CHAPTER-9

Summary and Conclusion

"Don't worry that children never listen to you. Worry that they are always watching you." — (Robert Fulghum 1937).

According to dictionary definition child rearing is the act of bringing up or caring for a child from infancy to maturity (Procter, 1978). Child rearing attempts to develop ways of raising children that will not psychologically cripple them but instead enable them to accept freedom and responsibility while developing natural self-regulation.

Families, by nature, have been vested with the task of bringing up and caring for children whenever they (families) are blessed with them. Ezewu (1983) identified child rearing as the next most important function of the family after child bearing. Dressler and Carns (1973) equally recognized care, protection and early socialization of children as the second and general function of families. These functions as identified by Dressler and Carns are also aspects of child rearing.

Since, Child rearing practices adopted by a family or a community influences the children acquiring the desired behaviour and personality, it was thought that differences in personality and behaviour could also be due to different types of CRP being followed by parents in different regions. Whether this is so and would one find for instance differences in CRP in two different states/regions of India placed in opposite directions, with geographic characteristics extremely different, one in the colder climate and the other near the sea shore that is somewhat sultry climate? Would children from these extreme regions studying in schools would show the typical personality features as a result of CRP? Would CRP itself vary when the parents start living in a totally different region as compared to the place of their origin, and would this also show differences in the personality traits of the children? Answers to the above questions were attempted by empirical research in this thesis.

India is a vast country with considerable diversity, where millions of people in different parts of the country have their own life style, characteristic way of perceiving things, following varied cultures, beliefs and values. Even though India is a Hindu Nation and secular country, yet the faith in different Gods, the different ways of worshipping and the different value systems and approach towards God and religion vary which all
affect the CRP. In addition there are regional personalities which also influence each other.

So profound is the personality and equally profound are the different values and belief systems that even after following different religious faith, people appear united and live in harmony. For Example, in the Indian setting in the Eastern part people have more faith in Maa Durga and in these places, people have different value system, beliefs etc, and bring up their children differently. Similarly, people in the Western part of the country especially Maharashtra believe more in Lord Ganesha while people in the Northern part believe more in Lord Krishna or Hanumanji and in the Southern part of the country people appear to believe more in Lord Krishna and Lord Kartikaya. Such different religious orientations do affect the methods of rearing children so that they could acquire the desired personality traits that are congruent with the values and belief system.

Further more another factor contributing to varying CRP is the language factor. In the Northern, Eastern, Western and Southern parts of the country there is not only a lot of cultural diversity, but there are many languages spoken which act as a barrier in interaction. In fact India has more than 50 languages spoken and each language has its own importance in bringing up the children.

It is to be expected that such a dynamic diversity of India, will also contribute to the existence of different Personality traits specific to the concerned state and region and also follow typical child rearing practices that are unique to that region, culture and values.

**Objectives of the present research**

Keeping the above in mind, the present research had as its main objective to study the Child Rearing practices in terms of traditions, values, religious orientation and Schooling used in the state of Punjab and Kerala as experienced by children of the states studying in their own state school and studying in Delhi in school run by that state and to compare the typical personality traits as obtained in the children of two different and farthest regions in India (Punjab and Kerala) and to relate typical factors in child rearing practices as contributing to personality traits.
HYPOTHESIS

1. There will be a significant difference in the CRP experienced as reported by students studying in different schools belonging to two different regions (Punjab & Kerala).

1.(a) There will be a significant difference in the CRP experienced and reported by students studying in the state run school in Delhi and state run school in Punjab / Kerala.

1. (b) There will be a significant difference between the CRP experienced and reported by children studying in the two different school in the same state (Punjab / Kerala).

1. (c) There will a significant difference in the CRP experienced and reported by male and female students of the same school and across the schools in Delhi and Punjab/ Kerala.

2. There will be a significant corelation between CRP and IPIP dimensions.

2. (a) This association between CRP and IPIP will differ across the schools belonging to the two different regions.

3. There will be a significant association between CRP and the low or high scores of MAP (Personality traits).

3. (a) This association between CRP and MAP traits will differ across the different schools belonging to the two different regions (Punjab and Kerala).

4. There will be a significant relationship between CRP and IPIP dimensions.

4. (a) This relationship between CRP and IPIP will differ across the different schools of two different regions.

The Hypotheses set up for empirical testing to achieve the above objectives were as follows:

Research Design

To empirically test the above 4 hypotheses, a comparative and ex-post facto research design have been used.
The Sample for this research were students studying in class 9 and 11 in different schools of Punjab and Kerala state.

**Setting:** Two schools each from two states (Trivandrum and Ludhiana)

**(Subjects):** From each school all students of class 9 and 11 constituted the sample.

**Total sample of students:**
In all 800 students were taken 200 from Kerala, 200 from Punjab and 400 from Delhi belonging to KESS and GHPS. The Students studying in Class 9 and 11 from all the above mentioned schools were taken, as at this age level (15+) they are almost mature young adults and thus their personality trait will be more or less fairly well set with relatively little scope to change. Distribution of students in terms of the schools is given in the methods chapter.

**Tools for data collection**
Three scales were used, Viz (1) to measure the Child Rearing Practices (CRP), (2) to measure the personality dimensions and (3) to measure the Personality traits. The CRP scale was specially devised by the researcher and put through pilot study and worked out the reliability of the scale. The correlation obtained was r=.73.

The second test was the International Personality Item Pool devised by Buchanan (2001) which measures five dimensions of personality viz., openness to experience, agreeableness, conscientiousness, extraversion, and Negative emotionality. The correlation obtained was r=.74 to r=.88 for the Five dimensions.

The third was the Multiple Personality Assessment Test by Psycom (2001). A highly standardized test specially meant for teens and the version was called MAP (T). The correlation obtained was r=.64 to .76 for the twenty dimensions.

**RESULTS:** The results are organized in 4 chapters as given below:

Results 1 = Child Rearing Practices and Schools of different Regions

Results 2 = Child Rearing Practices (CRP) and Personality dimension (IPIP)
Results 3 = Child rearing Practices and Personality Traits.

Results 4 = Child Rearing Practices, Personality Dimension, Personality trait Relationship

The results obtained from all the schools were all processed and analysed are presented in the following sections.

**CRP and the different schools:**

1. The students from BCM and GRD Academy in Ludhiana, Punjab and GHPS Hemkunt and India Gate differed significantly in CRP. That is the former two schools were having more rigid CRP as compared to the two schools of GHPS in Delhi.

2. As regards Kerala schools all Vikaspuri, Mayur Vihar Delhi and Leo Christian School and Bharatiya Vidya Bhavan School, Kerala differed significantly in CRP, with Kerala Schools at Delhi showing slightly more than average rigidity in CRP as compared to the other two schools in Kerala (Trivandrum).

3. The GHPS in Hemkunt and India Gate also differed in CRP from Leo Christian school and BVB schools located in Kerala. (Trivandrum).

4. GHPS India Gate and GHPS, Hemkunt Colony have shown greater Rigidity as compared to the Kerala school (KESS) in Delhi. However, the GHPS at Delhi has shown more rigid CRP as compared to the students of Leo Christian School at Trivandrum, Kerala.

5. The KESS school Vikaspuri and Mayur Vihar have shown Rigid type of CRP as compared to CRP of the two Kerala schools within Kerala state.

6. The BVB Kerala school, Kerala has shown looser CRP, but at the same time, as compared to the Leo school students, these have shown relatively greater rigidity in child rearing practices.
The above findings have validated the hypothesis 1,1a,1b which stated that there will be a significant difference in the CRP experienced as reported by students studying in different schools belonging to two different region, that there will be a significant difference in the CRP experienced and reported by students studying in the state run school in Delhi and state run school in Punjab / Kerala and that there will be significant differences between the CRP experienced and reported by children studying in the two different school in the same state (Punjab / Kerala).

**CRP in terms of Males and Females**
The male and female students appear to differ in their reporting of having experienced differential CRP. To be more specific, relatively more percentage of boys as compared to girls have experienced loose CRP, while more percentage of girls have experienced average CRP and as for the rigid CRP, it is almost equal with both male and female students showing 36% falling in this category.

It is interesting to note that as one moves from loose CRP to Rigid CRP, the percent of males keeps increasing as compared to the percent of females. In other words, more female students from Punjab schools as compared to the number of female students of Kerala state schools have reported to have experienced rigid type of CRP. When loose CRP is considered there appears more number of girl students from Kerala state schools who have reported to have experienced loose CRP as compared to the number of students from the Punjab schools.

The above findings have also partially validated 1c that There will a significant difference in the CRP experienced and reported by male and female students of the same school and across the schools in Delhi and Punjab/ Kerala.

**2. CRP and IPIP Personality Dimensions**
The IPIP personality test identifies five personality dimensions. These are: (1) Openness to Experience (2) Conscientiousness (3) Extraversion (4) Agreeableness (5) Negative Emotionality. These were seen in terms of the CRP as reported experienced by students. The analysis of the data revealed the following conclusions:
CRP and Openness to Experience

1. BCM and GRD Academy of Ludhiana Punjab State showed the most rigid CRP and also have shown the most “Openness to experience” which appears to be in line with CRP, that children in these schools coming from certain Culture has experienced high openness in terms of cultural and educational experiences.

2. The students of Kerala School Mayur Vihar and Vikas Puri Delhi, who showed relatively more ‘Rigid’ CRP as compared to GHPS India Gate and Hemkunt Colony Delhi, have also shown slightly more openness to experience as compared to GHPS schools of Delhi.

3. It is also interesting to note that Leo Christian school, and BVB, Trivandrum, Kerala had reported larger percentage of students scoring loose CRP as compared to all the schools from different regions.

4. It is seen that these students have the least scores on Openness to experience indicating that children here are not only inclined to different types of experience in learning new or innovative things of life but are also more in line with what they are doing and experiencing and more practical nature.

CRP and Conscientiousness

5. BCM and GRD academy of Ludhiana, Punjab which showed the largest number of students reporting Rigid CRP as far as CRP was concerned, have also scored the highest on conscientious amongst all the schools of different regions. This indicates that the students of BCM and GRD Academy Ludhiana are more organized, dutiful and persistent in pursuing their goals perhaps due to rigid CRP.

6. This is followed by Leo Christian School in Kerala which had the maximum percentage of students reporting Loose CRP, followed by KESS School Mayur Vihar and Vikaspuri Delhi respectively, who have shown relatively Rigid CRP as compared to GHPS School Delhi.

7. The BVB School in Trivandrum Kerala which also had Loose CRP had the lowest conscientiousness score though the Leo Christian School, Kerala, who had larger percent of students reporting Loose CRP had shown higher level of conscientiousness.
CRP and Extraversion

8. BCM and GRD Academy students of Ludhiana, Punjab, had the largest percentage of students reporting ‘Rigid’ CRP and have also low extraversion scores suggesting that more rigid the CRP, more quiet and reserved are the students.

9. However, KESS School Vikaspuri and Mayur Vihar Delhi which had relatively lesser percentage of students reporting Rigid CRP as compared to the BCM and GRD Ludhiana, have also larger percentage scoring high on extraversion, suggesting that perhaps less rigid the CRP greater the extravertive dimension.

10. Similarly, GHPS School India Gate and Hemkunt Colony which again have relatively lesser Rigid CRP as compared to the two schools of Ludhiana, have also shown higher percentage of students on higher level Extraversion. Schools from Kerala namely BVM School, Leo Christian school Kerala, which had large percentage of students reporting Loose CRP have shown average extraversion as compared to all the other school students.

CRP and Agreeableness dimension

11. BVB, Leo Christian schools from Kerala have shown higher percentage students reporting and experiencing loose CRP as compared to other schools. These students are also observed to be higher on Agreeableness, indicating that more loose the CRP experienced more trusting, friendly and cooperative are the students.

12. KESS school Delhi and GHPS Delhi which showed relatively higher Rigid CRP are also relatively lesser in trusting, friendly and cooperative dimensions as compared to students from BVB and Leo Christian schools in Kerala.

13. BCM and GRD Academy students from Ludhiana Punjab who showed the largest percentage of students reporting experiencing of high level Rigid CRP have also shown Low scores on Agreeableness suggesting that more rigid the CRP, more aggressive and less cooperative are the students.
CRP and Negative Emotionality

14. The Leo Christian school and BVB school in Trivandrum Kerala which had large percentage of students reporting loose CRP have scored the highest on Negative Emotionality which means that these students in that region are more prone to insecurity and emotional distress. This also shows more loose the CRP experienced, more vulnerable are students to Emotional Negativity.

15. GHPS school India Gate and Hemkunt Colony, have the second largest percentage of students reporting rigid CRP, followed by KESS Mayur Vihar and Vikas Puri in that order. The schools which showed relatively higher percentage of students reporting Rigid CRP, that is the BCM and GRD Academy Punjab have shown the least negative Emotionality, which means, that students of this school in North Punjab, appear to be relatively more relaxed, less emotional and less prone to distress. This indicates more rigid the CRP experienced lesser the Negative Emotionality.

The hypothesis that there will be a significant difference between CRP and IPIP dimension of students of Punjab and Kerala states and this association will differ amongst the schools has been partially validated.

3. Child Rearing Practices and the Personality traits of children as scored by the MAP test

CRP and Adaptability

1. Adaptability trait refers to the ability to make appropriate responses to changed or changing circumstances. The obtained scores of all the students have been computed school wise and CRP wise.

a. It has been seen in this research that CRP in Punjab has been reported to have experienced highest rigid and the Students studying in BCM & GRD of Punjab have also been found to be more adaptable as compared to the other states. On the other hand students studying in Kerala reporting Loose CRP were found to be least adaptable. GHPS Students and Kerala students studying in Delhi were found to be adaptable though they followed students studying in Punjab in this regard.
b. Though no typical trend emerged, it appears that the Rigid the CRP experienced by students more adaptable are they especially, those studying in the Northern part of the country.

c. It is interesting to note that in Leo Christian School, Kerala all the students have scored good adaptability though they have reported experiencing Rigid CRP condition.

d. Though no specific trend emerges, Rigid CRP seems to be relatively more associated with adaptability trait scores to be high. Average and Loose CRP seem to be more facilitative of higher adaptability trait in larger number of students.

2. CRP and Academic Achievement

The next trait taken up was Academic achievement, which was also analyzed in terms of the type of CRP. Academic achievement trait refers to learning skills and academic acumen the student has.

a. It is seen that in Loose CRP of BCM/GRD and BVB Kerala School one finds higher percent of students not showing good Academic Achievement.

b. In Rigid CRP Kerala School Delhi has shown nearly 50% students having good Academic Achievement. In all the other cases Academic Achievement does not seem to be associated with any aspect of CRP. Thus there appears no relationship between CRP and Academic Achievement.

c. Rigid CRP seems to have relatively larger percent of students scoring high on the academic achievement trait in the Kerala school, Delhi and Leo Christian School in Kerala.

d. On the other hand Loose CRP has shown smaller percent of students having good academic achievement trait in the BCM & GRD Academy schools in Ludhiana, as well as BVB School in Kerala.

These trends in differences are noteworthy though no specific conclusion could be arrived at associating CRP with academic achievement trait.
3. CRP and Boldness

The next trait taken up was Boldness. This was also seen in terms of the CRP type. Boldness trait refers to adventure and good energy with insight.

a. Child rearing practices experienced by the students do not appear to be associated with the boldness trait being above or below average. In other words, there appears to be no significant association between CRP and boldness.

b. Only in BVB School, Kerala Rigid CRP appears to have larger percent of students (71%) scoring high on boldness trait.

c. In all other 4 schools Loose and average CRP seem to be associated with larger percent students scoring low on boldness trait.

In this context also there is no clear trend but it may be mentioned that to have higher boldness, perhaps one must have more of rigid CRP rather than loose or average CRP. The BVB results seem to be slightly different from that of other schools. Perhaps boldness is one of the traits that is to be inculcated by children as part of CRP both at home and at school in Kerala.

4. CRP and Competition

The next trait taken up was Competition. This was also seen in terms of the CRP type. Competition trait refers to self assertion, dominant and aggressive.

a. Child rearing practices experienced by the students do not appear to be associated with the competitiveness. In other words, there appears to be no significant association between CRP and competitiveness.

b. It is seen that in the Loose CRP, more than 25% and even 30% had reported poor competitiveness. In no other CRP this trend is noted.

c. In case of Rigid CRP the competitiveness has been good, at the same time it but has not been very good either. It has been reported to be less than average.

The analysis has clearly shown that rigid CRP in the case of BVB school and Leo school in Kerala and the GHPS Delhi have shown smaller percent of students having good or high competitiveness under rigid CRP condition, whereas the BCM and GRD school and BVB school in Kerala have shown lower percent of students reporting good
competitiveness under Loose CRP condition. Though no specific trend is obtained, it may be stated that in order to have more students to show higher level competitiveness, it appears that either loose or average CRP perhaps is needed.

5. CRP and Creativity

The next trait taken up was Creativity. This was also seen in terms of the CRP type. Creativity trait refers to critical thinking and high scholastic and mental abilities.

a. It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the creativity trait as measured by MAP test. In other words, there appears to be no significant association between CRP and creativity trait.

b. Rigid CRP in the case of almost all the 5 schools seems to have lower percent of students scoring high on creativity as compared to the average and loose CRP. This is an interesting finding as normally greater freedom, the divergent thinking will be more present thereby adding to creativity. Here it is seen that the loose CRP has brought about greater number of students scoring high on creativity.

6. CRP and Enthusiasm

The next trait taken up was Enthusiasm. This was also seen in terms of the CRP type. Enthusiasm trait refers to liveliness, happy go lucky types and prudence.

a. Child rearing practices experienced by the students appear to be significantly associated with the enthusiasm trait.

b. Loose CRP is associated with greater level of enthusiasm as compared to the other two types of CRP.

c. By and large most students irrespective of the schools in which they were studying have scored high on enthusiasm that is above average of 5 sten scores. However within the norm that is, 6.84 it is seen that in the BCM & GRD as well as BVB school Kerala, the loose CRP has a larger percent of students scoring high on enthusiasm, where as in all the other three schools, rigid CRP has led to greater
percent of students scoring high on enthusiasm, showing a significant variation between schools, CRP and enthusiasm

7. CRP and Excitability

The next trait taken up was Excitability. This was also seen in terms of the CRP type. Excitability trait refers to temperament, insecurity, impulsiveness and insecurity.

a. It is seen from the above that the types of child rearing practices experienced by the students appear to be significantly associated with the excitability trait.

b. Average and rigid CRP seem to be significantly associated with lower level of excitability as compared to the loose type CRP.

c. It is clearly seen that by and large most students irrespective of the schools in which they were studying have scored high on excitability that is above average of 7 sten scores.

d. However, when compared with the Norm 7.05, it is seen that in all the 5 schools, Loose CRP is associated with more number of students having high excitability.

e. On the other hand the rigid and average CRP seems to be the one that perhaps can lead to lower level of excitability.

f. It is interesting to note that in the BVB Kerala Rigid CRP brought about 29% of students to have high excitability. To an extent in Leo Christian School in Kerala also have about 62% of students have high excitability.

8. CRP and General Ability

The next trait taken up was General Ability. This was also seen in terms of the CRP type. General Ability trait refers to greater mental capacity to learn and intellectually adaptable.

a. It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the General Ability trait.
b. However it should be noted that almost all students had scored more than average on general ability and this may be one of the reasons for the general ability and CRP not showing any significant association. Irrespective of CRP and schools, the General ability of students has shown larger percent of students as compared low general ability level.

c. General Ability as indicated has been scored high, that is above average by almost all students. Hence when related to CRP, there does not seem to be any relation between the two factors. However within the high scoring students, GHPS Delhi, BCM and GRD Punjab and Kerala Delhi while rigid CRP has most number of students showing good General Ability.

9. CRP and Guilt Proneness

The next trait taken up was Guilt Proneness. This was also seen in terms of the CRP type. Guilt Proneness trait refers to feeling of fatigue in exciting situations and being unable to cope up with difficult situations.

a. It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the Guilt Proneness trait.

b. In all schools except BVB high guilt proneness is obtained in Loose, Average and Rigid categories of CRP. In BVB Kerala there is none having low guilt proneness in the Rigid CRP and as one descends average to loose CRP the guilt proneness percentage appears to decrease.

c. In the case of GHPS and Leo School in Kerala, Loose CRP is seen to have larger percentage of students having high guilt proneness.

d. In the BCM & GRD, Average and Rigid CRP leads to almost equal guilt proneness.

e. The trend gets reversed in the Kerala School Delhi with Average and Rigid CRP showing high Guilt Proneness.

Thus the association between CRP and Guilt Proneness varies from school to school.
10. CRP and Individualism

The next trait taken up was Individualism. This was also seen in terms of the CRP type. Individualism trait refers to one who prefer to do things on his own, is physically and intellectually obstructive and thinks over his mistakes repeatedly and how to avoid it.

a. It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the Individualism trait.

b. However it should be noted that almost all students had scored more than average scores on Individualism and this may be one of the reasons for is trait and CRP not showing any significant association.

c. Irrespective of CRP and schools, the trait of individualism being high of students has shown larger percent of students as compared to low individualism.

d. In all 5 schools (except Kerala school Delhi) Loose CRP has larger % of students scoring high on individualism though the general trend is that more rigid the CRP, lower is the percent of poor individualism in almost all school students.

e. In the case of Kerala school Delhi Average CRP has larger % of students showing low individualism followed by Rigid CRP. Loose CRP has led to very high individualism. There appears to be an association between loose CRP and greater Individualism.

11. CRP and Innovation

The next trait taken up was Innovation. This was also seen in terms of the CRP type. Innovation trait refers to being analytical, liberal and divergent thinking.

a. It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the Innovation trait.

b. The analysis has clearly shown that by and large most students irrespective of the schools in which they were studying and the type of CRP they had experienced, have scored high on Innovation trait, that is, above average sten scores.
Within the norm of 8.31 it is seen that BVB School at Kerala, have shown high level of Innovation under Loose CRP condition. In the other cases, under rigid CRP such trend has been noted.

12. CRP and Leadership

The next trait taken up was Leadership. This was also seen in terms of the CRP type. Leadership trait refers to the ability to direct and control the attitude and actions of others.

a. There is a significant association between Large, Average and Rigid CRP and the low or high scores on Leadership.

b. In other words, within the general broad line the Loose CRP has relatively larger percentage of students scoring high on leadership, whereas Average CRP has 25% of students having low Leadership. There is no difference in regard to Rigid CRP.

c. BVB & Leo Kerala loose CRP has larger percentage of students showing good Leadership.

d. In the case of two Punjab schools, rigid CRP is associated with larger percentage of students showing high leadership as compared to other schools.

Though no clear trend emerges regarding the association between CRP and leadership, Rigid CRP seems highly associated with Leadership.

13. CRP and Maturity

The next trait taken up was Maturity. This was also seen in terms of the CRP type. Leadership trait refers to more resources the individual have available to meet the challenges of the day.

a. It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the Maturity trait.
b. However it should be noted that almost all students had scored more than average of 5 sten scores on maturity and this may be one of the reasons for is trait and CRP not showing any significant association.

c. Irrespective of CRP and schools, the trait of Maturity being high of students has shown larger percent of students as compared low Maturity level.

d. From the detailed analysis, one may state that Except for Leo and BVB Kerala, all others schools have shown lower percentage of students showing high maturity. GHPS Delhi & Kerala Delhi with Rigid and Average CRP has shown low percentage of students showing Maturity as compared to the other Schools.

e. There appears to be some connection between CRP and Maturity. Rigid and Average CRP appears to lead to lower percentage of students showing maturity.

14. CRP and Mental Health
The next trait taken up was Mental Health. This was also seen in terms of the CRP type. Mental health trait refers to enduring state in which child is well adjusted and have zest for living.

a. It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the Mental Health trait.

b. In most cases there is good Mental Health in large percentage of students irrespective of the schools and the CRP type experienced by the students.

15. CRP and Morality
The next trait taken up was Morality. This was also seen in terms of the CRP type. Morality trait refers to being more persistent, more respectful of authority and more conforming to the standard of the group.

It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the Morality trait. Whether Loose, Average or rigid CRP, most students had shown high (higher than average scores) on Morality. However, BCM GRD Punjab has shown larger percentage of
students having high Morality under Rigid CRP. In all other cases Rigid CRP appears to have led to higher level of morality. There does not appear to be any statistically significant relationship between CRP and Morality.

16. CRP and Self-control

The next trait taken up was Self-control. This was also seen in terms of the CRP type. Self-control trait refers to strong self-control over emotional life and behaviour in general.

a. The self control had slightly more than 73% of students scoring more than average scores on this trait. As such in terms of Loose, Average and Rigid CRP there was no significant association with the self control factor.

b. However detailed analysis school-wise was carried out on the factor of self control and related to the three types of CRP, showed that 75% had good Self-control. It may be concluded that there is some relationship with Loose CRP and good self-control.

The analysis has clearly shown that by and large most students irrespective of the schools in which they were studying and the type of CRP they had experienced, had scored high on self control indicating the high degree of control over themselves sand their actions. There was no significant association between the types of child rearing practices and the self control factor.

17. CRP and Sensitivity

The next trait taken up was Sensitivity. This was also seen in terms of the CRP type. Sensitivity trait refers to overprotected, practical and tough.

a. It is seen from the above that the types of child rearing practices experienced by the students do not appear to be significantly associated with the Sensitivity trait. By and large sensitivity is average irrespective of the type of CRP in all schools except BVB Kerala where 65-75% students have reported high sensitivity.
b. Rigid CRP in three schools have brought about low sensitivity, and these three schools are BCM & GRD academy school in Ludhiana, Kerala School, Delhi and Leo School, in Kerala.

The analysis has clearly shown that by and large most students irrespective of the schools in which they were studying and the type of CRP they had experienced, have scored Average on Sensitivity, that is, above average of 5 sten scores. However within the average calculated for this group, that is, 7.06 it is seen that in all, BVB School, Kerala have shown high Sensitivity.

18. CRP and Self-sufficiency

The next trait taken up was Self-sufficiency. This was also seen in terms of the CRP type. Self-sufficiency trait refers to being alone and don’t need support of the group.

a. Almost 70% of students reported less than average Self-sufficiency. In terms of different CRP’s there was no significant association between the two factors.

b. By and large it is seen the Self-sufficiency is high irrespective of the type of CRP in all schools except BVB Kerala where 43% students have reported good self sufficiency. Students of GHPS Delhi with Rigid and Average CRP have scored the lowest in Self-sufficiency, when compared with the other schools.

c. Average and Rigid CRP in four schools seem to be associated with low self sufficiency. These four schools are GHPS Delhi, BCM and GRD, Ludhiana, Kerala School, Delhi and Leo School, Kerala.

d. When compared to Norm of 5.23, it is seen that in four schools, viz., GHPS Delhi, BCM GRD Punjab and Kerala Delhi lesser percentage of students have scored relatively higher Self Sufficiency under Average CRP.

e. No typical trend emerges except that Average CRP seems to lead to more percent of students having higher scores on Self-sufficiency trait as compared to the other two types of CRP. Though no specific trend emerges, Average CRP does seem to be appropriate for Self-sufficiency trait scores to be high.
19. CRP and Social Warmth

The next trait taken up was Social Warmth. This was also seen in terms of the CRP type. Social Warmth trait refers to being warm hearted, personable and easy to get along.

a. There is no significant association between Loose, Average and Rigid CRP and high or low Social Warmth. In fact 80% students reported average to above social warmth irrespective of CRP and schools.

b. When compared to Norm of 8.57, it is seen that in four schools, viz., BCM & GRD Punjab, GHPS Delhi, and Kerala Delhi have shown larger percentage of students scoring relatively higher Social Warmth under Loose and Average CRP.

c. No typical trend emerges except that average and Loose CRP seems to lead to more percent of students having higher scores on Social Warmth trait as compared to the Rigid CRP. Though no specific trend emerges, Loose and Average CRP do seem to be appropriate for Social-warmth.

20. CRP and Tension

The next trait taken up was Tension. This was also seen in terms of the CRP type. Tension refers to being short tempered, irritable and anxious.

By and large all schools have larger percentage of students scoring more than average tension. When compared to Norm of 7.22, it is seen that in four schools, viz., BCM & GRD Punjab, GHPS Delhi, and Kerala Delhi have shown larger percentage of students scoring relatively higher tension under Average and Rigid CRP.

No typical trend emerges except that average and Rigid CRP seems to lead to more percent of students having low tension as compared to the Loose CRP. Though no specific trend emerges, Rigid CRP does seem to be associated with high tension.

Concluding note on CRP and Personality traits

From the analysis of the personality traits in terms of CRP, the hypothesis set up has been partially validated. To recapitulate, the hypothesis stated that “there will be a significant association between CRP and the low or high scores of MAP. This
association between CRP and MAP will differ across the different schools belonging to the two different regions (Punjab and Kerala) and there will be a significant relationship between CRP and IPIP dimension.

To conclude it may be stated that the study which set out with the objectives of finding out if there is any difference in the Child Rearing practices in terms of traditions, Values, Religious orientation and Schooling used in the state of Punjab and Kerala, has been able to show that such differences do exist. Also, the study has been able to compare the typical personality traits as obtained in the children of two different and farthest regions in India (Punjab and Kerala) and relate typical factors in child rearing practices as contributing to personality traits. Also the study has been able to demonstrate empirically, that CRP is highly related to quite a few Personality traits and the five dimensions of IPIP which at the same time was shown to differ between the schools of the two different regions.

These results have been discussed in the light of the various studies conducted by many expert sociologists, anthropologists, psychologists and others.

Limitations:

1. The study though has been able to achieve the objectives, has considered only two opposite regions (North and South) and also only two schools in each region. More school samples with different orientations and CRP will be needed.

2. Another limitation to this study is that the parents have not been interviewed for CRP but the children have responded to the questionnaire as they experienced the different aspects of CRP. Though this has served the purpose, it would have been ideal to have taken the parents both in the Punjab and in Kerala.

3. Common people and laymen could have been taken as control to find out if they also have similar personality traits. The language problem came on the way of using such a control.

4. Religious institutions have been tapped and not the secular ones.
**Recommendations:**

1. 4 different regions may be taken up and studied in regard to CRP and personality traits.

2. Schools run by religious institutions vis a vis government run institutions which are secular in nature may also be covered.

3. Parents must be interviewed particularly the mother to understand the intricacies of CRP.

Despite limitations, the study has been able to show the significant differences in Child Rearing Practices across two different region of India. It has also shown that CRP is significantly associated with Personality dimension and Traits to an extent.

Further refinement of methodology may lead to perhaps different results. However it is heartening to note that many results obtained in this research do find confirmation in the results of other studies such as that of Carstairs, Carstairs and Kapur and many others.

To conclude it may be stated that this research which set out to demonstrate that child rearing practices will vary across two regions situated far away from each other (Punjab and Kerala), was able to demonstrate that CRP varies between the two regions and the students have reported experiencing different CRP in the students of two different states. Punjab state have reported Rigid CRP, more of Kerala state students reported Loose CRP. Also the study has been able to demonstrate association between CRP and Personality dimension and traits. Two different states of India has been able to demonstrate that the different states follow differing child rearing practices leading to differing personality traits.

This trend of differences was seen even when in Delhi the students of two two different states run schools (Kerala and Punjab) were compared. Thus the study has been able to contribute in a small way to the already existing many research works in the area of Child Rearing practices which have related the same to personality traits of the people of that region.