CHAPTER 1

INTRODUCTION

Recent researches in applied psychology have brought out the importance of a few behavior variables in human effectiveness. These include motivational variables like achievement, power and extension, and other qualities like modernity orientations, internal locus of control, fear of failure, perseverance and dependency orientations. Several researches in the last two decades have demonstrated the importance of achievement motivation in entrepreneurship and economic development of any individual, community or group (McClelland, 1961; McClelland and Winter, 1969; Rao, et al., 1975; Varga, 1977; Wandy, 1973; Javillona and Peters, 1973; Singh, 1973, 1971; Sinha and Mohra, 1972, etc.). Some recent researches indicate that the need for influence, generally called as 'power motive' plays a very important role in determining managerial effectiveness (McClelland and Burnham, 1976; McClelland, 1975; and Winter, 1973). Pareek (1967) has postulated the concept of 'Extension Motivation' and suggested it as an important variable in facilitating change process in any developing community. A number of researches have recently demonstrated that internal locus of control orientation determines managerial and administrative effectiveness, explains adoption behaviour of people in relation to new practices, is responsible for effectiveness of change agents involved in initiating and managing change at personal level, organizational level or at community level (Bauman
and Udry, 1972; MacDonald, 1970; Keller, et al., 1970; Tseng, 1970; Phares, 1968; Commill and Heisler, 1972; Durand and Shea, 1974; etc.) Similarly need for independence and perseverance have been found to be two important qualities characterizing self-employed people (Rao and Moulik, 1978). Fear of failure has been demonstrated to have moderating effects on the influence of achievement motivation (Varga, 1977).

When research evidence indicates that behavioural variables like achievement motivation and internal locus of control are such important variables in determining effectiveness of people in different occupational roles, it is natural for one to ask questions like, How are these formed? Can these needs or qualities be developed? What are the mechanisms by which people can be made more internals and highly achievement oriented etc.? Research evidence points to the possibility that both achievement motivation and internal locus of control can be developed (See McClelland and Winter, 1969 for a demonstration of the development of achievement motivation in adults, see Mehta, 1969, for a demonstration of development of achievement motivation in high school boys, and see Reichard, 1975 for a discussion on the development of internals among people). All these studies indicate to institutional training as a strategy of developing these behaviour patterns at a later age. Unfortunately training through specialized organizations has serious limitations in developing these qualities. The limitations deal with coverage quality and lasting nature of the impact. If these qualities could be inculcated at an early age than later ages, they would be more lasting and may help the individual
as well as the society in which he lives. There is some evidence available in literature to show that early socialization practices, particularly child rearing practices are determiners of personality. For example, Zigler and Child (1969) have presented an excellent review of the aggressive, dependence and achievement orientations in children and their relationships with socialization practices. Zigler and Child (1969) also presented enough evidence about inter-societal differences in socialization patterns.

While there are several research studies done in India on variables like achievement motivation, very little evidence is available on dependency and internality orientations. Even the existing researcher on achievement motivation limit themselves to the study of achievement in certain categories of students and have not attempted to find out the antecedents of these variables in socialization practices.

The present study was designed to explore the relation between different patterns of child rearing and children's personality on these dimensions. It was designed to assess the degree to which the treatment a child receives in the early years of life determines his behaviour orientations. Theories of the relationship between specific types of treatment in early childhood and subsequent personality differences have been advanced by psychologists and anthropologists.

In designing this research, an attempt has been made to assess individual as well as cultural differences. This is one of the unique aspects of the design. The hope was to test hypotheses concerning the
relations of socialization practices and personality dimensions. Socialization is, therefore, an extremely broad topic dealing with what people learn and how they learn it. Brim (1966) has defined socialization as 'the process by which individuals acquire the knowledge, skills, and dispositions that enable them to participate as more or less effective members of groups and the society.' Socialization refers to the process whereby individuals learn to play various social necessities for effective participation in the society.

Among the socialization variables certain child-rearing practices have been found to have significant impact on personality development. For example studies by Chance (1965), Cromwell (1963), Davis and Phares (1969), Epstein and Komorita (1971) and MacDonald (1971) indicate that externals had parents higher in the use of physical punishment, affective punishment, denial of privileges and over-protection. Internals had parents who set predictable standards, used more principled discipline and were more warm and democratic. Similarly reinforcement behaviour of parents have been found to have significant impact on aggressive behaviour of children (see the review presented by Zigler and Child, 1969 on aggression in their chapter on socialization). Similarly high nurturance and selective parental reinforcement behaviours have been found to result in greater dependence (Bandura, 1960; Bandura and Walters, 1959; Finney, 1961, Sears, et al., 1957, etc.). The study by Winterbottom (1958) indicated that demands for independent accomplishment, rewards for fulfilment of these demands etc. were related to achievement behaviour of children.
Following the clues offered by these researches it appears that expectations parents have about their children, their assessment of their children's performance, their reward and punishment behaviours are a few of the important socialization variables that influence personality development. In this study an attempt was made to relate these dimensions of child rearing practices to achievement and internality variables.

As mentioned earlier, there is enough research evidence available regarding cultural differences in child rearing practices. Since there are a wide variety of caste or community groups, religious groups, occupational groups and linguistic groups in our country it is quite possible that parents from different groups use different socialization patterns. No study has been done in the past in India on the extent of variation in different groups on socialization dimensions mentioned above. So it was felt useful also to study the differences in child rearing practices among different communities.

With this background this study was designed to achieve the following objectives.

1. To study variations in primary socialization patterns in different communities, linguistic groups and occupational groups as well as for male and female children.

2. To find out the differences in achievement motivation and internality related variables among children belonging to different communities, linguistic and occupational groups.
3. To study the relationship between some of the patterns of socialization used by parents and children's internality and achievement orientations.

4. To study the interrelationships among internality and achievement related variables including internal locus of control, dependency, independence, achievement motivation, fear of failure, persistence after failure, success and pleasure in success.

Sample

Five English medium schools were chosen for the study. All the English medium schools were taken except two schools. These two schools were having a different curricula than the other ones and hence they were not included to control curricular effects. From each school, about 90 to 100 students were taken. One whole section from 8th and one section from 9th standards were taken. Thus from each school about 50 students were taken from class 8th and 50 from class 9. The total number of students studied is 469.

This final sample of 469 students were in the age group 11 to 15 years. Of the 469 students 230 are boys and 239 are girls. They were drawn from 8 different communities including Brahmins, Vaishnavs, Jains, Muslims, Patels, Baniyas, Christians and Parsis. The community-wise distribution of the sample is presented in Table 1.1. The table also gives the linguistic background of the students and occupational background of their parents. Since a few students did not mention their caste/community identity, community-wise analyses had to be based on the responses of 301 students only.
### TABLE 1.1
**DISTRIBUTION OF THE CASTE OR COMMUNITY, LINGUISTIC BACKGROUND AND PARENTAL BUSINESS BACKGROUND**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Community</th>
<th>Sample size</th>
<th>Language group</th>
<th>Sample size</th>
<th>Occupational groups</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brahmins</td>
<td>76</td>
<td>Gujarathi</td>
<td>244</td>
<td>Business</td>
<td>191</td>
</tr>
<tr>
<td>2</td>
<td>Vaishnavs</td>
<td>59</td>
<td>South Indian</td>
<td>54</td>
<td>Professional</td>
<td>71</td>
</tr>
<tr>
<td>3</td>
<td>Jains</td>
<td>51</td>
<td>Hindi</td>
<td>63</td>
<td>Other services (employed)</td>
<td>198</td>
</tr>
<tr>
<td>4</td>
<td>Christians</td>
<td>37</td>
<td>English</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Muslims</td>
<td>32</td>
<td>Punjabi</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Baniyas</td>
<td>19</td>
<td>Sindhi</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Patels</td>
<td>17</td>
<td>Urdu</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Persis</td>
<td>10</td>
<td>Marathi</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Marwari</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Konkani</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>301</td>
<td>469</td>
<td>460</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Data were not available on the caste background of 160 students and parental occupational background of 9 students.
As shown in Table 1.1 the students were classified into three occupational groups. The occupational group labeled as 'professionals' consisted of students belonging to families of lawyers, engineers, doctors, teachers, etc. The parents in this category had specialized training into their profession (like a degree in law, engineering, teaching, medicine, etc.). Those who do not belong to any professional groups but at the same time have been employed by government agencies or private agencies as clerks, administrative officers, etc. were included in 'other employees' category.

In addition to the 469 students, mothers of 116 students were studied for the socialization patterns. It was very difficult to contact the mothers. With repeated visits and a series of efforts only 116 could be studied. These mothers were drawn from all the communities represented by the boys as stated in Table 1.1. However, in some communities not more than one to three mothers could be contacted.

Details of sample size of mothers from different communities, linguistic and occupational groups are presented in Table 1.2.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Community</th>
<th>Number</th>
<th>Linguistic group</th>
<th>Age</th>
<th>Husband's occupation</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brahmins</td>
<td>17</td>
<td>Hindi</td>
<td>22</td>
<td>Business</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>Vaishnavs</td>
<td>14</td>
<td>English</td>
<td>2</td>
<td>Professional</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Baniyas</td>
<td>5</td>
<td>Punjabi</td>
<td>2</td>
<td>Employees</td>
<td>63</td>
</tr>
<tr>
<td>4</td>
<td>Patols</td>
<td>1</td>
<td>Gujarati</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Other Hindus</td>
<td>47</td>
<td>Urdu</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Muslims</td>
<td>3</td>
<td>South Indian</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Christians</td>
<td>11</td>
<td>Marathi</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Parsis</td>
<td>1</td>
<td>Bengali</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Jains</td>
<td>13</td>
<td>Rajasthani</td>
<td>3</td>
<td>Konkani</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sindhi</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>112</td>
<td></td>
<td>115</td>
<td></td>
<td>115</td>
</tr>
</tbody>
</table>
Methodology

Various tests, questionnaires and rating scales have been used. They are briefly described.

Dependent Variables

a. **Internality**: The following variables of internality have been studied using the instruments mentioned against them.

1. Internality was measured with the help of Intellectual Responsibility Scale reproduced in Appendix 3.
2. Dependency was measured using Pre-Adolescent Dependency Scale (also applicable for adolescents) presented in Appendix 4.
3. Independence behaviour was measured using a Teacher Rating Scale reproduced in Appendix 5.

b. **Achievement Motivation**: The following achievement motivation variables were used. The instruments used to measure these are also mentioned below.

1. Achievement Motivation was measured by the Personal Preference Questionnaire presented in Appendix 1.
2. Fear of Failure was measured using the test Reaction to Situations reproduced in Appendix 2.
3. Achievement Motivation was also rated by Teachers using the scale presented in Appendix 5.
4. Success was also measured using Teachers' Ratings (Appendix 5).
5. Pleasure in Success was measured using Teacher Ratings (Appendix 5).
6. Persistence after Failure was measured with the help of Teacher Ratings (Appendix 5).
Background variables such as sex, father's occupation, mothertongue and caste have also been included in a questionnaire. Detailed descriptions of the instruments including some details about their reliability, validity, response distribution, etc. are presented in the respective chapters.

Independent Variables

Primary socialization variables include mothers' expectations from children of various kinds of behaviour and their reinforcement (rewarding and punishing their children for behaving according to expectations or not behaving as expected).

The test for primary socialization consisted of four parts. The mothers were given a list of 40 behaviours (Appendix 6). The first part of the instruments 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 that behaviour 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 the instrument gave data about mothers' expected age for performance of approach and
avoidance behaviour, their expectations from their children, and
their ways of positive and negative reinforcement of their children's
conformity and nonconformity to approach and avoidance behaviours.

Organization of the Thesis

The subsequent chapters present detailed results obtained in this
study. Chapter 2 presents data about the socialization variables.
The patterns of socialization (expectations about their children's
behaviour, reward and punishment patterns for approach and avoidance
behaviour, etc.) are presented according to community, linguistic and
occupational groups. Chapter 3 presents data on achievement motivation
patterns and related variables for the students from different communities,
linguistic and occupational groups. Chapter 4 presents similar analyses
for internality variables. Chapter 5 presents the details of inter­
relationships observed between the independent and dependent variables
used in this study as well as the interrelationships among dependent
variables. In each chapter literature relevant to the variables of that
chapter has been reviewed.