ABSTRACT

A study of n-autonomy, n-achievement and n-affiliation among children of working and non-working women as related to child-rearing practices.

In the present study need for autonomy, need for achievement and need for affiliation was treated as dependent variable and child-rearing practices were the independent variables. The profession of working mothers (nurses, teachers, lecturers & doctors), socio-economic status, sex of the child, and age of the child also served as independent variables. The sample consisted of two hundred and sixty children of working and non-working mothers residing in Aligarh city. The age range of children who were studied was six to ten years, and accordingly they belong to I, II, III, IV and Vth classes.

To measure autonomy, achievement and affiliation, the children apperception test was administered to one child in one sitting. In order to gather information regarding child-rearing practices, the parental attitude research instrument was administered on mothers and fathers separately. For analyzing the data, the t-test and CR was used to test the significance of difference between the mean autonomy, achievement and affiliation scores of various comparison groups based on age and sex of children; working Vs non-
working of mothers, as well as profession of mothers (in case of working mothers). Multiple regression analysis was computed to discover the relationship between child-rearing practices of the parents and their children's scores on n-autonomy, n-achievement and n-affiliation.

The hypotheses of the present study are: (1) Working and non-working mothers will differ in their child-rearing practices; (2) Certain child-rearing practices contribute significantly to the development of n-autonomy, n-achievement and n-affiliation; (3) Children of working mothers will differ in their need-autonomy, need achievement, and need affiliation from children of non-working mothers; (4) Children belonging to high SES status group differ from these belonging to the low SES group in their need-autonomy, need-achievement and need affiliation; (5) Need-autonomy, need-achievement, and need-affiliation among children will be influenced by the profession of mothers; (6) Children falling in the higher age group differ from those in the lower-age groups in terms of their need-autonomy, need achievement and need affiliation; (7) Boys and girls will differ in terms of their need-autonomy, need-achievement and need-affiliation; (8) Mothers and fathers child-rearing practices will contribute differently in the development of n-autonomy, n-achievement and n-affiliation.
Major findings of the present study are discussed below:
1. The working mothers scored significantly higher on the variables irritability, deification, suppression of aggression, rejection of home making role, inconsiderateness of the husband, ascendancy of the mothers and intrusiveness than non-working mothers. The non working mothers significantly higher on the variable of approval of activity than working mothers.

2. The independent variables (Child-rearing practices) on the whole significantly contributed to the dependent variables of n-autonomy as the multiple R was found to be highly significant. The independent variables, which were found as having their unique contribution to the dependent variable of n-autonomy were strictness, approval of activity, avoidance of communication and intrusiveness.

The independent variables of child-rearing practices did not contribute significantly to the dependent variable n-achievement. However, comradeship and sharing had a unique though negative contribution to the dependent variable.

The independent variables were not found as contributing significantly to the dependent variables of n-affiliation as the multiple R was not significant. However,
strictness and deification had their unique contribution to the dependent variable of n-affiliation.

3. Comparison of the n-autonomy and n-affiliation scores of children of working and non-working mothers yielded significant t-values. This means that the children of these two groups significantly varied in terms of their n-autonomy and n-affiliation scores. No real difference in n-achievement scores of children of working and non-working mothers was obtained.

4. The children of medium SES scored significantly higher on need-achievement than children of low and high SES groups. The children of medium and high SES groups scored significantly higher on n-affiliation than children of low SES groups. No real difference in the autonomy scores of children of three SES groups was obtained.

5. The children of nurses scored higher on n-achievement than children of doctors, lecturers and teachers. The children of lecturer scored higher on n-achievement than children of doctors and teachers. The children of nurses and doctors scored significantly higher on need affiliation than children of lecturers and teachers. There is no real difference in the n-autonomy scores of children of four profession of mothers.
6. The children of 10 yrs age group scored significantly higher on the n-autonomy than children of other age groups. There was no real difference in the n-achievement scores of children of five years age groups. The children of 7 yrs age group scored significantly higher on the n-affiliation than children of 6 yrs, 8 yrs, 9 yrs and 10 yrs age groups.

7. None of the differences between male and female children in terms of the three needs were significant in any of the comparison groups (Working and non-working mothers and total sample).

8. In fathers sample where mothers was working, some of the independent variables have been found to exert their unique contribution to the dependent variable. Ascendancy of the husband and forcing-independence have their unique contribution to the dependent variable of n-autonomy.

   Strictness and forcing-independence have their unique contribution to the dependent variable on n-achievement.

   The independent variables which were found as having their unique contribution to the dependent variables of n-affiliation were encouraging-verbalization, irritability, suppression of sexuality, and forcing-independence.