CHAPTER 5

(I)

SUMMARY OF RESULTS

(II)

DISCUSSION
1. The results obtained from the intercorrelations between the 25 sub-scale scores and the total score of the environment scale may be summarized in the following way:

a) The educational modelling score (15) of the home environment correlated significantly with 22 out of 25 sub-scale scores and also correlated highly significantly with the total score. This score did not correlate with only two scores: family composition and facilities at school.

b) The environmental sanitation score (9) correlated with 21 sub-scale scores and also with the total score. Further, this score did not correlate with family problem solving and decision making process, parental involvement with children's education and facilities at school scores.

c) The material environment (3) score correlated with 20 sub-scale scores and also with the total score. This score was found not to correlate with family composition, neighbourhood stimulation, facilities at school and relationship with teachers.

d) It was also found that the (6) clothing, (12) neighbourhood and community relationship, (16) discipline, (20) family problem solving and decision making process and (23) parental involvement with child's education scores each correlated with 19 other sub-scale scores and the total score.
e) It was found that sub-scales 3 to 9, 9 to 15, 15 to 23 formed 3 distinct inter correlation clusters. These scores provide a basis for the understanding of environmental variables. The first cluster was formed by material status, economic status, food and nutritional status, clothing status, educational and occupational status, health status and environmental sanitation scores. The second cluster was formed by environmental sanitation, cultural environment, neighbourhood environment, neighbourhood and community relationship, home cultural stimulation, neighbourhood cultural stimulation and educational modelling scores. The third and final cluster was formed by educational modelling, discipline, emotional cohesiveness, parental aspirations, family disagreement and discord, family problem solving and decision making process, blame avoidance for guilt feelings, educational expectations and parental involvement with child's education scores.

f) According to the rank of correlations with the total score and No. of significant correlations, the following were found to be the important Home Environment sub-scale scores: educational modelling (15), parental aspirations (18), emotional cohesiveness (17), discipline (16), educational expectations (22), food and nutrition (5), clothing (6), educational and occupational status of the family (7), family disagreement and discord (19), family problem solving and decision making process (20) and blame avoidance for guilt feelings for past and present deeds.
g) It was found that the score No. 24, that was the facilities at school score did not correlate with the total score and also correlated negatively with the educational and occupational status of the family (7) score.

2. The results obtained from the children's perception of parental behaviours scale may be summarized in the following manner:

a) The children perceived their fathers as well as mothers similarly and positively in (1 & 11) encouragement and support, (2 & 12) clarity, (4 & 14) security, (6 & 16) care and concern, (7 & 17) companionship and (9 & 19) encouragement of independence scores. In score No. 10 (academic modelling) children perceived only their fathers positively highly. With regard to rejective control (Sl. No. 3, 13), withdrawal (Sl. No. 5, 15) children perceived their fathers' and mothers' behaviours similarly but negatively. In Sl. No. 8 and 18, the scores were found to be relatively high, mothers' score being a little higher than the fathers' score which indicated that children perceived their parents (particularly the mothers to a greater extent) as suspicious.

b) From the SDs, it was found that children univocally perceived greater care and concern in their mothers.

c) The children's perception of the mothers' companionship (17) score correlated highly significantly with 16 out of
19 scores. The mothers' academic modeling (20) correlated with 15 other scores.

d) It was found that sub-scales 6 to 10 (excluding score 8) and 16 to 20 formed 2 distinct intercorrelating clusters. These scores gives a clear picture for understanding the children's perception of parental behaviours. The first cluster was formed by children's perception of father's care and concern, companionship, encouragement of independence and academic modelling scores. The second cluster which contains mothers' behaviours as perceived by the children was formed by care and concern, companionship, suspiciousness, encouragement of independence and academic modelling scores.

e) From the intercorrelations between the children's perception of parental behaviours, a congruence pattern was also observed between the fathers' and the mothers' respective scores. The fathers' behaviours scores 1 to 10 correlated with mothers' behaviour scores 11 to 20. The range of correlations between fathers' and mothers' scores was from .50 to .86.

3. The parental Attitude scale results, summary:

a) Part-I of this scale consisted of 5 sub-scales and among these sub-scales the lowest score was obtained for the parental attitude of encouragement of imagination and
playfulness and interest in playing with children (2). Likewise, in Part-II, consisting of next 10 sub-scores, the lowest score was obtained in case of the parental feelings of powerlessness (6).

b) In case of number of significant intercorrelations, the parental attitude of two-way adjustment between parents and children (14) was found to have correlations with 12 out of 15 sub-scale scores. Out of these 12 correlations three were found to be negative: Work ethic and firmness of parental authority (2) parental feelings of powerlessness (6), and information regarding home not necessary for effective teaching (11). The parental attitude of aim of education is learning how to learn (12) sub-score was found to correlate positively with 11 out of 15 sub-scores. The parents' perception of the world as threatening and narrow in contrast to broad future oriented time perspective (5) was correlated with 9 sub-scores. The parental attitude of information regarding home necessary for effective teaching (7) correlated with 9 sub-scores, out of which one was found to be a negative correlation, that with parental feelings of powerlessness (6). The parental attitude that the children learn actively correlated with 9 sub-scores and one of these was found to be negative i.e., the correlation of children learn actively with information regarding home not necessary for effective teaching (11).
c) Two distinct clusters were found in the scores of the Parental Attitude Scale; and the scores in these clusters provide a basis for assessment of parental child-rearing attitudes. The two clusters were formed by sub-scales 7 to 10 (excluding 7 with 9) and 12 to 15 respectively. The first cluster was formed by information regarding home necessary, aim of education to instill information, children learn passively and children should be treated uniformly. The second cluster was formed by aim of education is learning how to learn, children learn actively, two-way adjustment between parents and children and parents admitting their faults and mistakes sub-scores.

4. Correlations between Home Environment scores and children's perception of parental behaviours, summary of results:

a) Most of the correlations between Home Environment sub-scale scores with scores of children's perception of parental behaviours scale were found to be negative. However, the fathers' rejective control score (3) was found to correlate positively with seven CHSECES scores and with the total score; the fathers' withdrawal score (5) positively correlated with six CHSECES scores and the total score; mothers' rejective control score (3) positively correlated with one CHSECES score; and mothers' withdrawal (5) score was also correlated positively with one CHSECES score and the total score.
b) Further, the Home Environment total score (26) was found to correlate with 18 out of 20 parental behaviour sub-scores; which provides a clear picture for understanding the link between Home Environment variables and parental behaviours as perceived by the children. Mothers' rejective control (13) and encouragement of independence (19) did not correlate with the total CHSECES score. Neighbourhood and community relationship (12) score was correlated negatively with 15 scores positively with only one score of children's perception of Parental Behaviours Scale. The educational modelling (15) score correlated negatively with 14 sub-scores of the Children's Perception of Parental Behaviours scale.

c) Moreover, it was found that 24 out of 25 sub-scale scores and the total score correlated negatively with fathers' companionship; and 20 scores and the total score correlated negatively with mothers' companionship score. Seventeen CHSECES scores and the total score were also found to correlate negatively with mothers' encouragement and support and academic modelling scores.

5. The results obtained from the correlations between Home environment and Parental Attitudes may be summarised such as:

a) The family disagreement and discord (19) score correlated negatively with 8 parental attitude scores.
b) Out of the 26 scores of the CHSECES, 20 sub-scores were found to correlate with parental attitude of two-way adjustment between the parents and children; and 16 sub-scores and the total score correlated negatively with parents admitting their faults and mistakes score.

6. Correlations between children's perception of Parental Behaviours and Parental Attitudes revealed that out of 40 correlations 11 were negative and the rest positive. It was also observed that children's perception of fathers' behaviour scores and parental attitude scores showed 17 positive correlations, where as only 12 correlated with mothers' behaviours.

2. Correlations between children's self-checked and peer-checked competence :

a) The children's self-checked and peer-checked competence scores correlated significantly and positively with each other. Children's self-checked competence was found to be a little greater than the peer-checked competence.

b) The correlations between the children's home environment scores, and self-checked competence scores showed that competence correlated positively with health status and relationship with teachers scores. The children's peer-checked competence score was found to correlate negatively
with housing condition score and positively with educational and occupational status, health status, neighbourhood and community relationship, home cultural stimulation, family problem solving and decision making process and relationship with teachers scores.

c) Correlations between Children's competence scores and Children's perception of parental behaviour scores showed that children's self-checked competence score correlated positively with mothers' clarity and security scores. The children's peer-checked competence score correlated positively with both fathers' and mothers' withdrawal (5,15) scores and negatively with fathers' care and concern, companionship, encouragement of independence and mothers' encouragement and support, care and concern and encouragement of independence scores.

d) Correlations between Parental Attitude scores and children's competence scores showed that children's self-checked competence correlated positively with parental attitudes of encouragement and verbalisation of own ideas and work ethic and firmness of parental authority. Children's peer-checked competence correlated negatively with the parental feelings of powerlessness and positively with information regarding home necessary for effective teaching.

8. The tests of significance (t-test) between high and low competence groups revealed that:
a) In both the competence scores the high and low competence groups differed significantly, justifying the formation of groups.

b) The high competence group was found to have significantly higher scores in health status and family problem solving and decision making process of the CHSECES. With regard to peer-checked competence, it was found that the lower competence group scored higher in fathers' care and concern, encouragement of independence by the father, encouragement and support as well as care and concern of their mothers' as perceived by the children.

c) From the standard deviations it was noticed that the high competence group had a greater variance (SD²) than the low competence group.
II. DISCUSSION:

a) Environment:

Results of the present study pertaining to the children's Home-Socio-Economic-Cultural Environment scale revealed the following important points.

First, it was found that the 25 dimensions of the ecological environment of a child are interrelated to a large extent and 24 out of the 25 dimensions/sub-scale scores correlated highly positively with the total score. This instrument was designed with a view to assess the various specific microlevel dimensions of the environment. This was needed due to the growing dissatisfaction with broad, global, microlevel concepts like socio-economic status or SES (Bloom, 1964; Littman, et. al., 1957; Malone, 1966). This study has shown that economic status is just one aspect of the 25 hypothesised and measured dimensions. This instrument seems to be extremely useful in assessing the various specific dimensions of the environment as perceived by the child. Here, a child's perception of his/her environment is more crucial than the real environment. A number of researchers are currently using this instrument in their studies under the guidance of this study's supervisor. Further statistical analysis like reliability, validity and
factor analysis would reveal important details about this instrument.

Second, from the intercorrelations between the 25 dimensions, three distinct clusters were observed. A factor analysis would have revealed a few more factors and might have confirmed these three clusters. The first cluster was formed by material status, economical status, food and nutritional status, clothing status, educational and occupational status, health status and environmental sanitation scores. It is obviously noticed that all these are socio-economic status (SES) variables. The second cluster was formed by environmental sanitation, cultural environment, neighbourhood environment, neighbourhood and community relationship, home cultural stimulation, neighbourhood cultural stimulation and educational modelling scores. These sub-scales most probably indicate the socio-cultural stimulation variables. The third cluster was formed by educational modelling, discipline, emotional behaviour, parental aspirations, family disagreement and discord, family problem solving and decision making process, blame avoidance for guilt feelings, educational expectations and parental involvement with child's education scores. These sub-scales seem to measure the socio-psychological environment of the family including emotional, social, educational and other inter-personal interactions. Thus,
the three clusters of variables assessed by this instrument are very interesting and important for this study as well as for future studies. Earlier studies also had examined and confirmed the influence of these variables. For example, emotional climate (by Torrance, 1966, Moore, 1968); socio-cultural factors (by Graham, 1976), family values (by Hauser, Jacobson, Wertlieb and Brink et. al, 1985), family size, income, living standards, cultural life and educational level (by Zha, 1985).

Third, in order of number of significant intercorrelations with each other, the parental educational modelling score was found to be very useful. This sub-scale consists of five variables, such as: daily reading habits of family members, reading of magazines, and newspapers by the family members, purchase of children's books and magazines by the family, provision of study materials such as books, notes, pencils etc. for the children in the family, and separate collection of books by the family members. As it may be noticed these five items not only assess reading habits but also interest in books, family's ability and habit of purchasing books, and the environment for studying (reading) in the family. This is supported by earlier findings (Mosteller and Moynihan, 1972; Walberg, 1976).

Fourth, next to educational modelling was the environmental sanitation score. This sub-scale consisted of cleanliness
of the house, cleanliness of the community, cleanliness of the family members, sanitation and water supply. These items indicate that the environmental sanitation score as a composite index of economic status, personal habits and environmental facilities.

Fifth, according to the rank order of correlations with the total score and number of significant correlations of subscales which were found to be important and useful formed three distinct groups (a) the educational modelling, parental aspirations, emotional cohesiveness, disciplinary methods and educational expectations indicate psychological, emotional, educational, social and interpersonal climate of the family. (b) the food and nutritional status, clothing, educational and occupational status of the family indicate the socio-economic dimensions of the home. (c) lastly, family disagreement and discord, family problem solving and decision making methods, blame avoidance for guilt feelings (Consisting of child's dislikingness towards family members, child's feelings of guilt, child's perception of mishaps in life, feeling of pleasantness and admission of any physical handicap) indicate purely psychological factors and processes in family functioning. Thus, the three clusters discussed earlier are verified and confirmed.

Finally, it may be stated that this present environmental scale is very useful and specific. Further applications of this scale would reveal other interesting patterns. In the
present study, the relevance of this scale with regard to other instruments will be discussed in subsequent sections.

b) Children's Perception of Parental Behaviours:

The findings of the present study clearly showed that children perceived their father's and mothers' behaviours more or less similarly. This is a positive finding indicating that fathers and mothers behave similarly and consistently towards their adolescent children. Particularly in the Indian socio-cultural-set-up such similarity between both the parents is quite expected. This, further, indicates that for the adolescents, the parental support system is still very strong. In spite of the changes caused by urbanization, modernization, and exposure to mass media; the parent-child relationships in most Indian families are very good. For the growth and development of children this should be preserved.

Usually children approach and seek support from their fathers and mothers differently, depending on their specific needs and sex-role development. This was supported by the present findings. It was found that children attributed greater academic modelling behaviours to their fathers. Here, academic modelling consisted of four items such as home tutoring, reading books/magazines/newspapers to children, consulting teachers about children's studies and answering children's questions. This finding indicates that children
perceive differently their fathers and mothers with regard to academic modelling. This, again, is expected. Added to this, it was found that the children generally perceived their parents as suspicious, especially the mothers to be highly suspicious. The suspiciousness sub-scale, in this study, comprised of four items: finding fault with the child, close and continuous careful observation of the child's activities, always advising the child how to behave, and often trying to change the child's habits. Regarding this finding it can be stated here that what the children perceived as suspiciousness on the part of the mother; that may be interpreted as prudent protectiveness of the mothers. Particularly, as the children in the present study were adolescents mothers' might be somewhat justified by becoming to some extent protective. This stems from two distinct maternal attitudes: (a) mothers know very little about the external environment of the child, and/or (b) mothers are afraid of the steadily increasing control of the peer group on their children. Another interesting finding is that mothers' companionship and academic modelling correlated with the highest number of other scores. This is interesting in the sense that whenever mothers were capable of providing companionship and academic modelling to their children; more than fifteen behavioural dimensions were strongly associated with this. Companionship of the parents provides security, support and belongingness to children.
This further indicates a close positive relationship between mothers and adolescents, which is very vital for positive mental health of children. As stated earlier, children perceived greater academic modelling on the part of their fathers. However, when mothers provide academic modelling, children's academic development is further nurtured.

c) Parental child-rearing attitudes:

In the first part of this questionnaire, the lowest score was obtained in case of parental attitudes of encouragement and participation in children's imaginative plays and games. This dimension consisted of six items (nos. 3, 10, 13, 20, 23 and 30). These items dealt with parents' encouragement and participation in children's plays and games. The lowest score indicates two different things; (a) as some of the items were negatively worded, parents might have been confused in responding to these items and / or (b) there might be a social desirability factor, which could have affected the responses. Usually, during adolescence parental participation and encouragement of children's plays and games are not general phenomena across all socio-economic classes.

In the second part of the scale the lowest score was obtained in case of parental powerlessness related to children's schooling and education. Here, again, all three
questions were negatively worded and parents strongly disagreed (the lowest score) with these items. So, double negatives indicate a positive score. This indicates that parents do not at all feel powerless with regard to their children's schooling (which is hard to accept, given the present status of Indian schools and education system) or the parents were confused while responding to these items. Another noteworthy feature which was found in this study was the correlation of the parental attitude of two-way adjustment between the parents and children with 12 out of 15 parental attitude sub-scales. This indicates that the parents supported the practice of two-day adjustment between the parents and children as a vital child rearing method for the all round development of their children. It may be noted that this sub-scale contained three items such as (1) parents should adjust to the children sometimes rather than always expecting the children to adjust to the parents, (2) as much as it is reasonable, a parent should try to treat a child as an equal, and (3) children are often asked to do all compromising and adjustment and that is not fair. This is a noteworthy finding in the sense that, once again it manifested the social desirability effect on the parental attitudes rather than their actual child-rearing practices / attitudes. It is commonly observed that in most of the Indian families, parental authority, strict control and firm disciplinary measures are prevalent. Alternatively,
it is possible that eventhough the present day parents seemed not to adjust very well with their children, they might have perceived the importance of adjustment between parents and children. It was found to be a necessary factor for the child's all round development in earlier studies (Becker, 1964; Roff, 1949; Baumrind and Black, 1967; Baumrind, 1971, 1973). It provides a clear indication of the emergence of these positive child-rearing attitudes or changes in parental attitudes in the coming generation of parents in India.

Similarly, in this study it was noticed that the parental attitude of aim of education is learning how to learn correlated highly with 11 out of 15 Parental Attitude sub-scale scores. This sub-scale consisted of three items such as (1) basically the aim of education is to encourage the children's curiosity about many areas. (2) the major goal of education is to teach children how to think creatively, and (3) the main purpose of education is to help a child learn to investigate problems on his/her own. These results, clearly show that the parents advocated encouragement of children's curiosity in various fields, to educate children in the way which will enhance their creative thinking and helping the child to investigate his/her problems (problem-solving skills). It can be observed here that all these parental attitudes provide a picture of the
broad and democratic type of child-rearing style. But, in India as common observations suggest, the parents usually are found, to be not so flexible and broad in outlooks. So, it can be once again interpreted as the influence of social desirability upon parents' reports of their own behaviours rather than their actual child-rearing practices. On the other hand it could be taken as the slowly changing attitudes of parents in present generations which will be practiced by the future generations. The present day parental attitudes, to some extent, are narrow, authoritarian, commercial, and deceptive. The Indian education system has not yet been streamlined to provide freedom and opportunities for the development of curiosity, creativity, and competence. Our system of education is more job-oriented, less flexible, and more authoritarian.

With regard to the two intercorrelations clusters found in the parental attitude sub-scores it is interesting to note that the first cluster was formed by (a) information regarding home is necessary for effective teaching, (b) aim of education is to instill information, (c) children learn passively, and (d) all children should be treated uniformly. The second cluster was formed by (a) aim of education is learning how to learn, (b) children learn actively, (c) two-way adjustment between parents and children is desirable, (d) parents should admit their faults
and mistakes. It can be observed that while the first cluster depicts conservative and psychologically unsound child-rearing attitudes; the second cluster depicts progressive and scientific parental child-rearing attitudes. Thus, the two clusters provide an indication of a contradictory or conflicting association between two sets of variables.

d) Correlations between Home Environment scores and children's Perception of Parental Behaviours:

The intercorrelations between children's perception of their environmental dimensions as well as their perception of their parental behaviours reveal that in the environment scale a lower score indicates privileged / advantaged but in children's perception scale the higher score indicates favourable perceptions. Thus, it was obvious that the greater the disadvantage score, the lesser was the attitude and perception of parental behaviours. The findings showed that parental rejective control and parental withdrawal were positively correlated with many of the Home Environment sub-scales indicating that in disadvantaged families children were experiencing more parental rejective control and more withdrawal.

This finding is further supported by a set of negative correlations between fathers' companionship, mothers' companionship, mothers' encouragement and mothers' academic modelling scores with a number of Home Environment
scores. It may be argued here that in advantaged families the above mentioned parental behaviours are more frequently found.

e) From the intercorrelations between Environment sub-scores and parental attitude sub-scores the most interesting finding which was observed was that the family disagreement and discord sub-score correlated significantly but negatively with seven parental attitude sub-scores such as (a) encouragement and verbalisation of own ideas, (b) encouragement of imagination and playfulness and playing with children, (c) perception of the world as threatening and narrow, (d) children should be treated uniformly, (e) aim of education learning how to learn, (f) two-way adjustment between parents and children and (g) parents admitting their own faults and mistakes. These intercorrelations indicate that in disadvantaged (higher environment sub-score) families the above parental attitudes are relatively less (Whiteman and Deutsch, 1968).

A second interesting finding is that the parental attitude towards two way parent-child adjustment correlated negatively with all the Environment sub-scale scores, but significantly with 19 out of the 25 sub-scores. The exceptions were (a) family composition, (b) neighbourhood and community relationship, (c) neighbourhood cultural stimulation, (d) parental involvement in child's education,
(e) facilities at school, and (f) relationship with teachers. This further justifies that in disadvantaged families two-way communication or adjustment between parents and children is relatively less or non-existent. The third interesting point relates to the parental attitude towards parents admitting their own faults and mistakes which correlated negatively and significantly with 16 out of 25 Home Environment subscale scores. The nine exceptions were (1) housing condition, (2) family composition, (3) food and nutrition, (4) health status, (5) cultural environment, (6) neighbourhood and community relationship, (7) blame-avoidance for guilt feelings, (8) facilities at school, and (9) relationship with teachers. This shows that in disadvantaged families parents usually do not accept and admit their own fault and mistakes.

f) Intercorrelations between Children's Perception of Parental Behaviours and Parental child-rearing styles revealed the following interesting findings:

First, parents' attitude towards encouragement and verbalisation of own ideas correlated significantly and negatively with mothers' withdrawal score. This indicates that higher withdrawal responses of the mother discourages verbalisation of own ideas (Bernstein, 1962).
Second, parental attitudes of work ethics and firmness of authority correlated significantly and positively with fathers' security and care and concern score; but significantly and negatively with fathers' and mothers' rejective control and mothers' encouragement of independence scores. These findings indicate that firmness of parental authority might be supporting fathers' contribution towards security, care and concern.

Third, encouragement of imagination and playfulness as well as interest in playing with children correlated significantly and positively with mothers' encouragement and support, and security; but with none of the fathers' scores. These findings indicate that the more the children receive encouragement and support and security from their mothers, the greater becomes their imagination and playfulness (Sherman & Farina, 1974; Patterson and Reid, 1970; Clarke-Stewart, 1973).

Fourth, the parental attitude that children are born bad and would tend to misbehave if allowed without proper control and discipline correlated significantly and positively with fathers' academic modelling and negatively with mothers' encouragement of independence. This is a typical conservative and authoritarian parental attitude which does not encourage autonomy/independence; but fosters academic modelling. This supports an earlier finding (Dornbusch,
Ritter, Leiderman, Roberts and Eraleigh (1987) that the Asian high school students both males and females, whose families were found to be higher in the authoritarian index and lower in authoritative index received high grades as a group.

Fifth, the parental attitude that the external world is threatening and narrow in contrast to broad future-oriented time-perspective correlated significantly and positively with fathers' encouragement and support, security and care and concern. This is a healthy and positive finding in the sense that when the outside world is insecure and dangerous, children need more parental support and guidance.

Sixth, parental attitude that information regarding home are necessary for effective teaching correlated significantly with fathers' withdrawal and suspiciousness scores. In other words, when children perceived their parents are withdrawing and suspicious, parents feel that might be due to the school and teacher influences. This further highlights the gaps between the home and the school and between parents and teachers.

Seventh, children's perception of clarity in fathers' and mothers' behaviours correlated significantly and positively with parental attitude that the aim of education is to instill information. Similarly, children's perception of fathers' care and concern correlated significantly and positively with parents attitude that children learn passively. Further,
it was also found that children's perception of father's security correlated significantly and positively with the parental attitude that children learn passively. Further, it was also found that children's perception of fathers' security correlated significantly and positively with the parental attitude that information regarding home are not necessary for effective teaching. These findings indicate rigid conservative attitudes and lack of proper scientific knowledge on the part of the parents.

Eighth, the parental attitude that the aim of education is learning how to learn correlated positively and significantly with fathers' encouragement and support, security, care and concern, companionship and mothers' encouragement and support and care and concern; but negatively only with fathers' rejective control. These significant intercorrelations indicate that, to a large extent, both parents and children believe that the aim of education is learning how to learn.

Ninth, the parental attitude that the children learn actively correlated positively with fathers' care and concern, mothers' care and concern and suspiciousness; but negatively with fathers' and mothers' rejective control. These findings indicate that parental care and concern and mothers' suspiciousness stemming from prudent protectiveness go along side children's active learning.
Tenth, the parental attitude towards reciprocal adjustment between parents and children correlated positively and significantly with fathers and mothers' companionship and mothers' encouragement and support and academic modelling. This is an expected finding which indicates mutual sharing of time and activities by parents and children.

Eleventh, the parental attitude of parents admitting their own faults and mistakes correlated significantly and positively with fathers' encouragement of independence, mothers' encouragement and support and mothers' companionship; but correlated negatively with fathers' and mothers' rejective control and fathers' suspiciousness. These findings show that free and frank communication between parents and children and parental openness in admitting their faults and mistakes are perceived positively by the children.

g) Children's competence:

With regard to the results obtained from the children's competence check-list it was found that children themselves and their peers perceived children's competence similarly. A strong positive correlation was obtained between self-checked and peer-checked competence scores. This indicates that children are as much capable and accurate of
evaluating and judging their own competencies/incompetencies as their peers. It was further noted that children's own perception of their relationship with their teachers correlated significantly with their own self-checked competence. This indicates that children too possess a positive self-concept and are also confident about the positive perceptions of their peers and teachers.

The environmental health status of the family score was found to be positively correlated with self-checked competence score. This is a very interesting finding in the sense that the physical health of self and the family members are strongly related to children's self-checked competence. Zigler and Trickett (1978) included health status as a component of competence. The present finding provides support to their arguments.

Two scores of the children's perception of parental behaviours which correlated significantly and positively with children's self-checked competence were mothers' clarity and security. The clarity sub-scale consisted of parents making children understand as to what types of behaviour they expect from their children, parents allowing children to plan and prepare and do any work as they want to, parents making children understand why they should do any difficult work assigned to them and parents setting limits on behaviour and explaining the disciplinary
techniques in case of violations. The security sub-scale consisted of items stating that children feel safe and secure when they were with their parents, children knowing that their parents have full faith and confidence in them, parents expressing their love openly and parents showing interest in child's activities. It may be observed here that when children perceived the above mentioned behaviours in their parents they feel competent. This supports the findings of Litovsky and Dusek (1985).

With regard to children's self-checked competence and parental child-rearing attitudes, two significant positive correlations were obtained. Children's self checked competence correlated with parental attitudes of encouragement and verbalization of own ideas and work ethic and firmness of parental authority. This again shows that when parents believe in openness and freedom of expression of ideas as well as consistency and firmness in exercising parental authority, children felt competent (Kawash et. al, 1985).

With regard to children's peer-checked competence, results revealed strong positive correlations with educational and occupational status, health status, neighbourhood and community relationship, home cultural stimulation, family problem solving and decision making process and relationship with teachers. It should be noted here that higher scores
in the above environmental dimensions indicate disadvantaged or deprived living conditions as perceived by the children. So, a positive correlation would indicate that children coming from disadvantaged backgrounds, with regard to the above environmental dimensions, received higher competence scores from their peers. This finding is particularly interesting because they substantiate Garmezy's (1974) description of invulnerable children as competent amidst disadvantages. This, again, also shows that children coming from these backgrounds might not feel as competent as their peers think they are. The only negative correlation between peer-checked competence and housing conditions might be due to the fact that, in general living conditions most of the children were more or less same or peers did not consider children coming from very poor housing conditions (high score) as highly competent.

The children's peer-checked competence score correlated positively with children's perception of fathers' and mothers' withdrawal scores. As the withdrawal items were negatively worded and children responded with never applicable (0), rarely applicable (1), or sometimes applicable (2); a lower total withdrawal score indicated less withdrawal on the part of the parents. So, a positive correlation indicates a surprising dimension with this correlation; that
is high parental withdrawal promotes higher competence. This may be explained in one way by the fact that in case of higher parental withdrawal, the child has to go to others, particularly peers for support and assistance and the child has to be self-reliant. When these occur, the child's competence develops. Another way of interpreting this is with the help of parent-child detachment and child-peers attachment typical to adolescents.

Positive correlations between peer-checked competence and children's perception of fathers' care and concern, companionship, and encouragement of independence as well as mothers' care and concern, encouragement and support and encouragement of independence scores are expected and obvious. Earlier research has already proved these parental behaviours as necessary and basic conditions for promoting and nurturing competence in children, (Roff, 1949; Gordon, 1969).

Children's peer-checked competence correlated negatively with parental attitude of powerlessness with regard to children's schooling and positively with the attitude that information regarding home are necessary for effective teaching. This typical relationship between parental attitudes and children's peer-checked competence reveals a dangerous side of the present education system in India. It is usually found that the teachers know very little about children's home or personal backgrounds and on the other hand parents
do not bother to consult or cooperate with the schools and teachers for the optimal academic development of their children. Presently, what goes on between parents and teachers or the home and the school are scapegoating and shifting of responsibilities. Under these circumstances only the children with higher degree of competence succeed.

The formation of high and low competence groups, separately on the basis of their self-checked and peer-checked competence scores was made with the hope that significant group differences could be observed in some of the individual scores. This was thought to be necessary because correlations do not indicate cause and effect relationships, which could only be detected by statistical tests of group differences. However, the t-tests did not show any promising or interesting findings. In self-checked competence the high competence group was found to have significantly higher scores (i.e., disadvantage) in health status and family problem solving and decision making scores. As mentioned earlier, the health status score is a heterogenous score combining economic standards, health and sanitation and sickness and handicaps. Children scoring higher in this regarded themselves to be competent. The family problem solving and decision making process score indicates the psychosocial dimensions of the family functioning. It is interesting to note that when families
are ineffective or unable to solve their problems and to take positive decisions; children are forced to be self-reliant and competent.

With regard to peer-checked competence it was observed that the low competence groups received greater care and concern and encouragement of independence from their fathers' as well as greater care and concern and encouragement and support from their mothers. These findings indicate several interesting dimensions about children's perception of parental behaviours. First, it was found that children who reported that they received greater care and concern from both their parents were perceived by their peers as less competent. Further, children who reported greater encouragement of independence from fathers were also perceived by their peers as less competent. The encouragement of independence sub-scale consisted of four items such as: they do not oppose my own wishes, they encourage me in showing my own wishes and interests, they do not oppose me in choosing my friends, and they do not repeatedly question me when I go out on my own wishes. As it could be seen from these items, instead of promoting autonomy and independence these behaviours would provide greater permissiveness and lack of control and discipline to children particularly during adolescence. Hence, children who received more of these behaviours
from their fathers were perceived by their peers as less competent. On the whole, these findings indicate that more care and concern and extreme permissiveness do not promote development of competence in children. In other words, just "love is not enough".