CHAPTER - IV

METHODOLOGY

The purpose of the present research was to explore the extent of differences in the areas of Intelligence, Mental Health Conditions (Depression, Self- Esteem, Trait Anxiety and State anxiety), Parent- Child Relationship (Protecting, Rejecting, and Loving), and Career Choice Patterns (Administrative, Enterprising, Defence, Sports, Creative, Performing, Medical, Technical, Expressive, Computational, Humanitarian, Educational) amongst only, first- born, second- born, and third- born college students coming from small, medium, and large- size families.

The empirical verification of the proposed hypotheses however depends upon:-

- Selection of adequate sample
- Tools used for collecting data
- Method and procedure employed to derive conclusions for different measures.

Thus, it seems appropriate to describe the tools used; and the method and procedure employed in completing the research being reported. In brief, this chapter includes the description of the following:

4.1 Sample
4.2 Tests
4.3 Procedure
4.4 Scoring
4.5 Statistical Analysis

4.1 SAMPLE

4.1.1 Initial Stage

The present study used a multi- stage sampling technique whereby the initial sample (cross- sectional) of 960 college students (equal number of males and equal
number of females) was drawn by stratified random sampling from various colleges of tri city. A general survey (refer to appendix) was done to collect the personal background/demographic information consisting of their family size, ordinal position (sex wise), birth order, and family structure.

**Figure 4 depicting the Pictorial Presentation of distribution of Initial Sample**

*Key*- small size family = 1 child family; medium size family = 2 child family; large size family = 3 child family.

Thereafter, using criterion sampling in the second stage, the 960 college students were matched on the following criteria: *general information* (age, qualifications, and academic grade), *parental background* (family structure, socio-economic status, parental educational background, work status), *children’s spacing and gender* (spacing and gender). After these personal and familial controls, we were left with 670 students who were divided in the categories of family size and birth order.

4.1.2 Final Sample

The final sample of the present study encompassed the third stage of sampling. As the number of college students in each of the aforementioned categories were unequal, (the minimum being around 86), 80 college students were randomly selected and uniformly distributed in each of the categories thus giving us a total of 480
college students which included 80 only children (from small sized families), 160 from medium sized families (80 first borns and 80 second borns); and 240 from large size families (80 first borns, 80 second borns, and 80 third borns) (See Figure 5). The final sample comprised of 480 college students that were drawn from the following colleges of tricity of Chandigarh, Panchkula and Mohali:

*Figure 5: Pictorial presentation of distribution of final sample*

* Key- small size family = 1 child family; medium size family= 2 child family; large size family= 3 child family.

*Table 1: Final sample across colleges*

<table>
<thead>
<tr>
<th>NAME OF THE COLLEGE</th>
<th>NO. OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCM DAV College for women, Sec 36</td>
<td>58</td>
</tr>
<tr>
<td>SD College, Sec 32.</td>
<td>65</td>
</tr>
<tr>
<td>Post Graduate Government College, Sec 11</td>
<td>51</td>
</tr>
<tr>
<td>Post gradient Government College for girls, sec- 11</td>
<td>50</td>
</tr>
<tr>
<td>Post Graduate Government College for Girls, Sec 42</td>
<td>49</td>
</tr>
<tr>
<td>Indo Global College of Engineering, Abhipur, Mohali</td>
<td>45</td>
</tr>
<tr>
<td>Government College for girls, Sec 1. Panchkula</td>
<td>47</td>
</tr>
<tr>
<td>DAV College, Sec 10</td>
<td>58</td>
</tr>
<tr>
<td>Khalsa College, Sec 26</td>
<td>57</td>
</tr>
</tbody>
</table>
The Inclusion Criteria/ Controls:

General information:

- **Age** - The age range of the children would be from 18-21 years.
- **Qualifications** - They would be college going students with an arts background.
- **Academic grade** - they would have at least scored a first division in their previous examination.

Parental background:

- **Family structure** - Children would be taken from intact nuclear families.
- **Socio-economic status** - Children would be coming from upper-middle class families.
- **Parental educational background** - The parents would at least be graduates/post graduates.
- **Work status** - The father would be working and the mother would be non-working.

Children’s spacing and gender:

- **Spacing** - Amongst the children coming from two and three-child families, the spacing between the siblings should be at least two years.
- **Gender** - in small size family, there would be equal no. of males and females; while in medium and large size families, there would be at least one male and at least one female sibling.

4.2 TESTS:

The tools were selected in accordance with the aim of the study. While selecting the tools, the psychometric properties and nature of the sample were taken
into consideration. The following standardized tests were used to study Intelligence, Mental Health conditions, Parent-Child Relationship, and Career Choice Patterns among the only, first, second, and third born college students:


4.2.1 RAVEN’S STANDARD PROGRESSIVE MATRICES (RAVEN’S, 1936)

Raven's Progressive Matrices (often referred to simply as Raven's Matrices) are non-verbal multiple choice measures of the reasoning (or, better, "meaning-making") component of Spearman’s ‘g’, which is often referred to as general intelligence. The tests were originally developed by John C. Raven in 1936. In each test item, the subject is asked to identify the missing element that completes a pattern. Many patterns are presented in the form of a 4x4, 3x3, or 2x2 matrices, giving the test its name.

**Standard Progressive Matrices:** These were the original form of the matrices, first published in 1938. The booklet comprises five sets (A to E) of 12 items each (e.g., A1 through A12), with items within a set becoming increasingly difficult, requiring ever greater cognitive capacity to encode and analyze information. All items are presented in black ink on a white background.

The internal consistency reliability of raven’s standard progressive matrices ranges between 0.89-0.97.

In the present study, the following instructions were given to the subjects, “The question booklet that you are provided with, consists of 5 sets- A, B ,C , D ,and
E; each comprising of 12 test items. In each test item, you are supposed to find the missing pattern in the series, and write that pattern’s number on the separate answer sheet provided to you. Each set of items gets progressively harder, requiring greater cognitive capacity to encode and analyze. The time limit for completing this test is 30 minutes, so please complete it within this time period”.

Although the Standard Progressive Matrices were developed for research purposes, because of their independence of language and reading and writing skills, and the simplicity of their use and interpretation, they quickly found widespread practical application.

- **MENTAL HEALTH CONDITIONS:**

  On the guidelines of “Mental health condition of the only child: a study of urban and rural high school students in China”- *Liu, Tsunetsugu, Munakata, Onuoha (2005)*, the following three mental health conditions are being studied:

  A. Depression
  B. Self-Esteem
  C. Anxiety

**4.2.2 SELF-RATING DEPRESSION SCALE (ZUNG, 1965)**

The Zung Self-Rating Depression Scale was designed by Duke University psychiatrist Dr. William W.K. Zung to assess the level of depression for patients diagnosed with depressive disorder. The Zung Self-Rating Depression Scale is a short self-administered survey to quantify the depressed status of a patient. There are 20 items on the scale with 10 items keyed negatively and 10 positively, that rate the four common characteristics of depression: the pervasive effect, the physiological equivalents, other disturbances, and psychomotor activities. For each item, the subject rates whether the item occurred ‘a little of the time’, ‘some of the time’, ‘good part of the time’, or ‘most of the time’.

Scores on the test range from 20 through 80. The scores fall into four ranges:
• 20-49 Normal Range
• 50-59 Mildly Depressed
• 60-69 Moderately Depressed
• 70 and above Severely Depressed

Reliability: Split-half reliability studies in a psychiatric population found a correlation (r) of 0.73 (Zung 1972). In a community survey of 1,173 subjects, Cronbach’s alpha was satisfactory at 0.79 (Knight et al. 1983). The scale has been used by Judit Balazs, J. et al. (2014).

4.2.3 SELF-ESTEEM SCALE (ROSENBERG, 1965)

The Rosenberg self-esteem scale, developed by Dr. Morris Rosenberg, is a widely-used self-esteem measure in social science research. The RSES is designed similar to social survey questionnaires. It is ten-item likert-type scale with items answered on a four-point scale — from ‘strongly agree’ to ‘strongly disagree’. Five of the scale items have positively worded statements and five have negatively worded ones. The scale measures self-esteem by asking the respondents to reflect on their current feelings. In the present study, the subjects were instructed as follows, “Please respond to each item by circling one of the four numbers: ‘1’-strongly agree, ‘2’-agree, ‘3’-disagree, ‘4’-strongly disagree. While designed as a Guttman scale, the SES is now commonly scored as a Likert scale. The 10 items are answered on a four point scale ranging from strongly agree to strongly disagree. The original sample for which the scale was developed in the 1960s consisted of 5,024 high school juniors and seniors from 10 randomly selected schools in New York State and was scored as a Guttman scale. The scale generally has high reliability: test-retest correlations are typically in the range of .82 to .88, and Cronbach’s alpha for various samples are in the range of .77 to .88 (Blascovich and Tomaka, 1993 and Rosenberg, 1986). Studies have demonstrated both a unidimensional and a two-factor (self-confidence and self-deprecation) structure to the scale. The RSES has been translated and adapted to various languages, such as Persian, French, Chinese, Italian, Portuguese, and Spanish.

The scale has been used by Basak and Ghosh (2008), Chakrabarti (2010), etc.
4.2.4 STATE-TRAIT ANXIETY INVENTORY (SPIELBERGER ET AL., 1983)

The State-Trait Anxiety Inventory (STAI) is a commonly used measure of trait and state anxiety (Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983). It can be used in clinical settings to diagnose anxiety and to distinguish it from depressive syndromes. It also is often used in research as an indicator of caregiver distress. State-Trait Anxiety has been defined as consisting of subjective feelings, tension, apprehension, nervousness, worry and activation (arousal of autonomic nervous system generated by certain situations) e.g. dental anxiety, test taking anxiety and anxiety about flying. Trait Anxiety refers to relatively stable, personally reflecting individual differences in anxiety proneness.

The State-Trait Anxiety Inventory is one of the first tests to assess both state and trait anxiety separately. This test consists of 40 items, 20 to measure State Anxiety and 20 to measure Trait Anxiety. Each type of anxiety has its own scale of 20 different questions that are scored. Scores range from 20 to 80, with higher scores correlating with greater anxiety. The creators of this test separated the different anxieties so both scales would be reliable. This means the S-anxiety scale would only measure S-anxiety and the T-anxiety scale would only measure T-anxiety, the ultimate goal in creating this test. They found they could not achieve this if the questions were the same to examine both types of anxiety. Each scale asks twenty questions each and are rated on a 4-point scale. Low scores indicate a mild form of anxiety whereas median scores indicate a moderate form of anxiety and high scores indicate a severe form of anxiety. Both scales have anxiety absent and anxiety present questions. Anxiety absent questions represent the absence of anxiety in a statement like, “I feel secure.” Anxiety present questions represent the presence of anxiety in a statement like “I feel worried.” More examples from the STAI on anxiety absent and present questions are listed below. Each measure has a different rating scale. The 4-point scale for S-anxiety is as follows: 1.) not at all; 2.) somewhat; 3.) moderately so; 4.) very much so. The 4-point scale for T-anxiety is as follows: 1.) almost never; 2.) sometimes; 3.) often; 4) almost always.
In the present study, the subjects were instructed as follows: “This is a questionnaire of your attitudes—what you do, or how you feel about certain situations. Some people one way; others feel another way. Thus, there are no ‘right’ or ‘wrong’ answers as everyone has right to his or her own views. There are three possible answers to each question. You should answer either ‘yes’ or ‘no’ (or ‘A’ or ‘B’), by marking a (X) in the appropriate box. Mark the last answer or ‘C’ only when it is impossible to say ‘yes’ or ‘no’.

The State Trait Anxiety Inventory also measures the following five dimensions: tension (Tn), Guilt proneness (Gp), Maturity (Ma), suspiciousness (Sc), and Self control (Sc), but only the broad two areas i.e. state anxiety and trait anxiety have been taken up for the purpose of the present study.

Test-retest reliability coefficients for state – trait Anxiety has been reported to be 0.90. According to studies by Spielberger (1970), test-retest correlations were calculated to be .54 for the State section and .86 for the trait section. The test has adequate content, concurrent and construct validity (Spielberger et al, 1970).

It has been used by Peterson et al (2002), Weinberg et al. (1976).

4.2.5 PARENT-CHILD RELATIONSHIP SCALE (NALINI RAO, 1989)

The scale consists of 100 items categorized into ten dimensions namely – Protecting, Symbolic, Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward, and Neglecting. Items of the scale are arranged in the same order as the dimensions and they rotate in a cycle through the scale. Each respondent scores the scale for both Father and Mother separately, or combined (as per the need of the study). Items are common for both the parents except for three items which are different in the father and mother forms due to the nature of variation in paternal and maternal relationship with children. The present study took the combined scores of the mother and father.

Respondents are asked to rate statements as to their own perception of their relationship with either father or mother on a five-point scale ranging from ‘always’ to ‘very rarely’ weighted 5,4,3,2, and 1 on the scale points. The scale is scored
separately for each of the parent thus every respondent obtains ten scores for ‘father form’ and ten scores for ‘mother form’ on the ten dimensions of the scale. Each sub-scale yields a score found by summing the scores of the ratings on each item of the sub-scale. The scale has been found to be very useful and effective both as product and presage variable in the analysis of problems involving social, psychological and school factors (1, 12, 14, 17, 31).

The test-retest reliability co-efficient ranged between 0.770-0.871 for boys; and 0.772- 0.873 for girls. This scale has been used by Shaban and Mattoo, 2012, Matheen (2011), etc.

The ten dimensions of the scale are described as follows:

A. Demanding (Dem.): expression of authority and claim with imperious command over the child, executed in the exercise of overall control.

B. Indifferent (Ind.): the expression of unconcerned apathetic, passive behavior, and functioning without either importance or interest in the child.

C. Loving (Lov.): Expression of fondness, devoted attachment, and amiableness shown to the child.

D. Neglecting (Neg.): a careless sighting treatment indicated in accustomed omission and deliberate disregard towards the child which might leave the child to devalue himself.

E. Protecting (Pro.): the defending attitude overtly expressed in the acts of guarding, sheltering, and shielding the child from situations and experiences perceived to be hostile, oppressing and harmful.

F. Rejecting (Rej.): behavior evident in renouncing the child in aversion. The disposition is indicated in being disdainful and in outright refusal of the child.

G. Symbolic Reward (SR) and Object Reward (OR): symbolic expression of appreciation for emotional, psychological security of the child as against physical, tangible, concrete action of warmth. Both indicate parents’
acceptance of the child which is a precursor for the child to achieve, aspire and advance.

H. Symbolic Punishment (SP) and Object Punishment (OP): Symbolic and physical means by which parents show their temporary annoyance with the child.

For the purpose of the present study, the scale was (shown to psychologists) adapted as per the age range of the sample in the present study, and the following dimensions were studied on the lines of the research- “Perception of parental behavior and its impact on academic achievement of visually impaired” by Kanagala, 2006:

I Protecting (Pro)

II Rejecting (Rej)

III Love (Lov)

The subjects were given the following instructions: “The instructions were, “A number of statements are given below, which describe how fathers and mothers act towards their children. Read each statement carefully and think how well it describes the behavior of your father and mother about you. Write your responses in the columns under ‘father’ and ‘mother’ for each statement, if the behavior is found- “ALWAYS”- mark ‘5’ in the column; “MANY TIMES”- mark ‘4’ in the column, “SOMETIMES”- mark ‘3’ in the column, “RARELY”- mark ‘2’ in the column, “VERY RARELY”- mark ‘1’ in the column.

4.2.6 COMPREHENSIVE INTEREST SCHEDULE (SANJAY VOHRA, 1992):

Comprehensive Interest Schedule is well adapted to vocational guidance and counseling situations. It is a checklist by which a person can systematically clarify understanding of his vocational interests. It is designed as a counseling instrument to be used in the situations in which the client- counselor relationship is such that straight forward and honest expression of choices can be expected. Here the subject
expects his interest to be considered and he is not threatened as he might be by the personality or ability tests. The interpretation when given carries considerable force because the student can see that he is looking at himself in a mirror, and that he is only receiving an analysis of what he himself has said, as no psychological mysteries surround this interest schedule.

The Comprehensive Interest Schedule requires only 10-15 minutes of the subject’s time. It can be administered individually or in group situations. It consists of a single sheet of paper in the form of a four page folder. On the double inside page is printed a large rectangle divided into 14 rows and 14 columns. In each of these 196 boxes, there is printed a pair of occupations and the subject is asked simply to mark his preference in each box. He is asked to put a circle around both items in a pair if he likes both of them. If he likes only one of the two items, he is asked to draw the circle around that particular item only. The following instructions were given, “In this schedule, you are asked to express your preferences for different occupations. These occupations are given in pairs and you are asked to check them to indicate your preferences. This is not a test of intelligence or your abilities. You just have to mark your responses in each box, considering both the occupations irrespective of the income or status involved in it”.

In the present research, as per the nature of the sample, the researcher took up, studied, and analyzed only 6 areas; and ‘nature’ and ‘clerical’ were left [as the stream (arts) did not allow the students to go beyond and take up the careers mentioned in nature (zoologist, forest officer, botanist, horticulturist, landscape gardener) and clerical (stenographer, office clerk, office assistant, accounts clerk, book keeper, telephone operator etc.) occupational fields.] Also, one needs to do a professional vocational course in order to work in these fields; which can be done after higher secondary school/ +2.

Thus, the broad interest areas that the CIS measures are described as under:

A. INFLUENTIAL:

People who are successful in administrative and enterprising occupational fields are convincing, directing or persuading others towards attainment of their
organizational goals and/or economic gains. Their primary personality orientation is that they are very active, socially bold, outgoing, participative and competitive. In some job requirements, especially in the enterprising group, these people may tend to be very talkative, cheerful, and happy-go-lucky types. The administrative occupational field includes jobs like I.A.S officer, executive manager, hotel manager, judge, district magistrate, general manager, diplomat, vice-chancellor etc, while the enterprising jobs are that of a sales manager, airplane pilot, politician, stock broker, fashion model, publisher, travel agent, automobile dealer, restaurant owner, film producer, etc.

B. VENTUROUS:

Successful people in sports and defense occupations are generally adventurous, friendly, and impulsive. They are highly competitive, stern, and tend to be hostile at times. The sense of responsibility and a consistent duty bound behavior is the core of their personality orientation. Most of the occupations in both the categories generally demands high self-reliance, tough mindedness and an extremely high persistence towards their job. They are generally unidirectional towards achieving their goals and are therefore very self-confident, placid, secure, and complacent. The defence occupational field includes jobs like army/defence officer, air force pilot, navigator, naval officer, commando, C.B.I./police officer, police commissioner, security officer, etc; while the the sports jobs are that of a cricketer, wrestler, athlete, archer, trekker, swimmer, gymnast, boxer, golfer, judo-karate expert, etc.

C. ARTISTIC:

People successful in creative and performing arts occupations usually seek opportunities for self expression so as to create art forms, of artistic products. Individuals in these occupational groups generally tend to be sensitive and expecting attention. They are imaginative in inner life and in conversation. They also tend to have a high need for independence and self sufficiency. The creative occupational field consists of jobs like beautician, costume designer, make-up artist, painter, sculptor, graphic designer, interior decorator, cartoonist, etc; while the performing
careers include musician, actor/actress, band leader, violinist, folk dancer, table master, sitarist, classical singer, dramatist, etc.

D. SCIENTIFIC:

Successful individuals in *medical* and *technical* occupations tend to have conceptual thinking and a high general mental capacity. They are inclined to have more intellectual interests and show better judgment abilities. They are self-disciplined, controlled and conscientious to their jobs. Most of the people in these occupations are also experimenting, liberal, and free-thinking in nature. Both the groups (medical and technical) consist of people who are generally sober, taciturn, and serious. The *medical* occupational fields consist of jobs like chemist, biologist, surgeon, physiotherapist, child specialist, pharmacist, physiologist, dentist, bacteriologist, psychiatrist, etc; while the *technical* jobs include civil engineer, machine operator, service engineer, draftsman, mechanic, press worker, electrician, computer engineer, automobile engineer, press worker, etc.

E. ANALYTICAL:

Successful people in *expressive* and *computational* occupations tend to be sharp at diagnosis, flexible in viewpoint, inclined to ‘study the angels’ the expressive group consists of people who are alert to manners, to social obligations and to the social reactions of others. The pattern represents some form of intellectual-educational development in terms of shrewd tactical skills. The chief career oriented activities involved in these categories are investigating, observing, and solving problems with the use of ideas, words and symbols. The *expressive* occupational field includes jobs like news editor, historian, news reporter, story writer, T. V. Reporter, novel writer, journalist, art critic, etc; while the *computational* jobs include accountant, auditor, accounts manager, chartered accountant, data analyst, banker, statistician, finance manager, mathematician, etc.

F. SOCIAL:

Successful people in *humanitarian* and *educational* occupations are generally busy in activities which involve being near or at the center of group endeavors, and
solving problems through discussions with others, or by arranging relationships between people so as to enlighten, serve, or train them. They are highly cooperative, participative and conscientiously persistent in their job. The humanitarian occupational field includes jobs like guidance counselor, social worker, priest, psychologist, school counselor, marriage counselor, Red Cross worker, welfare officer, vocational counselor, church worker, etc; while the education related jobs are professor, lecturer, nursery teacher, school principal, English teacher, college principal, primary teacher, science teacher, art/ music teacher, etc.

The test-retest reliability ranges between 0.62- 0.80; while the validity ranges between 0.69-0.84. This scale was used by Nandwana and Asawa (2007).

4.3 PROCEDURE:

As mentioned above, various colleges of the tri-city of Chandigarh, panchkula and mohali were approached to explain the nature and aim of the investigation and permission was procured to meet and interact with the college students from various colleges. The initial sample of 960 college students was drawn using stratified random sampling from the various colleges. They were contacted personally and requested to volunteer for the testing schedule, whereby firstly they were given a general survey (refer to appendix) to collect their personal background/ demographic information consisting of their family size, ordinal position (sex wise), birth order, and family structure. Thereafter, using criterion sampling in the second stage, the 960 college students were matched on the following criteria: general information (age, qualifications, and academic grade); parental background (family structure, socio-economic status, parental educational background, work status); children's spacing and gender (spacing and gender). After these personal and familial controls, the general information handouts were analyzed and evaluated, and 670 students were left who matched the above said criteria although they were unequally divided in the categories of family size and birth order whereby only children, the first borns, the second borns and the third borns were taken from small (one-child), medium (two child), and large (three child) size families. To bring them to a uniform level in all the categories, they were randomly selected out of the 670 students and thus the final sample of the study comprised of 480 college students from arts background. The
battery of questionnaires was administered to this final sample of 480 college students, which included 80 only children, 160 from medium size families (80 first borns and 80 second borns); and 240 from large size families (80 first borns, 80 second borns, and 80 third borns. These subjects were given the questionnaires in a booklet form and were requested to respond to them truthfully. They were assured that their results and the information obtained would be kept strictly confidential; and will be used for research purposes only.

The testing schedule was started by firstly, asking the participants to fill in the general information portion. The students were given clear and standard instructions as per the respective tests then instructed to proceed to respond to the tests one after the other until all tests and all questions have been responded to.

4.4 SCORING:

The scoring of the different tests was done as per the instructions provided in the respective manuals. The scores of each subject on all the scales viz. Standard Progressive Matrices, Self Rating Depression Scale, Self-Esteem Scale, State- Trait Anxiety Scale, Parent- Child Relationship Scale, and Comprehensive Interest Schedule were obtained through the procedures described in the respective manuals.

4.5 STATISTICAL ANALYSES:

4.5.1 PRELIMINARY ANALYSES: to achieve the objectives of the study, the assessment of the prevalence (in terms of percentages) of the overall family size (small, medium, and large size families) and birth order (only, first, second, and third born) were calculated. The percentages are shown in form of tables and pictorially presented through pie charts.

4.5.2 DIFFERENTIAL ANALYSES

2.1 Two- way Analyses of Variance (ANOVA) with unequal sample sizes: In the present study, family size and birth order are unequal and independent of each other. When the sample sizes within the levels of independent variables are not equal,
two-way ANOVA with unequal sample sizes is applied. Further, in two-way ANOVA, when there are unequal numbers of subjects in all the cells, it is called an unbalanced design (Tokunaga, H. T., 2014; Seltman, H. J., 2013; Broota, K. D. (2006). To fulfill the objectives and objectives, two way ANOVA was computed, whereby there were 4 levels of birth order (only, first, second, and third borns) with samples of 80 each, and family size, and 3 levels of family size (i.e. small, medium, and large size family) with unequal samples i.e 80, 160 and 240. Significance of the main effect of family size, birth order, and their interaction effect on the 20 psychological factors was seen.

2.2 Two way Analyses of Variance: (Scheffe’s post-hoc test): Scheffe’s post-hoc test was used to determine which of the three family sizes (small, medium, and large size family) differed significantly on the psychological variables viz. Intelligence, Mental Health Conditions (Depression, Self-Esteem, State Anxiety and Trait anxiety), Parent-Child Relationship (Protecting, Rejecting, and Loving) and Career Choice Patterns (Administrative, Enterprising, Defence, Sports, Creative, Performing, Medical, Technical, Expressive, Computational, Humanitarian, Educational). The same test was applied to determine which of the four birth orders (only, first, second, and third borns) differed significantly on the aforementioned psychological variables. Also, the interactions between family size and birth order was seen and discussed.