CHAPTER III

RESEARCH METHODOLOGY
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The main purpose of the present study was to find out need-autonomy, need-affiliation and need-achievement, of children (age level 6 to 10 years) as related to child-rearing practice of working and non-working mothers. Another, objectives of the study was to see whether any difference exist in the patterns of child-rearing practices among working and non-working mothers. Working mothers belong to different professions and hence vary in terms of income range also.

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 variable.

Since child-rearing practice, may be influenced by socio-economic status of mothers or the family in general, socio-economic status was also studied as an independent variable. The profession of working mothers served as yet another independent variable. Similarly, our dependent variables of need for autonomy, need for achievement and need for affiliation may be influenced by the sex of the child. This variable was also studied as an independent variable.
In view of the objectives of the present study the following hypothesis were formulated:-

1) Working and non-working mothers will differ in their child-rearing practices.

2) Certain child-rearing practices contribute significantly to the development of need-autonomy, need-affiliation and need-achievement.

3) Children of working mothers will differ in their need-autonomy, need-affiliation, and need-achievement from children of non-working mothers.

4) Children belonging to high socio-economic status group differ from those belonging to the low SES group in their need-autonomy, need-affiliation and need-achievement.

5) Need-autonomy, Need-affiliation, and need-achievement among children will be influenced by the profession of mother.

6) Children falling in the higher age group differ from those in the lower-age group in terms of their need-autonomy, need-affiliation and need-achievement.

7) Boys and girls will differ in terms of their need-autonomy, need-affiliation, and need-achievement.

8) Mothers and fathers child-rearing practices will contribute differently in the development of need-autonomy, need-affiliation and need-achievement.

Sample

The sample was selected randomly consisting of two hundred and sixty children residing in Aligarh city. The
children were selected from two local schools. Our Lady of Fatima Higher Secondary School and Abdullah Girls High School. Their age range were 6 to 10 years and accordingly they belonged to I, II, III, IV, and V classes.

The children of working mothers belonged to four different professions. The distribution of sample in terms of age, sex, SES, profession of mothers, working and non-working mothers is as follows:

<table>
<thead>
<tr>
<th>I-</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>Number of boys</td>
</tr>
<tr>
<td>(ii)</td>
<td>Number of girls</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II-</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>6 years</td>
</tr>
<tr>
<td>(ii)</td>
<td>7 years</td>
</tr>
<tr>
<td>(iii)</td>
<td>8 years</td>
</tr>
<tr>
<td>(iv)</td>
<td>9 years</td>
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<tr>
<td>(v)</td>
<td>10 years</td>
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280

<table>
<thead>
<tr>
<th>III- SOCIO-ECONOMIC STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
</tr>
<tr>
<td>(ii)</td>
</tr>
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<td>(iii)</td>
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</table>
IV- Work

(i) Number of working mothers and their children N = 110
(ii) Number of working mothers and their children N = 150

V- PROFESSION OF MOTHERS (WORKING MOTHERS ONLY)

(i) Nurses N = 17
(ii) Doctors N = 17
(iii) Lecturers N = 32
(iv) Teachers N = 45

Tools:

1. NEED MEASURE: BELLAK & BELLAK'S CHILDREN APPERCEPTION TEST (HINDI ADAPTATION BY CHOWDHARY).

In order to measure need-autonomy, need-achievement and need-affiliation in children Apperception test (CAT) was used, CAT is a projective method of investigating personality by studying the dynamic meaningfulness of individual differences in the perception of standard stimuli.

Freud believed that our conscious behaviour is only one-tenth of the total behaviour. Therefore, there should be some other techniques which not only emphasize on the observable part of the human personality but can reveal his inner or private world and go deeper in the unconscious behaviour of an individual to digout the repressed feelings, wishes, desires, fears, hopes and ambitious etc. Projective techniques are devised to accept the challenge. They try to
assess the total personality of an individual and not in fragments.

These techniques are based on the phenomenon of projection. In these techniques relatively indefinite and unstructured stimuli (like vague pictures, ink-blots, incomplete sentences, etc.) are provided to the subject and he is asked to structure them in any way he likes. In doing so he unconsciously projects his own desires, hopes, fears, repressed wishes etc. and thus not only reveals his inner on private world but gives a proper clue to estimate his total personality. The common projective techniques are:

1) The Rorshack Ink Blot Test
2) Thematic-Apperception Test
3) Children-Apperception Test
4) Word Association Test.

In the present study we used Indian Adaptation of CAT by Chowdhry (1960). The original CAT was constructed by Bellak and Bellak (1948). The CAT was designed to facilitate understanding of a child's relationship to important figures and drives. The CAT like the TAT, is better able to reveal the dynamics of inter-personal relationship, of drive constellations and the nature of defense against them.

Thus, the CAT may be clinically useful in determining what dynamic factors might be related to a child's behaviour.
in a group, in school or in kindergarten, or to events at home. The CAT is relatively culture free. Lack of familiarity with the animals depicted does not seem to constitute problem since the children simply substitute animals with which they are familiar.

The CAT consists of ten cards. The cards have pictures of animals instead of human characters since it was thought that children could identify themselves with animal figures more readily than with persons. These animals are shown in various life situations. For both sexes, all the ten cards are needed. The pictures are designed to evoke fantasies relating to a child's own experience, reactions and feeling. Whatever story the child makes, he projects himself. Though it is a culture free test, it demanded some alterations for Indian condition which was done by Chowdhary.

Interpretations of the stories is centered round the following eleven variables:

1. Hero: The personality traits of the hero as revealed by the story.
2. Thema of the story: What particular theme has he selected for the story building?
3. The end of the story: Happy ending or unhappy, wishful, realistic or unrealistic.
4. Attitude towards parental figures: Hatred, respectful, devoted grateful, dependent, aggressive and fearful etc.
5. Family role: With whom in the family the child identifies himself.

6. Other outside figures introduced: Objects or external elements introduced on the story but not shown in the pictures.

7. Omitted or ignored figures: Which figure are omitted or ignored should be noted as they may depict the wish of the subject that the figures were not there.

8. Nature of the anxieties: Harassment, loss of love, afraid of being left alone etc. should also be noted.


10. Defense and confidence: The type of defences, flight, aggression, passivity, regression etc. the child takes, nature of compliance or dependence, involvement in pleasure and achievement, sex desire etc.

11. Other supplementary knowledge: The language, the overall structure of the stories, time taken for completing item and the reactions of the subject of the making the story etc. with all this knowledge an expert interpreter can pronounce judgment on the various aspects of the child's personality.

For the present purpose the stories were analyzed on the basis of Thema, Hero and his/her needs only.
2. MEASURE OF CHILD-REARING PRACTICES: PARENTAL ATTITUDE RESEARCH INSTRUMENT (PARI)

In order to gather information regarding child-rearing practice, the parental attitude research instrument was used. The study on child-rearing practices has been the focus of research in psychology. Attempts have been made to relate the specific child-rearing practices to the development of specific personality traits. The interest in the parent-child relationship and the personality development arouse primarily through psychotherapeutic measures adults and the clinical studies of families by child-guidance clinics (Schaefer, E.S., and Bell, R.Q. 1958).

Schaefer, E.S. and Bell R.Q. (1958) developed Parental Attitude Research Instrument (PARI) It was adapted in Hindi by Sexena (1976) for the present study the Hindi adaptation of PARI was used. Both mother and father forms of PARI were used. The mother form consisted of 115 statements comprising twenty-three PARI Scales, each scale consists of five statements. The twenty-three dimensions of child-rearing practices, of mother form are the following: Encouraging-verbalization, Fostering-dependency, Seclusion of the mother, Breaking the will, Martyrdom, Fear of harming the baby, Marital-conflict, Strictness, Irritability, Exclusion of outside influences, Deification, Suppression of aggression, Rejection of home making role, equalitarianism, approval of
activity, Avoidance of communication, Inconsiderateness of the husband, Suppression of Sexuality, Ascendancy of the mother, Instrusiveness, Comradeship and sharing, Acceleration of development, Dependency of mothers. It can be administered individually as well as in groups.

The father form consisted of 100 statements comprising twenty PARI scales. Each scale consists of five statement. The twenty dimensions of child-rearing practices of father form are the following: Encouraging-verbalization, Fostering dependency, Breaking the will. Harsh-punishment, Deception, Marital conflict, Non-punishment, irresponsibility of father, Suppression of aggression, Deification of parent, Exclusion of outside influences, Irritability, Strictness, Suppression of Sexuality, Ascendancy of the husband, Inconsiderateness of the wife, Comradeship of ascendency of wife, Suppression of affection, Change orientation, Forcing-independency.

All the instructions are printed on the first page of PARI. Subject is asked to start going his/her responses only when the investigator feels that he/she (subjects) has followed the instructions of clearly. Similar instructions are given in case of both father's and mother's.

The test re-test reliability of this test is 0.78, correlation coefficient is 0.83, which is an indicator of high reliability of the tool. The concurrent validity of the test is 0.78
The area in which this tool has been found to be particularly useful are: parent-child relationship, personality development, cross-cultural studies on parental practices and attitudes.

The tool is also useful in the sense that it can measure all or only some of the 23 areas (20 areas in case of father’s PARI) of child rearing.

Collection of data:

In the present study to measure the n-autonomy, n-affiliation and n-achievement, the CAT was administered to one child in one setting. The experimenter first tried to establish rapport with the child before administering the test. There was no time limit. All the ten cards are presented one by one and the subject is asked to make up stories on them. The child was told that we are going to engage in a game in which he/she has to tell a story about pictures, that he/she should tell what is going on, what the animals are doing now.

The scoring of the n-autonomy, n-affiliation and n-achievement based on CAT were done according to the methods prescribed in the manual of the test.

To gather information regarding the child-rearing practice, the parental attitude research instrument was given
to mothers and fathers separately. Again, the experimenter first, tried to establish rapport with the parents and explained them that the purpose of the questionnaire is nothing but together information regarding child-rearing practices. There are no right or wrong responses. It is four point scale. There was no time limit. The parental attitude research instrument was scored according to the methods prescribed in the manual of the test.

Statistical Analysis

Multiple regression analysis was computed to discover the relationship between twenty three variables of child-rearing practices of working mothers and non-working mothers and children's scores on n-autonomy, n-affiliation and n-achievement, likewise multiple regression analysis was also computed to see the relationship between each of twenty variables of child-rearing practices of father with children's scores on n-autonomy, n-affiliation and n-achievement.

Multiple regression analysis is a method for studying the effects and the magnitudes of the effects of more than one independent variable on one dependent variable using principles of correlation and regression.

Regression analysis is primarily concerned with estimating and/or predicting the (population) mean value of
the dependent variable $Y$ on the basis of the known (or fixed) values of one (or more) explanatory variables $X_i$.

According to William R.D. and Mathew G. (1984) Regression analysis attempts to estimate the mean value of the dependent variable on the basis of the known values of one or more predictor variables. Correlation analysis attempts to measure the strength or degree of linear association between two variables. In regression analysis, we make a distinction between the dependent variable and the independent variable(s); In other words, there is asymmetry in the way the dependent and independent variables are treated. Furthermore, the dependent variable is assumed to have a probability distribution, whereas the independent variable(s), because it is assumed to have fixed values, is non-Stochastic (although in the previous we acted as if the $X$'s were random) which means that we do not talk about the probability distribution of the $X$'s.

In contrast, in correlation analysis no such distinction is made between the $Y$ and $X$ variables; that is, we treat any two variables symmetrically, which means that both variables are viewed as being random with probability distributions.

$T$-tests were used to find our the significance of difference between the mean autonomy, affiliation and
achievement scores of various comparison groups based on age, socio-economic status, sex, working Vs non-working mothers, and profession of mothers in case of working mothers.