULE FOR TEACHERS

Student's (Subject's) name \_\_\_\_\_ Std. \_\_\_\_\_

School \_\_\_\_\_

Percentage of attendance \_\_\_\_\_

Total Marks obtained in final examination \_\_\_\_\_

What is your opinion about this student's social status in the class ? (Please read the statements mentioned below carefully and tick mark at appropriate place)

### Categories of Child's Social Status

Popular	(Accepted by above 95% classmates)	☺	
Well Accepted	(Accepted by 75-95% classmates)	☺	
Accepted	(Accepted by 55-75% classmates)	☺	
Controversial	(Accepted by 45-55% classmates)	☹	
Rejected	(Accepted by 23-45 % classmates)	☹	
Highly rejected	(Accepted by below 23% classmates)	☹	
Neglected	(Neither accepted nor rejected by the classmates)	☹	

What is your personal opinion about this student's social development ?

(Social development means having the ability to get along well with people around her/him, having good mannerisms, understanding others, sharing and cooperating enjoying people's or agemates' company etc)

Very Good  Good  Average  Fair  Poor

## Interview Schedule For Parents

Name of subject \_\_\_\_\_ Std. \_\_\_\_\_

Age \_\_\_\_\_ Gender \_\_\_\_\_ School \_\_\_\_\_

Ordinal position \_\_\_\_\_

Address \_\_\_\_\_ Contact Phone \_\_\_\_\_

Type of family

Nuclear  Joint  Extended

Size of family

Small  Middle  Large

(1-4)

(4-8)

(Above 8)

Family Background

Members	Age	Education	Profession	Designation
Father				
Mother				
Gardian				
Siblings				
1				
2				
3				
4				
Other Members				

What is monthly income of family ?

(Will be kept confidential and used only for research purpose, please be frank)

Does the subject has special place in family and why ?

Yes  No

Like only child  Only daughter  Only son

Any other

Does this subject is a favourite child in family and why ?

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What all are the specialities or special achievements or talent of the subject

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Does the subject has friends ? how many ?

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How much time does the subject spend daily on an average on the outdoor peer group and play activities ?

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What is your personal opinion about this subject's social development ?

(Social development means having the ability to get along well with people around her/him, having good mannerisms, understanding others, sharing and cooperating, enjoying people's on agemates' company etc).

Very good  Good  Average  Fair  Poor

Who generally socialize the subject ?

Mother alone  Father alone

Both together

Other members it any \_\_\_\_\_

What all things parents/guardians feel necessary for socializing this subject?  
 (Please read each statement carefully and tick mark it at appropriate column and strike off the statements not relevant to you. You may add some more if you desire)

Statements of socialization	Always	Many Times	Some Times	Rarely	Never
Sets rules of behaviour and explain to the child					
Encourages child to play with peers and friends at home and out side					
Can not punish child for bad behaviour					
Instructs how child should spend her or his free time					
Allows child to do whatever she/he wants					
Corrects the child when spoils other's things					
Permits child to decide simple routine activities on her/his own					
Supervises child's activities					
Encourages child to share things with family and non family members					
Corrects the child when she/he hurts or teases others					
Plays with child and teaches new games and activities					
Aware of child's social needs and try hard to meet them					
Insists child to do whatever adults want					
Corrects the child whenever she/he picks up quarrels with others					
Corrects the child whenever she/he misbehaves with others or rude to others					

<p>Permits child to bunk or miss the classes in the school whenever she/he wants</p> <p>Allows the child to discuss and argue on issues</p> <p>Feels that child is understood well</p> <p>Ignores child whenever she/he does not obey the rules of behaviour</p> <p>Interacts with the child in a friendly way</p> <p>Encourages the child to obey instructions/requests made by others</p> <p>Sets good role models to her/him</p> <p>Keep a margin for rules of behaviour. If child still crosses it punish her or him suitable</p> <p>Based on the extraordinary situations modifies rules to have flexibility</p> <p>Child need not be socialized</p> <p>Praise child if does not break rules and also for good behaviour</p> <p>Entertains child's friends or peers at home</p> <p>Allows child's friends or peers to play or study at home</p> <p>Allows the child to visit friends or peers in free time</p> <p>Plans social activities for the child and her/his friends</p> <p>Studies child's behaviour after punishment. If no progress changes disciplinary method or technique</p>					
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**Parting Scale**  
(Translated in to Marathi)

विद्यार्थ्यांचे नावं :

वय :

शाळेचे नावं :

इयता :

आई वडील

- १ काय तुमच्या आई / वडिलांना तुमचे विचार  
 अजिबात आवडत नाहीत ( ) ( )  
 आवडत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 आवडतात ( ) ( )  
 अतिशय आवडतात ( ) ( )
- २ काय तुमचे आई / वडील तुम्हाला जखम होऊ नये या भीतीपायी  
 अजिबात चिंता करत नाहीत ( ) ( )  
 चिंता करत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 खेळू देत नाहीत ( ) ( )  
 अजिबात खेळू देत नाहीत ( ) ( )
- ३ काय तुमचे आई / वडील तुमच्या शुल्लक गोष्टीनांही  
 एकदम दुर सारतात ( ) ( )  
 दुर सारतात ( ) ( )  
 अनिश्चित ( ) ( )  
 पूर्ण करतात ( ) ( )  
 नेहमी पूर्ण करतात ( ) ( )
- ४ काय तुमचे आई / वडील कोणतेही कार्य करण्यासाठी तुम्ही  
 घेतलेल्या श्रमांच्या बाबतीत  
 अतिशय समाधानी राहतात ( ) ( )  
 समाधानी राहतात ( ) ( )  
 अनिश्चित ( ) ( )  
 समाधानी राहत नाहीत ( ) ( )  
 अजिबात समाधानी नसतात ( ) ( )
- ५ काय तुमचे आई / वडील तुम्हाला  
 आधिक प्रमाणात भितीदायक गोष्टी सांगतात ( ) ( )  
 भयानक गोष्टी सांगतात ( ) ( )  
 अनिश्चित ( ) ( )  
 शिकवणुक मिळेल अशा छोट्या गोष्टी सांगतात ( ) ( )

- नेहमी शिकवणुक मिळेल अशा छोटया गोष्टी सांगतात ( ) ( )
- ६ काय तुमचे आई / वडील तुमची मैत्री कोणत्या मुलांबरोबर व्हावी याबाबत  
अजिबात लक्ष देत नाहीत ( ) ( )  
लक्ष देत नाहीत ( ) ( )  
अनिश्चित ( ) ( )  
चांगल्या मुलांबरोबर मैत्री असावी असे वाटते ( ) ( )  
नेहमी चांगल्या मुलांबरोबर मैत्री असावी असे वाटते ( ) ( )
- ७ काय तुमचे आई / वडील तुमच्या लहान-मोठया त्रासात  
खूप काळजीत असतात ( ) ( )  
काळजीत असतात ( ) ( )  
अनिश्चित ( ) ( )  
विचलित होत नाहीत ( ) ( )  
अजिबात विचलित होत नाहीत ( ) ( )
- ८ काय तुमचे आई / वडील तुमचा  
नेहमी अपमान करतात ( ) ( )  
अपमान करतात ( ) ( )  
अनिश्चित ( ) ( )  
प्रशंसा करतात ( ) ( )  
नेहमी प्रशंसा करतात ( ) ( )
- ९ काय तुमचे आई / वडील तुम्ही आजारी पडल्यानंतर  
अजिबात लक्ष देत नाहीत ( ) ( )  
लक्ष देत नाहीत ( ) ( )  
अनिश्चित ( ) ( )  
काळजी करतात ( ) ( )  
अतिशय काळजी करतात ( ) ( )
- १० काय तुमचे आई / वडील अडचणीच्यावेळी तुमची कोणतीही गोष्ट  
अजिबात ऐकत नाहीत ( ) ( )  
ऐकत नाहीत ( ) ( )  
अनिश्चित ( ) ( )  
पुर्ण करतात ( ) ( )  
नेहमी पुर्ण करतात ( ) ( )
- ११ काय तुमचे आई / वडील तुम्ही करत असलेले चांगले काम आणखी  
चांगले होण्यासाठी  
अजिबात जबरदस्ती करत नाहीत ( ) ( )  
जबरदस्ती करत नाहीत ( ) ( )  
अनिश्चित ( ) ( )  
जबरदस्ती करतात ( ) ( )

- नेहमी जबरदस्ती करतात ( ) ( )
- १२ काय तुमचे आई / वडील दुसऱ्यांची वस्तु तुमच्याकडे पाहिल्यावर  
 अजिबात काहीच म्हणत नाहीत ( ) ( )  
 काहीच म्हणत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 परत करतात ( ) ( )  
 नेहमी परत करतात ( ) ( )
- १२ काय तुम्हाला तुमच्या आई / वडीलांची प्रत्येक काम करण्याअगोदर  
 अजिबात परवानगी घ्यावी लागत नाही ( ) ( )  
 परवानगी घ्यावी लागत नाही ( ) ( )  
 अनिश्चित ( ) ( )  
 परवानगी घ्यावी लागते ( ) ( )  
 नेहमी परवानगी घ्यावी लागते ( ) ( )
- १४ काय तुमचे आई / वडील लहानात लहान गोष्टीबद्दल त्याची वागणूक  
 अजिबात ताब्यात ठेवत नाहीत ( ) ( )  
 ताब्यात ठेवत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 ताब्यात ठेवतात ( ) ( )  
 नेहमी ताब्यात ठेवतात ( ) ( )
- १५ काय तुमचे / वडील तुम्हाला तुमच्या कुटुंबात  
 खूप ओझ समजतात ( ) ( )  
 ओझ समजात ( ) ( )  
 अनिश्चित ( ) ( )  
 भाग्यवान समजतात ( ) ( )  
 अतिशय भाग्यवान समजतात ( ) ( )
- १६ तुमचे आई / वडील तुमच्याकडे  
 अजिबात लक्ष देत नाहीत ( ) ( )  
 लक्ष देत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 लक्ष देतात ( ) ( )  
 नेहमी लक्ष देतात ( ) ( )
- १७ काय तुमचे आई / वडील तुमच्या अडचणी सोडण्यासाठी  
 अजिबात लक्ष देत नाहीत ( ) ( )  
 लक्ष देत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 मदत करतात ( ) ( )

- नेहमी मदत करतात ( ) ( )
- १८ काय तुमचे आई / वडील तुमच्या यशासाठी तुम्ही करत असलेल्या प्रयत्नाना  
 खुप महत्व देतात ( ) ( )  
 महत्व देतात ( ) ( )  
 अनिश्चित ( ) ( )  
 महत्व देत नाहीत ( ) ( )  
 अजिबात महत्व देत नाहीत ( ) ( )
- १९ काय तुमचे आई / वडील तुम्ही चांगले वागण्यासाठी  
 अजिबात प्रोत्साहन देत नाहीत ( ) ( )  
 प्रोत्साहन देत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 प्रोत्साहन देतात ( ) ( )  
 नेहमी प्रोत्साहन देतात ( ) ( )
- २० काय तुमचे आई / वडील तुम्हाला  
 कधीच अडवत नाहीत ( ) ( )  
 अडवत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 बंधनात ठेवतात ( ) ( )  
 नेहमी कडक बंधनात ठेवतात ( ) ( )
- २१ काय तुमचे आई / वडील  
 नेहमी हिम्मत हारतात ( ) ( )  
 हिम्मत हारतात ( ) ( )  
 अनिश्चित ( ) ( )  
 हिम्मत हारत नाहीत ( ) ( )  
 अजिबात हिम्मत हारत नाहीत ( ) ( )
- २२ काय तुमचे आई / वडील नेहमी तुमच्यावर  
 अतिशय रागावलेले असतात ( ) ( )  
 रागावलेले असतात ( ) ( )  
 अनिश्चित ( ) ( )  
 प्रसन्न असतात ( ) ( )  
 अतिशय प्रसन्न असतात ( ) ( )
- २३ जेव्हा तुम्ही जबाबदारीचे काम करता तेव्हा तुमचे आई / वडील  
 अजिबात लक्ष देत नाहीत ( ) ( )  
 लक्ष देत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 करु देत नाहीत ( ) ( )  
 अजिबात करु देत नाहीत ( ) ( )

- २४ काय तुमचे आई / वडील तुमच्या पुर्ण करण्यासारखे  
किंवा पूर्ण नकरण्यासारखे हट्ट  
अजिबात पूर्ण करत नाहीत ( ) ( )  
पुर्ण करत नाहीत ( ) ( )  
अनिश्चित ( ) ( )  
पुर्ण करतात ( ) ( )  
नेहमी पूर्ण करतात ( ) ( )
- २५ काय तुमचे आई / वडील तुम्ही करत असलेल्या प्रयत्नांचे  
खुप कौतुक करतात ( ) ( )  
कौतुक करतात ( ) ( )  
अनिश्चित ( ) ( )  
उणीवा काढतात ( ) ( )  
खुप उणीवा काढतात ( ) ( )
- २६ काय तुमचे आई / वडील तुम्हाला चांगले पुस्तक वाचण्यासाठी  
अजिबात सल्ला देत नाहीत ( ) ( )  
सल्ला देत नाहीत ( ) ( )  
अनिश्चित ( ) ( )  
प्रेरणा देतात ( ) ( )  
नेहमी प्रेरणा देतात ( ) ( )
- २७ काय तुमचे आई / वडील तुम्हाला खर्चाबद्दल  
अजिबात हिशोब मागत नाहीत ( ) ( )  
हिशोब मागत नाहीत ( ) ( )  
अनिश्चित ( ) ( )  
हिशोब मागतात ( ) ( )  
नेहमी हिशोब मागतात ( ) ( )
- २८ काय तुमचे आई / वडिल शिवीगाळ अथवा अशिल्ल भाषा  
नेहमी वापरतात ( ) ( )  
वापरतात ( ) ( )  
अनिश्चित ( ) ( )  
वापरत नाहीत ( ) ( )  
अजिबात वापरत नाहीत ( ) ( )
- २९ काय तुमचे आई / वडील तुमच्यावर  
अजिबात प्रेम करत नाहीत ( ) ( )  
प्रेम करत नाहीत ( ) ( )  
अनिश्चित ( ) ( )  
प्रेम करतात ( ) ( )  
खुप प्रेम करतात ( ) ( )

- ३० तुमचे आई / वडील तुमची  
 अजिबात पर्वा करत नाहीत ( ) ( )  
 पर्वा करत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 पर्वा करतात ( ) ( )  
 खुप पर्वा करतात ( ) ( )
- ३१ काय तुमचे आई / वडील तुम्हाला खुष ठेवण्याचा  
 अजिबात विचार करत नाहीत ( ) ( )  
 विचार करत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 विचार करतात ( ) ( )  
 खुप विचार करतात ( ) ( )
- ३२ काय तुमचे आई / वडील तुम्ही अयशस्वी झाल्यावर  
 अजिबात दोष देत नाहीत ( ) ( )  
 दोष देत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 दोष देतात ( ) ( )  
 खूप दोष देतात ( ) ( )
- ३३ काय तुमचे आई / वडील तुम्हाला चांगला सिनेमा पाहण्यासाठी  
 अजिबात सल्ला देत नाहीत ( ) ( )  
 सल्ला देत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 सल्ला देतात ( ) ( )  
 नेहमी सल्ला देतात ( ) ( )
- ३४ काय आई / वडील तुमच्या फिरण्याबद्दल  
 अजिबात काहीच म्हणत नाहीत ( ) ( )  
 काहीच म्हणत नाहीत ( ) ( )  
 अनिश्चित ( ) ( )  
 विचारपुस करतात ( ) ( )  
 नेहमी विचारपुस करतात ( ) ( )
- ३५ काय तुमच्या आई / वडीलांच्या वागणुकीमुळे  
 खुप त्रास होतो ( ) ( )  
 त्रास होतो ( ) ( )  
 अनिश्चित ( ) ( )  
 आनंद मिळतो ( ) ( )  
 खुप आनंद मिळतो ( ) ( )

- ३६ काय तुमचे आई / वडील घरामध्ये एकमेकांसोबत  
 खुप भांडतात ( )  
 भांडतात ( )  
 अनिश्चित ( )  
 खुष राहतात ( )  
 अतिशय खुष राहतात ( )
- ३७ काय तुमचे / वडील वेगवेगळ्या अडचणीवर  
 अजिबात एकमत होत नाहीत ( )  
 एकमत होत नाहीत ( )  
 अनिश्चित ( )  
 एकमत होतात ( )  
 नेहमी एकमत होतात ( )
- ३८ काय तुमच्या आई / वडीलांमध्ये अबोला  
 खूप जास्त प्रमाणात असतो ( )  
 जास्त प्रमाणात असतो ( )  
 अनिश्चित ( )  
 होत नाही ( )  
 अजिबात होत नाही
- ३९ काय तुमचे आई / वडील एकमेकांच्या उणीवा  
 नेहमी काढतात ( )  
 काढतात ( )  
 अनिश्चित ( )  
 काढत नाहीत ( )  
 कधीच काढत नाहीत ( )
- ४० तुमचे आई / वडील त्यांच्यातील भांडणाला तुम्हाला  
 नेहमी दोष देतात ( )  
 दोष देतात ( )  
 अनिश्चित ( )  
 काहीच म्हणत नाहीत ( )  
 अजिबात काहीच म्हणत नाहीत ( )

सर्वत/अधिक/अनिश्चत/कधी कधी/कधीच  
अधिक नाही

२३. तुम्ही स्वतःची स्तुती करता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२४. सामाजिक कार्यक्रमात सहभागी होण्यास तुम्हाला भीती वाटते का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२५. तुम्ही स्वतःसाठी आपला अधिक वेळ घालवता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२६. तुम्ही खोटे बोलता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२७. तुम्ही बढाया मारता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२८. तुम्हाला एकटेपण अधिक आवडते का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२९. तुम्ही स्वभावाने गर्विष्ठ आहात का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३०. तुम्ही कामचोर आहात का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३१. एखादे कार्य माहित असूनही, ते न समजल्याचा आव आणता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३२. एखादी गोष्ट न समजूनही, स्वतःची बाजू	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३३. तुम्ही दोषी असून सुध्दा, स्वतःची बाजू खरी आहे असे मांडता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३४. तुम्हाला कशाची तरी भीती वाटते का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३५. तुमचे मानसिक संतुलन बिघडते का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३६. तुम्हाला चोरी करण्याची सवय आहे का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३७. तुम्ही नैतिक मुल्यांचा विचार न करता मनमानी करता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३८. जीवनाकडे बघण्याचा तुमचा दृष्टीकोन निराशावादी आहे का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३९. तुमची इच्छा शक्ती दुर्बल आहे का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४०. तुम्ही दुसऱ्यांच्या विचारांशी असहमत असता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४१. तुम्हाला दुसरे लोक अविश्वासु समजतात का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४२. लोक तुमच्या विचारांशी असहमत असतात का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४३. तुम्हाला दुसऱ्यांचे अनुयायी राहणे आवडते का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४४. तुम्ही तुमच्या समुहाच्या विचारांशी असहमत असता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४५. तुम्हाला लोक बेजबाबदार समजतात का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४६. तुम्ही दुसऱ्यांच्या कार्यामध्ये आवड दाखवत नाहीत का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४७. तुमच्याकडून मदत घेण्यासाठी लोक कचरतात का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४८. स्वतःच्या कामाला दुसऱ्यांच्या कामापेक्षा अधिक महत्त्व देता का ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Emotional Maturity Scale  
(Translate into Marathi)**

XV

विद्यार्थ्यांचे नांव :-- \_\_\_\_\_  
 वय :-- \_\_\_\_\_ इयत्ता \_\_\_\_\_  
 शाळेचे नाव :-- \_\_\_\_\_  
 पत्ता :-- \_\_\_\_\_ फोन नं. \_\_\_\_\_

सर्वत / अधिक / अनिश्चित / कधी कधी / कधीच  
 अधिक नाही

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| १. तुम्ही मानसिक समस्यांमध्ये गुरफटलेले असता का ?                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| २. येणाऱ्या परिस्थितीची तुम्हाला भिती वाटते का ?                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ३. तुम्ही तुमच्या ध्येयापर्यंत पोहचण्याआधीच सोडून देता का ?                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ४. तुम्ही स्वतःचे कार्य पूर्ण करण्यासाठी दुसऱ्याची मदत घेता का ?                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ५. आपल्या इच्छा व आकांक्षा याबद्दल आपण अनास्था दाखवता का ?                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ६. तुम्हाला तुमच्यात चिडचिडेपणा जाणवतो का ?                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ७. तुम्ही जिद्दी आहात असे तुम्हाला वाटते का ?                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ८. तुम्हाला दुसऱ्यांचा हेवा वाटतो का ?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ९. तुम्हाला संतापल्यामुळे राग येतो का ?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १०. तुम्ही काल्पनिक विश्वात रमता का ?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ११. तुमची ध्येयपुर्ती न झाल्यास स्वतःमध्येच काही कमतरता आहे असे आपणास वाटते का ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १२. तुम्हाला तुमच्यामध्ये अस्वस्थता जाणवते का ?                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १३. तुम्ही तक्रार करता का ?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १४. आपला दोष दुसऱ्यावर लादण्याचा प्रयत्न करता का ?                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १५. एखाद्याशी सहमत न झाल्यास तुम्ही त्याच्याशी भांडण्यास प्रवृत्त होता का ?      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १६. तुम्हाला थकल्यासारखे जाणवते का ?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १७. आपल्या मित्रासोबत अथवा इतरांबरोबर तुम्ही आक्रमक असता का ?                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १८. तुम्ही काल्पनिक विश्वात रमता का ?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| १९. आपण आत्मकेद्रीत आहात असे आपणास वाटते का ?                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| २०. तुम्ही स्वतःला असमाधानी समजता का ?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| २१. तुमचे मित्रांशी किंवा दुसऱ्या व्यक्तीशी                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANNEXURE-II**

**Table 1A Influence of perceived social development of children by their classmates and teachers on their social status and its comparison between areas slum and urban children**

Perceived social development	Social status and percentages of children (120)																	
	Popular						Well accepted						Accepted					
	Slum (4)		Urban (3)		Slum (14)		Urban (21)		Slum (20)		Urban (11)		Slum (20)		Urban (11)			
Class mates	Teachers	Z values	Class mates	Teachers	Z values	Class mates	Teachers	Z values	Class mates	Teachers	Z values	Class mates	Teachers	Z values	Class mates	Teachers	Z values	
Very good	50.00 (2)	75.00 (3)	1	100.0 (3)	100.0 (3)	1-	28.57 (4)	35.71 (5)	0.41 <sup>NS</sup>	33.33 (7)	38.09 (8)	0.35 <sup>NS</sup>	30.00 (6)	40.00 (8)	45.45 (5)	54.54 (6)	0.71 <sup>NS</sup>	0.45 <sup>NS</sup>
Good	50.00 (2)	25.00 (1)	1-	1- (1)	1- (1)	1	35.71 (5)	42.85 (6)	0.38 <sup>NS</sup>	42.85 (9)	38.09 (8)	0.28 <sup>NS</sup>	30.00 (6)	35.00 (7)	36.36 (4)	27.27 (3)	0.35 <sup>NS</sup>	0.47 <sup>NS</sup>
Average	1-	1-	1-	1-	1-	1-	21.42 (3)	21.42 (3)	1-	23.80 (5)	23.80 (5)	1-	25.00 (5)	20.00 (4)	18.18 (2)	18.18 (2)	0.38 <sup>NS</sup>	1-
Fair	1-	1-	1-	1-	1-	1-	14.28 (2)	14.28 (2)	1-	1- (1)	1- (1)	1	15.00 (3)	5.00 (1)	1- (1)	1- (1)	1.25 <sup>NS</sup>	1-

Figures in parentheses indicate frequencies

**Table 1B Influence of perceived social development off children by their classmates and teachers on their social status and its comparison between their areas of residence**

Perceived social development	Social status and percentages of children (120)																		
	Controversial						Rejected						Highly rejected						
	Slum (5)			Urban (12)			Slum (10)			Urban (8)			Slum (7)			Urban (5)			
Class mates	teachers	Z values	Class mates	teachers	Z values	Class mates	teachers	Z values	Class mates	teachers	Z values	Class mates	teachers	Z values	Class mates	teachers	Z values		
Very good	1-	1-	1-	-	1-	1-	1-	1-	1-	1-	1	1-	1-	1-	1-	1-	-	1-	
Good	1-	1-	1-	33.33 (4)	41.66 (5)	0.42	1-	1-	1-	1-	11	1-	1-	11	1-	1-	11	1-	
Average	60.00 (3)	60.00 (3)	1-	41.66 (5)	33.33 (4)	0.42	30.00 (3)	50.00 (5)	50.00 (4)	50.00 (4)	1.11 <sup>NS</sup>	50.00 (4)	50.00 (4)	50.00 (4)	1-	14.28 (1)	1-	1-	
Fair	40.00 (2)	40.00 (2)	1-	16.66 (2)	25.00 (3)	0.56	30.00 (3)	30.00 (3)	30.00 (3)	30.00 (3)	1-	25.00 (2)	37.50 (3)	42.85 (3)	42.85 (3)	60.00 (3)	0.57 <sup>NS</sup>	20.00 (1)	1.42 <sup>NS</sup>
Poor	1-	1-	1-	8.33 (1)	1-	1-	40.00 (4)	20.00 (2)	25.00 (2)	25.00 (2)	1.00 <sup>NS</sup>	25.00 (2)	12.50 (1)	57.14 (4)	42.85 (3)	60.00 (3)	0.57 <sup>NS</sup>	20.00 (1)	1.42 <sup>NS</sup>

figures in parentheses indicate frequencies

Computed  $\chi$  values 0.88\*\*

ANNEXURE-III

Table-1A

Details of Sample children

Sr.No	Age	G	OR	TF	SF	FA	FE	MA	ME	SC.	EM	M	F	P
1	10	1	4	1	7	45	1	40	1	49	82	389	365	754
2	9	1	5	3	7	45	1	40	1	39	92	341	383	724
3	9	1	1	1	4	30	2	25	1	69	114	358	354	712
4	9	1	1	3	12	30	1	25	1	55	81	377	421	798
5	9	1	6	1	5	40	1	32	1	62	114	401	408	809
6	11	1	1	1	5	30	1	27	1	38	85	368	352	719
7	9	1	6	1	11	50	1	40	1	91	85	352	340	690
8	11	1	2	1	4	30	2	27	1	72	128	486	356	862
9	11	1	5	2	13	45	1	40	1	75	74	355	427	782
10	9	1	2	1	7	37	1	30	1	56	87	360	398	758
11	10	1	2	1	5	45	1	35	1	62	101	377	352	727
12	9	1	4	2	7	35	1	30	1	39	91	355	427	782
13	10	1	2	1	6	35	1	30	1	53	96	349	366	713
14	9	1	5	1	8	40	1	35	1	54	78	367	357	721
15	11	1	3	1	5	30	1	32	1	42	154	289	397	686
16	11	2	3	1	7	40	1	30	1	34	116	364	351	715
17	11	2	2	1	7	35	1	30	1	43	67	348	331	679
18	10	2	1	1	6	35	1	30	1	61	76	392	379	771
19	9	2	2	1	6	35	1	30	1	59	72	431	353	784
20	9	2	2	3	7	35	1	26	1	57	91	340	379	719
21	10	2	2	1	5	35	1	30	1	65	84	321	349	670
22	10	2	3	1	5	40	1	32	1	74	80	364	351	715

Table-1B

Sr.No	Age	G	OR	TF	SF	FA	FE	MA	ME	SC.	EM	M	F	P
23	10	2	3	1	8	45	2	35	1	36	110	359	294	653
24	10	2	3	1	9	45	1	40	1	56	93	418	385	803
25	01	2	1	1	6	40	1	35	1	37	100	346	310	698
26	09	2	4	1	7	45	1	35	1	33	170	273	356	629
27	10	2	3	3	9	45	1	35	1	59	97	416	322	738
28	11	2	7	1	10	50	1	45	1	67	91	380	371	751
29	11	2	2	2	13	50	1	25	1	74	83	388	490	878
30	9	2	1	1	6	40	2	30	1	37	81	406	425	831
31	11	1	3	1	8	35	1	30	1	43	66	394	433	827
32	10	1	1	1	6	35	1	30	1	51	94	308	293	601
33	11	1	4	1	5	70	1	45	1	56	80	375	361	736
34	10	1	1	1	5	35	1	30	1	43	78	302	296	596
35	9	1	5	1	7	35	2	32	1	59	61	418	428	846
36	9	1	3	1	7	50	1	45	1	33	92	308	296	601
37	11	1	1	1	5	28	1	27	1	55	72	409	399	808
38	11	1	4	1	8	45	1	32	1	40	68	394	423	827
39	11	1	2	3	13	30	2	25	1	64	61	266	190	653
40	11	1	1	1	5	32	1	28	1	42	129	340	337	677
41	9	1	1	1	5	40	1	35	1	70	74	342	279	631
42	11	1	1	1	5	32	1	28	1	40	108	351	308	659
43	11	1	2	1	6	45	1	38	1	51	70	369	378	747
44	11	1	2	1	6	31	1	30	1	33	78	302	296	598
45	10	1	1	3	8	28	2	22	1	81	74	342	279	621
46	10	2	1	3	14	31	3	25	1	85	88	357	387	744
47	10	2	4	1	6	38	4	32	2	70	81	382	381	763

Table-1C

Sr.No	Age	G	OR	TF	SF	FA	FE	MA	ME	SC.	EM	M	F	P
48	11	2	3	3	7	32	1	28	1	62	82	339	385	724
49	10	2	1	2	8	30	3	25	1	57	84	429	382	811
50	10	2	1	3	7	40	1	30	1	66	91	397	418	815
51	10	2	4	3	9	45	1	30	1	49	86	422	361	783
52	11	2	3	1	8	28	3	23	1	70	91	338	376	718
53	10	2	5	1	7	45	2	35	1	57	81	372	409	781
54	10	2	6	1	10	50	1	30	1	37	115	283	349	632
55	10	2	2	1	8	40	1	30	1	37	96	385	329	394
56	11	2	5	1	7	45	1	30	1	30	89	404	469	873
57	10	2	1	1	2	45	1	26	1	52	90	434	284	728
58	10	2	1	1	4	30	2	25	1	50	79	420	403	823
59	11	2	2	1	7	35	2	28	1	40	80	371	600	771
60	11	2	2	1	6	35	1	27	1	52	90	391	315	783
61	11	2	1	1	4	40	4	37	4	89	86	437	456	893
62	11	2	2	3	7	48	4	39	3	79	96	375	382	757
63	11	2	4	1	6	51	5	45	2	75	67	438	447	885
64	11	1	1	3	8	36	4	34	2	83	102	480	451	940
65	11	2	1	1	3	42	4	41	5	91	66	470	455	952
66	11	2	1	1	4	38	5	36	5	79	82	464	455	925
67	10	1	1	3	5	36	4	33	5	74	86	375	472	936
68	10	2	1	3	7	35	4	30	3	90	78	452	382	757
69	11	1	1	1	4	39	5	32	2	80	96	453	457	909
70	10	2	1	3	8	35	3	32	3	84	85	469	459	941
71	10	1	1	1	4	45	4	42	4	84	70	436	472	877
72	11	1	1	3	7	50	5	30	2	85	108	437	440	877

Table-1D

Sr.No	Age	G	OR	TF	SF	FA	FE	MA	ME	SC.	EM	M	F	P
73	11	2	4	1	6	50	5	44	5	88	96	408	411	819
74	9	2	3	1	7	38	4	35	3	78	66	437	440	877
75	10	2	2	1	4	50	5	44	5	80	76	437	440	877
76	11	2	2	1	4	43	5	33	4	85	107	445	449	894
77	10	2	3	3	7	45	5	38	4	92	76	468	470	938
78	10	2	1	3	6	35	3	31	2	88	65	426	432	859
79	11	2	2	1	4	36	2	32	2	101	84	449	452	901
80	11	2	1	1	4	36	2	32	2	88	75	435	438	873
81	10	1	1	1	4	42	5	32	5	80	76	437	441	878
82	11	2	1	1	4	43	4	32	4	68	97	444	477	921
83	10	2	2	1	6	35	2	42	2	64	92	446	445	875
84	11	1	2	1	4	42	4	32	4	92	116	436	439	823
85	11	1	3	3	8	40	4	38	3	83	122	435	438	967
86	11	1	1	3	9	38	5	32	4	91	88	429	440	909
87	10	1	1	1	4	40	4	34	4	85	93	482	445	877
88	10	2	1	1	4	40	4	35	5	95	90	452	457	726
89	9	2	2	3	7	48	4	38	2	81	61	437	440	793
90	11	1	1	3	7	38	3	36	4	91	86	359	367	605
91	11	2	1	1	4	35	5	34	3	77	61	390	405	907
92	11	1	1	1	3	35	5	29	4	74	106	295	310	874
93	11	2	2	1	5	40	5	30	4	84	107	452	455	851
94	10	1	2	1	5	40	5	35	4	86	133	432	437	884
95	10	1	2	1	5	42	5	35	4	73	95	425	426	934
96	10	1	2	1	5	42	4	38	4	85	97	436	448	879
97	10	2	5	3	9	45	4	38	5	84	100	465	469	726

**Table-1E**

Sr.No	Age	G	OR	TF	SF	FA	FE	MA	ME	SC.	EM	M	F	P
98	9	2	2	3	8	44	4	35	2	73	80	4.40	439	854
99	9	1	1	1	4	38	2	32	4	82	107	359	367	800
100	10	1	2	3	8	38	2	36	2	67	93	427	427	813
101	9	2	2	3	8	38	4	33	2	66	86	394	406	822
102	9	1	3	3	6	42	4	33	3	90	91	422	400	800
103	11	1	1	1	5	35	2	39	2	76	116	401	412	850
104	11	2	3	1	6	35	4	32	2	74	109	49	459	605
105	11	1	2	1	4	40	5	32	4	90	103	295	415	922
103	9	1	2	1	4	43	5	35	2	74	85	463	395	831
107	10	2	2	1	4	40	2	35	4	81	120	416	412	790
108	9	1	3	3	2	35	4	35	2	86	105	395	447	813
109	10	1	1	1	5	40	5	32	3	81	68	401	452	890
110	10	1	3	1	5	45	4	30	2	82	79	443	437	867
111	11	1	3	1	6	38	4	39	4	90	110	415	410	852
112	9	1	2	3	2	38	4	30	4	91	108	410	480	820
113	9	1	3	1	6	38	5	34	2	93	84	477	373	957
114	10	1	3	1	5	45	4	30	2	80	96	407	447	780
115	9	1	1	1	5	35	4	39	2	67	97	428	413	875
116	11	1	1	3	7	38	2	32	2	99	91	410	468	823
117	10	1	3	1	6	47	3	35	1	88	103	491	437	959
118	11	1	1	3	6	45	4	42	2	96	102	420	410	850
119	9	2	2	3	6	41	4	35	2	76	66	491	406	813
120	10	1	1	1	5	35	4	39	2	72	97	463	455	822

**Codes adopted in table 1A to 1E**

Sr.No.	:	Child			
G	:	Gender	1 Male	2 Female	
OR	:	Ordinal position			
TF	:	Type of Family	1 Nuclear	2 Extended	3 Joint
SF	:	Size of Family	1 Small	2 Middle	3 Large
FA	:	Father's Age			
FE	:	Father's Education	5 PG	4 UG	3 HSC
			2 SSC	1 Non matriculate	
MA	:	Mother's Age			
ME	:	Mother's Education	5 PG	4 UG	3 HSC
			2 SSC	1 Non matriculate	
SC	:	Socialization Practice score			
EM	:	Emotional Maturity Score			
M	:	Mothering			
F	:	Fathering			
P	:	Parenting			

(Pl. see rule No. (A) (1))

FORMAT FOR THESIS EVALUATION-REPORT FOR M.Sc.

TO BE USED BY EXTERNAL EXAMINER.

Name of the student Shri DEEPA SURESH MULEY

Subject of M.Sc. CD & FR The external examiner

is advised to evaluate the thesis taking into consideration the following points.

1. The Choice of the problem and its importance :

Whether it is of academic importance or has Practical utility or otherwise ?

- Important

Does the title adequately indicate the work presented in the thesis ? - Yes

2. Review of literature :

Whether the previous literature on the topic of research has been properly reviewed and is up to date ?

- Yes

3. Methodology to be adopted :

Has the candidate used appropriate methods for carrying out his research work ?

- Yes

4. Planning and conduct of pot and field experiments.

Whether appropriate statistical design was used with replications ?

- Yes - Well designed

5. Collection of data :

Whether the data collected were adequate to draw valid conclusions ?

- Yes

6. Interpretation and presentation of data :

A) Whether the data was properly analysed and interpreted ?

(Use of Graphs, tables and photographs made)

- Yes - Nicely analysed

B) Whether units of measurements, scientific and technical terms properly cited ?

- Yes

7. Bibliography :

a) Whether the bibliography is sufficient and relevant ?

- Yes

b) Whether all the references cited in the text are incorporated in the bibliography and Vice-versa ?

- Yes

8. Grammatical construction and typographical errors if any, May be pointed out :

The last sentence of the Examiner's report should read as

"I recommend that the Thesis submitted by Shri Deepa S.M

in the subject of CD & FR

Vinit A 3/9/01  
(Signature of Evaluator)

(9)