METHOD OF STUDY

The present research was undertaken to study the social development of personality of working mothers' children and nonworking mothers' children. It also includes the different factors which are considered important in the development of the children. They are the sex of the child, the family type, age of the mother and the child, the SES of the family, the ordinal position and number of children in the family.

According to Stott (1978, p.306) the great bulk of personality research has been concerned with the identification and description of common traits and with the development of techniques and devices for the assessment of those traits. In recent years factor analysis is used with advantage in identifying and describing common personality traits. (Cattell, 1957, Eysenck, 1947). Statistically determined 'factors' are interpreted as traits of personality and tests and inventories are devised for the quantitative appraisal of those traits.

There are two general research approaches to the understanding of personality. They are generalistic or statistical and the individualistic or idiographic (Allport 1937, 1942, 1960). But methods for individual personality study are relatively few in number and they are difficult to apply. Therefore in this study generalised approach of personality was selected for children.
DESIGN OF THE STUDY

The problem presented in this study is to compare the personality of pre-primary and primary school Khasi children (4 to 10 years of age) of working and nonworking mothers. Within this design, differences were checked between boys and girls, children of different age groups, between different socio-economic status levels, and between the different types of families like nuclear and extended families. The study also included comparisons based on the ordinal position of the child and the number of children in the family.

DESCRIPTION OF THE POPULATION

All the pupils in the recognised pre-primary and primary schools with majority Khasi children formed the universe for this study. The schools covered included government, private, missionary and aided ones. For the sake of the present research all children between 4 to 10 years in such schools formed the population.

RATIONALE FOR SAMPLE SELECTION

In the selection of the sample the following factors had to be considered.

a) Schools to be included in the study must have a majority Khasi pupils;

b) Schools managed by different bodies had to be represented in the sample;
c) Schools located in different areas of Shillong had to be represented in the sample;

d) Both boys and girls had to be included in the actual sample;

e) All levels of socio-economic backgrounds had to be represented.

Keeping the above requirements it was decided to first select a representative sample of schools from the universe. Twenty eight schools were selected for the sample. Then from the selected schools, pupils were chosen by random sampling method for the study.

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**ACTUAL SAMPLE**

As the age group 4 to 10 years were needed for the sample, nursery to class IV children were selected from the schools. From these classes all the names of the Khasi children whose mothers are working outside the home were collected. In the same way all the names of the Khasi children whose mothers are not working outside the home were also collected. Children above 10 years were excluded from the sample after verifying their age from the register maintained in the school. By random sampling method 252 working mothers' children and 252 nonworking mothers' children were selected. As six classes were selected from each school i.e. from nursery to class IV, from each selected class three children were taken in the sample. Total sample is 504 children taught by 168 tea-
chers. Out of 504 checklists and questionnaires given to teachers and parents respectively, the investigator was able to collect only 432 checklists and questionnaires with full details. Of this 216 working mothers children and 216 nonworking mothers children were taken in the actual sample.

The following tables give the actual number of working and nonworking mothers children in different groups, i.e. sex of the child, family type, age of the mother, age of the child, SES of the family, ordinal position and number of children in the family.

3.01: Table showing the number of working and nonworking mothers children in the sample grouped according to sex

<table>
<thead>
<tr>
<th>Sex of the child</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>84</td>
<td>94</td>
</tr>
<tr>
<td>Girls</td>
<td>132</td>
<td>122</td>
</tr>
</tbody>
</table>

3.02: Table showing the number of working and nonworking mothers children in the sample grouped according to family type

<table>
<thead>
<tr>
<th>Family type</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear</td>
<td>146</td>
<td>131</td>
</tr>
<tr>
<td>Extended</td>
<td>70</td>
<td>85</td>
</tr>
</tbody>
</table>
3.03: Table showing the number of working and nonworking mothers' children in the sample grouped according to mother's age

<table>
<thead>
<tr>
<th>Mother's age in years</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 29</td>
<td>67</td>
<td>74</td>
</tr>
<tr>
<td>30 - 39</td>
<td>85</td>
<td>83</td>
</tr>
<tr>
<td>40 &amp; above</td>
<td>64</td>
<td>59</td>
</tr>
</tbody>
</table>

3.04: Table showing the number of working and nonworking mothers' children in the sample grouped according to child's age

<table>
<thead>
<tr>
<th>Child's age in years</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 5</td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>6, 7, 8</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>9 - 10</td>
<td>66</td>
<td>74</td>
</tr>
</tbody>
</table>

3.05: Table showing the number of working and nonworking mothers' children in the sample grouped according to SES of the family

<table>
<thead>
<tr>
<th>SES Group</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>82</td>
<td>11</td>
</tr>
<tr>
<td>II</td>
<td>107</td>
<td>145</td>
</tr>
<tr>
<td>III</td>
<td>27</td>
<td>60</td>
</tr>
</tbody>
</table>
3.06: Table showing the number of working and nonworking mothers children in the sample grouped according to ordinal position of the child

<table>
<thead>
<tr>
<th>Ordinal position of the child</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>63</td>
<td>52</td>
</tr>
<tr>
<td>Middle</td>
<td>87</td>
<td>114</td>
</tr>
<tr>
<td>Last</td>
<td>66</td>
<td>50</td>
</tr>
</tbody>
</table>

3.07: Table showing the number of working and nonworking mothers children in the sample grouped according to number of children in the family

<table>
<thead>
<tr>
<th>No. of children</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only child</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2 - 3</td>
<td>125</td>
<td>109</td>
</tr>
<tr>
<td>More than 3</td>
<td>81</td>
<td>102</td>
</tr>
</tbody>
</table>

TOOLS OF RESEARCH

There are different tools suitable for each situation.

The questionnaire method was introduced by Stanley Hall (1891). The questionnaire which contains a series of verbal questions has been widely used as an instrument to solicit the opinions and attitudes of children or parents.

In a checklist large number of behaviour patterns are mentioned. A checklist is prepared before doing the observation. The target behaviours are also mentioned in the list ahead of time to note the presence or absence of the charac-
teristic. The checklist is logically organised and it is based on the objectives set for observation. Checklists are useful for classroom teachers and other service personnel because they are easy to use. The teacher can identify behavioural objectives, translate them into specifies, and check off their behaviours against the list. It allows recording of behaviours very quickly and very efficiently with minimum of strain. (Panda 1983, p. 16).

As tools play an important part in the research, in this study they have been selected with careful consideration after scrutinising all the available tools.

The following tools were selected for collecting data in the present research:

2a. Questionnaire for working mothers in English and Khasi - prepared by the investigator;
2b. Questionnaire for nonworking mothers in Khasi - prepared by the investigator;
3. Questionnaire for working and nonworking mothers in English (for indepth study - prepared by the investigator).

Stott in analysing children's behaviour identified 13 variables comparable to those on Cattell's list. These behaviour dispositions were considered to illustrate individual differences in early personality pattern.

Cattell described the behaviour dispositions as "source traits" of personality (R.B. Cattell, 1957). They are presumed to be the "substantial and enduring dispositions of which personality is composed (G.W. Allport, 1960). A behaviour disposition is further described as a highly generalized and pervasive personal quality which is made manifest in a variety of different behaviour patterns made in a variety of different situations. These source traits or behaviour dispositions become established early in life. As early as age 4, the differences become pronounced. (Stott, 1978, p. 315).

As it is not possible to do individual personality study because of time factor, it was selected for group study.

The Children's Behaviour Checklist consists of 166 selected items for analysis of social behaviour of children in schools. These 166 specific behaviour descriptions finally become segregated and grouped, in terms of mutual affinity and meaning into eight factors. Each factor is interpreted in terms of the generalised meaning of its constituent items, and an identifying label is attached. These factors are tenta-
tively regarded as representing common and pervasive child's "behaviour dispositions". Each has its positive and its negative aspects. Children differ over a wide range in strength of each tendency from strong positive (high score) to strong negative (low score). The eight dispositions are listed as follows:

Factor A: Social Ascendance - lack of leadership.
Factor B: Personal responsibility - irresponsible impulsiveness.
Factor C: Introvertive self-sufficiency - need for the presence and support of others.
Factor D: Social effectiveness - social ineptitude.
Factor E: Personal attractiveness - lack of personal appeal.
Factor F: Personal security, stability - emotional instability.
Factor G: Compulsive domination - complaint, retiring (adaptability).
Factor H: Dependability - nondependability.

These names were attached to the factors in an effort to convey as clearly as possible the interpreted meaning in each case. As the names suggest, there are some rather close relations among them. For example, factor A, "social ascendance", would seem to be similar in meaning to factor D, "social effectiveness". They also proved to be statistically correlated to the extent of +.65. However, even though some factors do have meaning in common, when their constituent
items are examined side by side each is seen to have quite a different aura. There is justification for regarding them as two rather distinct behaviour dispositions (Scott, 1978, p.444).

The checklists were carefully checked according to instructions with a particular child in mind. Then by using the scoring key, a numerical score on each of the eight traits were obtained.

**Scoring**

The letter A-H on the scoring key designate the factor, or factors, for which each item was scored. The X or its absence, in the case of each item was the key to its scoring. Items on a given child's checklist were counted for the factors indicated when they were checked or not checked, according to the key. The total factor score in each case was the simple count of the items designated for that factor that agree with the key. These raw scores were converted to modified standard scores with the help of a table provided with the tool.

2(a). Questionnaire for working mothers in English and Khasi:

A questionnaire was prepared by the investigator to collect information about the child and the family. It consists of two parts, (1) personal data and (2) opinion and reaction of the family regarding mother's work outside.
The personal data includes particulars regarding the family like occupation, income and educational qualifications of the father and mother, family structure, number of children and ordinal position of the child.

Part two consists of reactions of the mother, the father and the child regarding her employment outside and the childcare arrangements.

As some working mothers were not able to follow English version of this questionnaire, it was translated to Khasi with the help of a Khasi lecturer.

2(b). Questionnaire for nonworking mothers in Khasi:

This also consists of two parts, (1) Personal data and (2) opinion and reaction of the family regarding mothers stay at home.

Personal data includes particulars of the family like educational qualifications of mother and father, occupation and income of the father, family structure, number of children and ordinal position of the child.

Part two consists of reactions of the mother, the father and the child regarding her stay at home. The questionnaire copies in English and Khasi are given in appendices Ia, Ib, Ila and llb.
3. Interview Schedule for working and nonworking mothers for indepth study:

The above questionnaire for working and nonworking mothers was modified for indepth study. The detailed interview schedule is given in the appendix V.

4. Socio-Economic Status Scale:

This Socio-Economic Status Scale was developed by Kuppuswamy (1961). The revised version of the scale (Kuppuswamy, 1981) for urban population was utilised in this study.

Socio-Economic Status (SES) refers to broad groupings of people defined essentially in terms of amount of income a family makes. Subsumed under mode of acquisition is the general esteem in which particular occupations are held. Related to occupation and also related independently to SES is the amount of formal education the family's main bread winner has acquired (Deutsch, p. 234).

As Sorokin (1947, p. 88) indicates, most theories of social class "finally reduce themselves to a compound of occupational and economic bonds plus the bond of stratification".

This scale also includes education, occupation and income of the family. But in the present study for working and nonworking mothers, educational qualification income and occupation of the mother and father were taken into account.

After calculating the total scores with the help of
scoring key of SES scale, mean and standard deviation was found. Then they were divided into 3 income groups by using Mean ± 1 standard deviation as cut off points.

Scoring key of the Socio-Economic Status Scale is given in the appendix III.

PRETESTING OF THE TOOLS OF RESEARCH

In the development of any test, pretesting is useful in helping to eliminate unclear and inappropriate questions.

As the tool "children's behaviour checklist" was prepared for American children, it was considered necessary to pretest the checklist with local children.

Twelve working mothers' children and twelve nonworking mothers' children were selected from one school. Six teachers from six classes were chosen and each teacher was asked to mark the checklists for two children from their classes. They were asked to consider each item carefully and observe the child's overall behaviour for sometime and then to check for him the items which most truly characterize him. The checklists were collected after two weeks: All the six teachers had the opinion that the items in the checklist can be marked without any difficulty. With the help of the scoring key the raw scores were calculated for all the children. Then raw scores were converted to modified scores with the help of a table provided with the tool. The results were found satis-
factory on the basis of discussion with the teachers who were put questions by the investigator regarding social aspects of the children's behaviour and personality. The questionnaires for working and nonworking mothers were also pretested with the same sample.

PROCEDURE OF DATA COLLECTION

After selecting, preparing and pretesting the tools for research, the investigator visited the schools and took permission for research from the headmistresses of the concerned schools. In most of the schools, investigator met the teachers, from nursery to class IV, in the staff room and gave a briefing regarding the purpose of the study, its aims and objectives. In some schools the investigator met the teachers one by one in their own classes and explained the purpose of the study. After briefing them, the checklists were given to 168 teachers from 28 schools to rate the children in social behaviour aspect of personality. They were asked to consider carefully the child's overall behaviour over a period of time and to check for him only those items which most truly characterized him. Each selected teacher was given 3 checklists to mark 3 children from their own classes. They were given 3 weeks time, roughly a week for each child.

After giving the checklists to teachers, the investigator met the children who are in the sample. After a brief casual talk with each child, class I to class IV children
were asked to take working mother's and nonworking mother's questionnaire to their homes and to get them filled by their mothers. In the case of nursery and K.G. class children the investigator sent questionnaires through parents or relatives of the children, where possible, when they came to take their children in the afternoons. After explaining the procedure and details briefly, the questionnaires were given to them. They were requested to fill in their particulars and to give frank opinions. A week's time was given to them to fill in the questionnaire at home in their free time, after which they were requested to submit the questionnaires to the concerned teacher. The questionnaires and checklists were collected by the investigator, after an interval of 3 weeks. The questions pertaining to SES was also included in the questionnaire itself in Part I under personal data.

Investigator was not able to collect some of the questionnaires and checklists which were given to parents and teachers respectively. The total number of questionnaires and checklists collected back were 432, out of which 216 were for working mothers children and 216 for nonworking mothers children.

For the indepth study, 3 working and 3 nonworking mothers with children of the three specified age groups, i.e. 4-5, 6-8 and 9-10 years were selected by random method. The responses of working and nonworking mothers were recorded by the investigator herself.
ANALYSIS OF DATA

After getting modified standard scores for all the 8 factors, children were grouped into 7 variables according to the sex of the child, type of the family, age of the child, age of the mother, SES of the family, ordinal position of the child and number of children in the family.

A programme was made to analyse the data by computer. Mean and standard deviation were calculated for all the variables. To compare the different groups 't' was calculated and the significance of mean differences were compared.

After collecting the responses of working and nonworking mothers of Khasi children to the items in the questionnaire the percentages were calculated under 18 main headings. Working and nonworking mothers' responses were compared with the percentages obtained. A similar procedure was adopted to analyse data collected with the help of the interview schedule.