The present study was undertaken to study some aspects of Primary Socialization in different communities and their relationship with the Internality Variables. The sample for the present study was drawn from five English medium schools of Ahmedabad. The subjects were chosen from classes 8 and 9. The total sample for the study consisted of 469 students (230 boys and 239 girls). The group was more or less homogeneous. Their age ranged between 11 and 15 years. Four tests were administered on the subjects—Personal Preference Questionnaire to measure achievement motivation, Preadolescent Dependency Scale to measure dependency, Intellectual Achievement Responsibility Questionnaire to measure Internality, and Reactions to Situations to measure Fear of Failure. In addition, ratings were obtained from teachers on independence behaviour, achievement motivation, pleasure in success and persistence after failure. The variables grouped under internality include: (1) Internality, (2) Dependency, and (3) Independence behaviour (Teacher Ratings).

The Achievement Motivation Variables include: (1) Achievement motivation, (2) Fear of failure, (3) Achievement Motivation (Teachers' Ratings), (4) Success (Teacher ratings), (5) Pleasure in success (Teacher Ratings), and (6) Persistence after failure (Teacher Ratings).
The Background Variables included sex, father's occupation, mother-tongue and caste.

The Primary Socialization Variables included, mothers' expectations from children of various kinds of behaviour and their reinforcement (rewarding and punishing their children for behaving according to expectation or not behaving as expected). A questionnaire was used to study the socialization patterns. It was administered on the mothers of the subjects. This test for primary socialization consisted of four parts. The mothers were given a list of 40 positive and negative behaviours. The first part of the questionnaire required the mothers to write down the age by which they expected their children to perform each behaviour given in the list. The second part consisted of mothers' rating of their children on a 3-point scale (below average, average, above average). In the third and fourth parts of the questionnaire, six alternatives (ranging in intensity of reward or punishment) were given and the mothers were required to choose three out of the six alternatives. The third part asked how the mothers reacted to the child's good performance, and the fourth was concerned with their reaction to poor performance of their children. Thus, this instrument gave data about mothers' expected age for performance of approach and avoidance behaviour, their ratings for their children, and their ways of positive and negative reinforcement on their children's conformity and nonconformity to approach and avoidance behaviours.
On the basis of this study the following can be concluded:

1. Indian mothers expect their children to show approach as well as avoidance behaviours by about 8th year of age. There is considerable amount of variation in the expectations of mothers. There seems to be a tendency (not significant) on the part of the mothers to expect their children to show avoidance behaviours at a slightly earlier age than the approach behaviours.

2. There appears to be a general tendency on the part of the mothers to rate their children as above average in showing these behaviours.

3. The mothers are somewhat quite conservative in showing intimate reward behaviours when their children conform to their expectations. They are, however, slightly more lenient in punishing their children for not conforming to their expectations than in rewarding them for conforming to their expectations.

4. The expectations of mothers regarding the age at which their children should show certain behaviours differ from community to community. Mothers belonging to minority communities (Muslims, Christians and Parsis, as well as Sanias and Patels) expect their children to show the behaviours at earlier ages than others. Mothers of Urdu, Hindi, Sindhi and Konkan speaking
mothers also have similar high expectations from their children.

5. Mothers from Muslim, Parsi and Christian homes tend to rate their children as slightly less than average in showing these behaviours as compared to other children.

6. An analysis of the reward behaviour of mothers also indicates some differences among different communities. Mothers from Jain and Christian communities appear to reward their children less intensely than others. Brahmin, Vaishnav and other Hindu mothers appear to reward their children relatively more intensely.

7. Bengalis, Sindhis, Marathis and Punjabis appear to be liberal in rewarding their children for conforming to their expectations.

8. Mothers from professional groups appear to be slightly more liberal in rewarding than the mothers belonging to business and other employee groups.

9. There seems to be a tendency on the part of mothers to reward female children slightly more intensely than male children.

10. When the negative reinforcement is considered parents from Vaishnav, Brahmin and Baniya as well as other Hindu communities seem to be more liberal. Parsis are inclined to show more of negative reinforcement.
11. Mothers from Bengali, Punjabi and Sindhi groups also appear to be more liberal in giving negative reinforcement as compared to others.

12. Boys tend to score high on questionnaire measures of achievement motivation than girls. However, teachers seem to rate the girls slightly higher on achievement motivation than boys. On other dimensions there are no statistically significant differences. Thus it can be said that boys and girls of this age have similar orientations.

13. There were no significant differences found in achievement orientation of students from different caste groups.

14. Achievement orientations by and large are not influenced by language spoken at home.

15. Fear of failure appeared to be lowest among Rajasthani and highest among Marathi and Urdu speaking children.

16. Students with parents from Professional groups tend to have higher achievement orientations than those from business families. The students from Professional families also scored high on persistence after failure.

17. The mean ratings of independent behaviour of children by teachers was quite high and showed that children, on the whole were perceived by their teachers to show independent behaviour in the school.
There were no significant sex differences found on internality, though girls showed high internality behaviour compared with boys.

On Overall Internality (01'), Parsis scored the highest and the lowest was scored by Muslims and Christians.

No significant differences were found amongst the linguistic groups on Internality Variables.

The children of professional fathers have been rated by the teachers as showing higher independent behaviour than children of businessmen.

Dependency scores had positive and significant correlations with Internality Scores.

The children who showed high achievement motivation also showed pleasure in success, persistence in the face of failure, and independence.

Overall Internality has some relationship with persistence. 

Ach is also related to persistence.

Dependency has been found to have high positive correlation with some Internality Variables.

High achievement motivation is associated with high independence and less dependence.
27. High achievement motivation is associated with high internality.

28. Achievement showed no significant correlation with dependency ( = .018), but had a positive and significant coefficient correlation with teacher's ratings of independence ( = .102).

29. Achievement did not correlate significantly with overall Internality but correlated with Internality (+) significantly.

30. Dependency correlated significantly with all the internality measures.