APPENDIX 1

SYNOPSIS

Ph. D. (PSYCHOLOGY) DEGREE EXAMINATION

1. TOPIC OF RESEARCH : THE STUDY OF BEHAVIORAL PROBLEMS IN MENTALLY RETARDED CHILDREN IN RELATION TO FAMILY ENVIRONMENT

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3. RESEARCH GUIDE : DR. (MRS.) KUSUM DAMLE

4. CENTRE OF STUDY : S.N.D.T., BOMBAY

5. DATE : 30TH JULY, 1993
CHAPTER I
INTRODUCTION

Concept of Mental Retardation

Mental Retardation is a very old concept. It is one of the most well known social problem. This concept refers to subnormal intellectual functioning, which originates during the developmental period.

Mental Retardation has been designated by various terms and is defined in many ways, though in general it stands for a subnormal intelligence and a reduced capacity for learning. M.R. is not a unitary problem arising from a single cause but it is multiphasic problem. The mentally retarded children are not only intellectually deficient but they also fail to reach normal development. They are socially inadequate, and occupationally incompetent.

Mental Retardation as defined by American Association on Mental Deficiency and DSM III is "significantly subaverage general intellectual functioning, resulting in, or associated with deficits of impairments in adaptive behavior with onset before age of 18". This has also been accepted by W.H.O. This definition is most widely used and accepted.

Mental retardation is not a single disease entity but a set of symptoms developing from many etiological factors
like brain injury, at the time of birth or during the prenatal period, or defective gene contribution. In short, causes of M.R. can be due to genetic or environmental factors.

Types of Mental Retardation

There are several types of M.R. such as

1. Borderline Intellectual functioning
   IQ. range 85-70. This category falls into the educable group, but they need special attention.

2. Mild Mental Retardation
   IQ. range 69-54. This group is often referred as a needing special schools.

3. Moderate Mental Retardation
   IQ. range 53-40. This group is considered as trainable, able to learn simple daily skills.

4. Severe Mental Retardation
   IQ. range 39-25. This group is considered as specially subnormal group.

5. Profound Mental Retardation
   IQ. range below 25. This group is considered as totally dependent.
Behavior Problems

The presence of behavior problems in M.R. acts as a serious barrier to their academic performance, personal development adjustment, in the community settings.

Behavior problem occur in mentally retarded children, for most of the same reasons they occur in normal child. The retarded, because of their deficiency and inadequacies are subject to more stresses, frustration, conflicts and emotional disturbances. Therefore, they are liable to develop more behavior problems.

Sometimes the unwanted or disliked retarded child in the family may be rejected in many ways. This rejection tends to be reflected as hostility in the behavior of such a child. This is then expressed in responses such as aggressive, destruction, negativism and disobedience. Because of all these factors the personality development of the retarded can be influenced by parents or by individuals close to him.

Historical Perspective

The gradual shift from the age of darkness to the age of light and hope has also been observed in the case of mental retardation. The movement started with the recognition of the problem and an attempt to define mental retardation in the 16th century (1534) by Fitzherbernt. This was followed by the establishment of the first three state institution for the mentally deficient at Massachusetts, New
York and Pennsylvania. Various Schools for retarded children were opened. The primary effort being made by Seguin in 1837 in Paris. At this stage a need for measurement of mental retardation resulted in the development of intelligence test in the period 1900-1950.

In 1904 Binet, with the help of Simon, developed a test to identify M.R. children. In 1905 Binet published his conclusions in an article in a Psychological journal on the necessity of establishing a 'Scientific Diagnosis of Inferior State of Intelligence' the test made the measurement and detection of M.R. more accurate and its use stimulated important movements in planning more effectively for education and rehabilitation of these children.

In India the first pioneering work in this field was started in Bombay city followed by other states. An Indian Association on Mental Retardation was formed in 1965 at Chandigarh and the first all India conference on M.R. in 1966. The first school to provide special education was established at Bombay in 1944.

Indian adaptation of the Stanford Binet Scale was done by Dr. V. V. Kamat (1937). Some of the sub tests and items that were not suitable for Indian children were modified according to Indian Standards.

The early part of the twentieth century saw various steps being taken towards the rehabilitation of the M.R. Special schools and Special institutes were established for
the care and training of the M.R. More desirable changes in attitudes toward mentally retarded were made possible because the development of intelligence tests gave a more correct picture of the mentally retarded and suggested possibilities of training and rehabilitation.

CHAPTER II
LITERATURE REVIEW

This chapter reviews relevant foreign and Indian literature in order to get an idea of the behavioral problems, other associated problems and their possible causative factors in M.R. The methodology used in this studies, their results and conclusions were studied and described. It was observed that the information available on the behavior problems among the M.R. in relation to family environment was very limited and none of the past studies had the content, methodology and scope of as the present study especially in India.

The literature reviewed can be classified under the following headings.

1. General behavior problems / behavior disorders
   (1) Hyperactivity with and without conduct disorder.
   (2) Aggressive conduct disorder.

   The most common behavior problems observed in this section were hyperactivity, aggression, conduct disorder, social withdrawl, anti social behavior, anxiety disorder.
2. Behavior problems in M.R.

In this section, the various studies showed that hyperactivity, impulsivity, stereotypy, inattentiveness, aggression and distractability were most common behavior problems in M.R.


The causes of behavior problem that were found in this section are: (i) genetic (ii) abnormal birth and brain damage (iii) parental attitudes, broken homes (iv) environmental factors and (v) neurophysiological factor.

CHAPTER III
METHODOLOGY

This chapter describes in detail the statement of problem, objectives, hypotheses, description and selection of tools, selection of sample size and the procedures that followed for the preliminary and final study.

Statement of the problem

This study intends to explore behavioral problems of the borderline and mild mentally retarded children, and also to investigate the relationship existing between the family environment and behavioral problem in children.

This study proposes to explore the behavioral problems in mentally retarded children between the IQ. range of 54 to
85 and the age group of 6 to 12 years. Some of the causative factors such as (i) parental attitudes, (ii) home environment, (iii) parent child relationship with particular reference to M.R child will also be studied.

This research thus makes an attempt to explore and observe the relationship between the behavior problems and family environment. More specifically it will investigate behavioral problems such as, Attention Deficit Disorder (ADD), Conduct Disorder (CD), Irritability, hostility, stereotypy, Passivity and disorientation. These disorder will be intensively and comparatively studied.

The present study will also make a comparison between behavior problems as found in M.R. and normal children and would try to see the differences that exist between these two groups with respect to behavior problems.

Objectives

1. To explore general behavioral problems in borderline and mild, mentally retarded children.

2. To compare the behavior problems in mentally retarded children with those in normal children.

3. To investigate possible causative factors of behavior problems related to home environment.
4. To determine the relationship between parent and child as one of the possible causative factor of behavior problem.

5. To find out sex differences on severity of behavior problems in mentally retarded children.

Hypothesis

The hypotheses that follow, from above objectives are as follows

1. There will be many behavior problems in mentally retarded children.

2. There will be significantly more behavior problem in mentally retarded children as compared to normal children.

3. Home environment will be one of the important causative factor of behavior problem in children.

4. Parent child relationship will be significant causative factor of behavior problem in children.

5. There will not be any sex differences on severity of behavior problem in mentally retarded children.

Sample

A group of 200 M.R. children for intensive study and for comparison 30 normal children were used. These were
selected from the various institutions, special schools and schools for the normal children from the city of Bombay.

Tools used for the study

1. Kamath Intelligence Scale for Indian Children

   The Kamath Intelligence Scale is the Indian adaptation of the Stanford Binet Scale (1937 version) by Dr. V. V. Kamath and was first published in 1940. This scale is most widely used in India.

2. Seguin Form Board

   The Seguin Form Board test is one of the earliest performance test. This test assesses the IQ. of children below 11 years of age and also mentally retarded adults. It is generally suitable for mental ages between 3 to 10 years.

3. Vineland Social Maturity Scale

   This scale was the first scale to measure adaptive behavior. This was developed by Doll, E. (1953). The content is related to specific areas of social adjustment rather than intellectual performance. This scale is also useful in distinguishing mental retardation with social incompetence and mental retardation without social incompetence.

4. Behavior Problem Questionnaire.

   This questionnaire was specially designed by the investigator with the help of DSM III and other checklists. This was scrutinized by five psychologists. The following behavior problems were explored, (I) Attention Deficit Disorder (ADD) covers (A) Inattentiveness, (B) Impulsivity,

5. Family Environment Scale


6. Parent Child Relationship Scale

This scale was developed by H. C. Sharma and Dr. N. S. Chauhan (1979). There are eight dichotomous dimensions, each consist of story in Hindi.

1. Rejection V/s. Acceptance
2. Carelessness V/s. Over=protection
3. Negligence V/s. Over indulgence
4. Strong realism V/s. Utopian expectation
5. Lenient Standards V/s. Severe morality
6. Total freedom V/s. Severe discipline
7. Marital conflict V/s. Marital adjustment
8. Faulty role expectation V/s. Realistic role expectation
CHAPTER IV
RESULT & DISCUSSION

This chapter is divided into two sections. Section 1 presents the description and statistical analysis of the data. The statistical techniques used were as follows.

(i) Descriptive Statistics: The Means and SD were calculated and it indicates that means of M.R. groups were found to be higher than the normal group, specifically on variables of BPQ.

(ii) t-test: The t-test was used to find out significant difference between the means.

(iii) Correlation: This was calculated to find out the association between the variables of each scales and within scales.

(iv) Chi-square: This was calculated to see whether the categorization of the sample has any association with the categorization of the specific variable.

In section 2, the findings of the research study are discussed and also compared with the previous studies, based on the objectives and hypothesis.

Discussion

(1) A significant difference was found on all the variables of the Behavior Problem Questionnaire. M.R. group
showed more behavior problems as compared to normal group.

(2) A significant difference was found on relationship dimension and personal growth dimension of Family Environment Scale. The families of normal group were found to be more cohesive, expressive, less conflicting, more achievement oriented and intellectual cultural oriented than the families of M.R. group.

(3) On the Rejection / Acceptance, Negligence / Over indulgence and Marital conflict / Marital adjustment dimensions, the parents of M.R. group showed 15% rejection, 42.5% negligence and 22.5% marital conflict, whereas parents of normal group showed 100% acceptance and 100% marital adjustment.

CHAPTER V
SUMMARY & CONCLUSION

This chapter, being the last, consists of summary and conclusions derived from the present study. At the end incorporates suggestions for the further research indicating the importance of the topic concerned.

To conclude, it can be said that the M.R. children showed behavioral problems which were significantly more as compared to normal children. The dimensions of family environment such as Relationship Dimension and Personal growth dimension showed significant difference between the M.R. group and the Normal group. Factors contributing to parent child relationship such as rejection or acceptance,
negligence by the parents and marital conflict or marital adjustment of parents seems to be related to behavior problem in M.R. children.

The parents perceived more behavior problem among their children then the teachers, on parents rating BPQ boys were found to be more impulsive than the girls whereas on teachers rating, boys were found to be more hyperactive and aggressive.

Suggestions for further research

(1) A comparative study could be carried out to find out whether school environment or home environment as contributing factors in causing behavior problems among the M.R. children.

(2) Socio economic status and parent's literacy level could be related to overall development of the M.R. individual.

(3) By means of behavior modification therapy the effects of behavior problem on academic performance of the M.R. child could be reduced.

At the end of the Synopsis, Behavior Problem Questionnaire, Family Environment Scale, Parent Child Relationship Scale and the Bibliography are annexed.
APPENDIX 2

BEHAVIOR PROBLEM QUESTIONNAIRE

NAME : 
AGE : 
SEX : M / F

Always	Sometimes	Rare/	Not at all

I. Attention Deficit Disorder

A. Inattentiveness

The child ----

(1) often fails to finish things he or she starts
(2) often does not seem to listen or does not pay attention to the instruction
(3) is easily distracted by other things or persons
(4) has difficulty concentrating on school work or other task requiring sustained attention
(5) has difficulty sticking to a play activity

B. Impulsivity

(1) often acts before thinking
(2) shifts excessively from one activity to another
(3) has difficulty in organizing work
(4) needs a lot of supervision
(5) has difficulty awaiting turn in games or group situation

C. Hyperactivity

(1) runs about or climbs on things excessively
(2) has difficulty sitting still or fidgets excessively
(3) has difficulty staying seated
(4) moves about excessively during sleep
(5) is always "on the go" or acts on if "driven by motor"

II. Conduct Disorder

A. Socialization

(1) has one or more peer group friendships that have lasted over months.

(2) extends himself or herself for others even no immediate advantage is likely

(3) apparently feels guilt or remorse when such a reaction is appropriate (not just when caught or in difficulty)

(4) avoids blaming or informing on companions

(5) shows concern for the welfare of friends or companion

B. Non Aggression (Passive)

(1) chronic violations of a variety of important rules at home or at school.

(2) repeated running away from home or school overnight

(3) persistent serious lying in & out of the home

(4) stealing not involving confrontation with a victim

(5) Non co-operation in either home or school

C. Aggression (active)

(1) gets into numerous fights with other children

(2) disobeys elders

(3) deliberately hurts himself herself (bites, scratches, etc.)

(4) purposely hurts others (kicks, pushes etc.)

(5) steals objects from others
III. Irritability
(1) cry or scream inappropriately
(2) lose temper on & off
(3) stamp feet, bang object or slam door
(4) throws tamper tantrums
(5) break toys, tear books

IV. Hostility
(1) use others for getting what they want
(2) avoid certain persons
(3) unco-operative
(4) angrily shouts at others
(5) shows annoyances on minor things

V. Stereotypy
(1) shows repetitive actions
(2) shows repetitive head movements
(3) keeps on arm flapping
(4) rocks body back & forth
(5) shows stereotype verbal behavior (singing)

VI. Passivity
(1) actions are slow while doing any activity
(2) sit or stand in one position for a long time
(3) do nothing but sit & watch others
(4) gets tired easily
(5) responses are delayed.

VII. Disorientation
(1) speaks irrelevantly
(2) unaware of surroundings
(3) does not know what he/she really want
(4) unable to know the day of week
(5) does not tell time correctly
APPENDIX 3

FAMILY ENVIRONMENT SCALE
FORM R

RUDOLF H. MOOS

INSTRUCTIONS

There are 90 statements in this booklet. They are statements about families. You are to decide which of these statements are true of your family and which are false. Make all your marks on the separate answer sheets. If you think the statement is True or mostly True of your family, make an X in the box labeled T (true). If you think the statement is False or mostly False of your family, make an X in the box labeled F (false).

You may feel that some of the statements are true for some family members and false for others. Mark T if the statement is true for most members. Mark F if the statement is false for most members. If the members are evenly divided, decide what is the stronger overall impression and answer accordingly.

Remember, we would like to know what your family seems like to you. So do not try to figure out how other members see your family, but do give us your general impression of your family for each statement.

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577 College Ave., Palo Alto, California 94306

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1. Family members really help and support one another.
2. Family members often keep their feelings to themselves.
3. We fight a lot in our family.
4. We don't do things on our own very often in our family.
5. We feel it is important to be the best at whatever you do.
6. We often talk about political and social problems.
7. We spend most weekends and evenings at home.
8. Family members attend church, synagogue, or Sunday School fairly often.
9. Activities in our family are pretty carefully planned.
10. Family members are rarely ordered around.
11. We often seem to be killing time at home.
12. We say anything we want to around home.
13. Family members rarely become openly angry.
14. In our family, we are strongly encouraged to be independent.
15. Getting ahead in life is very important in our family.
16. We rarely go to lectures, plays or concerts.
17. Friends often come over for dinner or to visit.
18. We don't say prayers in our family.
19. We are generally very neat and orderly.
20. There are very few rules to follow in our family.
21. We put a lot of energy into what we do at home.
22. It's hard to "blow off steam" at home without upsetting somebody.
23. Family members sometimes get so angry they throw things.
24. We think things out for ourselves in our family.
25. How much money a person makes is not very important to us.
26. Learning about new and different things is very important in our family.
27. Nobody in our family is active in sports, Little League, bowling, etc.
28. We often talk about the religious meaning of Christmas, Passover, or other holidays.
29. It's often hard to find things when you need them in our household.
30. There is one family member who makes most of the decisions.
31. There is a feeling of togetherness in our family.
32. We tell each other about our personal problems.
33. Family members hardly ever lose their tempers.
34. We come and go as we want to in our family.
35. We believe in competition and "may the best man win."
36. We are not that interested in cultural activities.
37. We often go to movies, sports events, camping, etc.
38. We don't believe in heaven or hell.
39. Being on time is very important in our family.
40. There are set ways of doing things at home.
41. We rarely volunteer when something has to be done at home.
42. If we feel like doing something on the spur of the moment we often just pick up and go.
43. Family members often criticize each other.
44. There is very little privacy in our family.
45. We always strive to do things just a little better the next time.
46. We rarely have intellectual discussions.
47. Everyone in our family has a hobby or two.
48. Family members have strict ideas about what is right and wrong.
49. People change their minds often in our family.
50. There is a strong emphasis on following rules in our family.
51. Family members really back each other up.
52. Someone usually gets upset if you complain in our family.
53. Family members sometimes hit each other.
54. Family members almost always rely on themselves when a problem comes up.
55. Family members rarely worry about job promotions, school grades, etc.
56. Someone in our family plays a musical instrument.
57. Family members are not very involved in recreational activities outside work or school.
58. We believe there are some things you just have to take on faith.
59. Family members make sure their rooms are neat.
60. Everyone has an equal say in family decisions.
61. There is very little group spirit in our family.
62. Money and paying bills is openly talked about in our family.
63. If there's a disagreement in our family, we try hard to smooth things over and keep the peace.
64. Family members strongly encourage each other to stand up for their rights.
65. In our family, we don't try that hard to succeed.
66. Family members often go to the library.
67. Family members sometimes attend courses or take lessons for some hobby or interest (outside of school).
In our family each person has different ideas about what is right and wrong.

Each person’s duties are clearly defined in our family.

We can do whatever we want to in our family.

We really get along well with each other.

We are usually careful about what we say to each other.

Family members often try to one-up or out-do each other.

It’s hard to be by yourself without hurting someone’s feelings in our household.

“Work before play” is the rule in our family.

Watching T.V. is more important than reading in our family.

Family members go out a lot.

The Bible is a very important book in our home.

Money is not handled very carefully in our family.

Rules are pretty inflexible in our household.

There is plenty of time and attention for everyone in our family.

There are a lot of spontaneous discussions in our family.

In our family, we believe you don’t ever get anywhere by raising your voice.

We are not really encouraged to speak up for ourselves in our family.

Family members are often compared with others as to how well they are doing at work or school.

Family members really like music, art and literature.

Our main form of entertainment is watching T.V. or... ... listening to the radio.

Family members believe that if you sin you will be punished.

Dishes are usually done immediately after eating.

You can’t get away with much in our family.
The scoring of FES is as follow

The Relationship Dimensions

The first three indices measured by the FES are the Relationship Dimensions, which assess how involved people are in their family and how openly they express both positive and negative feelings.

Cohesion (COH):

\[0, 1, 2, 3, 4, 5, 6, 7, 8, 9\]

- considerably below avg.
- well below avg.
- avg.
- above avg.
- well considerably above avg.

Expressiveness (EXP):

\[0, 1, 2, 3, 4, 5, 6, 7, 8, 9\]

- considerably below avg.
- well below avg.
- avg.
- above avg.
- well cons.
- above cons.

Conflict (CONF):

\[0, 1, 2, 3, 4, 5, 6, 7, 8, 9\]

- considerably below avg.
- well below avg.
- avg.
- above avg.
- well cons.
- above cons.

Personal Growth Dimensions -

The Personal Growth or Goal Orientation, subscales make up another set of FES dimensions. This set focuses on the family's goals by tapping the major ways in which a family encourages on inhibits Personal Growth.
Independence (IND) :

0 . 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9

|__________| ! |__| |__| |__| ! |

considerably Well below above well cons. below avg. below avg. avg. above above avg.

Achievement Orientation (AO) :

0 . 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9

|__________| ! |__| |__| |__| ! |

considerably well below avg. above well cons. below avg. below avg. avg. above above avg.

Intellectual - cultural Orientation (ICO) :

0 . 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9

|__________| ! |__| |__| |__| ! |

considerably well below avg. above well cons. below avg. below avg. avg. above above avg.

Active - Recreational Orientation (ARO) :

0 . 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9

|__________| ! |__| |__| |__| ! |

considerably well below avg. above well cons. above below avg. below avg. avg. above avg.

Moral - Religious Emphasis (MRE) :

0 . 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9

|__________| ! |__| |__| |__| ! |

considerably well below avg. above well considerably below below avg. avg. above above avg.

System Maintenance Dimension :

The System Maintenance Dimensions, the last set of dimensions measured by the FES, assess the family's emphasis
on clear organization, structure, rules, and procedures in running family life. There are two subscales in this set:
Organization and Control.

Organization (ORG):-

\[
\begin{array}{cccccccc}
0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\
\hline
\text{considerably} & \text{well} & \text{below avg.} & \text{avg.} & \text{above well} & \text{considerably} & \text{below avg.} & \text{avg.} & \text{above} & \text{above avg.}
\end{array}
\]

Control (CONT)

\[
\begin{array}{cccccccc}
0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\
\hline
\text{considerably} & \text{well} & \text{below avg.} & \text{avg.} & \text{above well} & \text{considerably} & \text{below avg.} & \text{avg.} & \text{above} & \text{above avg.}
\end{array}
\]

In order to facilitate scoring and statistical analysis following modification was made in FES.

1. Relationship dimension

Cohesion (COH)

\[
\begin{array}{cccc}
5 & 6 & 7 & 8 \\
\hline
\text{below avg.} & \text{avg.} & \text{above avg.}
\end{array}
\]

Expressiveness (EXP)

\[
\begin{array}{cccc}
4 & 5 & 6 & 7 \\
\hline
\text{below avg.} & \text{avg.} & \text{above avg.}
\end{array}
\]
Conflict (CONF)

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<th>3</th>
<th>4</th>
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below avg. avg. above avg.

Total score of Relationship Dimension was made to find out the overall percentage of main Dimension same as made for other two Dimensions viz. Personal Growth Dimension and System Maintenance Dimension. Average Score of each domain and category has selected and summed up for total score of Dimensions.

Relationship Dimension (Total Score) :-

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<th>11</th>
<th>19</th>
<th>20</th>
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below avg. avg. above avg.

Personal Growth Dimension :-

Independence (IND) :-

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<th>7</th>
<th>8</th>
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below avg. avg. above avg.

Achievement Orientation (AO)

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below avg. avg. above avg.
Intellectual - Cultural Orientation (ICO) :-

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below avg.  avg.  above avg.

Active - Recreational Orientation (ARO) :-

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Moral - Religious Emphasis (MRE) :-

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below avg.  avg.  above avg.

Personal - Growth Dimension (total score)

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<th>20</th>
<th>29</th>
<th>30</th>
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below avg.  avg.  above avg.

System Maintenance Dimension :-

Organization (ORG) :-

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below avg.  avg.  above avg.

Control (CONT) :-

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<th>6</th>
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below avg.  avg.  above avg.
System Maintenance Dimension

7 8 11 12

below avg., avg., above avg.

Reliability - The internal consistencies are all in an acceptable range. The test-retest reliabilities are all in acceptable range varying from a low of .68 for independence to a high of .86 for cohesion.
निदेश

1. यहूदी पर कुछ परिस्थितियों का वर्णन है।
2. प्रत्येक परिस्थिति-वक्तव्य के प्रति मजबूत के व्यवहार के सम्बन्धित है।
3. प्रत्येक व्यवहार के दो पक्ष हैं।
4. किसी सीढ़ी पर जब बच्चों पश्चिम को रखा जाता है तो एक पक्ष सीढ़ी पर सबसे नीचे होता है बीच
   हुए समय सीढ़ी पर सबसे ऊपर।
5. बालकों पहुँच करता है कि दो ही अवधि परिस्थिति के दोनों पश्चिम को समर्पित और तय करें कि बच्चों के
   प्रति अपने व्यवहार को (जैसा कि प्रत्येक परिस्थिति में दिया है) सीढ़ी पर बच्चों पश्चिम के बीच
   कहीं रखते हैं।
6. सीढ़ी में बूढ़ा (जुलू) से दस तक पायदात से।

7. अध्यापक किस समय पायदान पर है तय करें।
8. अध्यापिका के प्राप्त का विचार है और परिस्थिति संस्कार के परिस्थिति के सामने

9. अध्यापक के परिस्थिति के लिए विशेष व्यवहार बालकों में ही अध्यापक के प्राप्त के प्रयोग के लिए संस्कार
    को संस्कार (संस्करण) के रूप में भरता है।
10. सप्ताह, साल, समय में कोई बालक ना बालक हो तो क्या प्रयोग किया लिखते हैं।
11. प्राप्त के प्राप्त विभा अन्य उच्चार-अभ्यास प्रयोग-करने हैं।
रमेश और उसकी पत्नी बीताने वाले दोनों को ही अपने बच्चों से प्यार नहीं था, बल्कि नफरत थी। वे बच्चों को अपने उन्नत बेड़े का बोल समझते थे। लुप्त उनके हुराए। इससे संबंधित रहते, उनकी कामयाबी निकालते रहते, उनसे गुसाया रहते और उनकी और कोई ध्यान नहीं देते थे।

दूसरी ओर गोपाल और राधा अपने बच्चों के बहुत प्यार करते थे। उन्हें भयावह की देन समझते थे। कभी किसी से उनका हुराए न रहते और उनकी प्रयास का बात का ध्यान रखते थे।

यदि बच्चों के प्रति नफरत से प्यार के प्रभाव को एक सीढ़ी पर रखा जाए, तो रमेश और उसकी पत्नी बीताने वाले सीढ़ी पर सबसे नीचे ओर गोपाल और राधा सीढ़ी पर सबसे ऊपर आते हैं।

आप अपने व्यवहार को सीखें और तय करें कि आप बच्चों के प्रति अपने व्यवहार को सीखे के किस प्रावधान पर रखते हैं?

्परिस्थिति संख्या दो [२]
(CRLN v/s OPTCT)

रमेश और उसकी पत्नी बीताने वाले अपने बच्चों के प्रति बेहद लापरवाह होते थे। वे उनके बालकों में पहचानने बाध्य थे कि कोई विनय नहीं रखते थे। यदि बच्चों के बीमार होने पर भी उनकी देखभाल में, बच्चों की लापरवाही करते थे। वे कहते रहते हैं कि वह बचते हैं या करते हैं? इस बारे में उन्हें कहीं दिलचस्पी नहीं थी।

दूसरी ओर गोपाल और उसका पत्नी राधा बच्चों पर हर समय निगरानी रखते थे। उन्हें कोई भी कार्य न करने देते थे। उन्हें कोई कुछ ही न बताए दिखाए, यदि बच्चों को घर से बाहर रखने का विचार नहीं था। वहाँ से हटाए बच्चा ही रहता है। यदि बच्चों को पहराए थे तो उन्हें साथ मनाने का सही होता है। वहाँ उनकी फिर से लापरवाही करते थे।

यदि बच्चों के प्रति लापरवाही से कही सुरक्षा के व्यवहार को एक सीढ़ी पर रखा जाए तो रमेश और उसकी पत्नी बीताने वाले सीढ़ी पर सबसे नीचे ओर गोपाल और उसकी पत्नी राधा सीढ़ी पर सबसे ऊपर आते हैं।

आप अपने व्यवहार को सीखें और तय करें कि बच्चों के प्रति लापरवाही से कही सुरक्षा की सीढ़ी पर आपका स्थान कही है, आप किस प्रावधान पर हैं?
परिस्थिति संख्या तीन [३]
( NGLC वि/स OIND )

रेखा और उसकी पत्नी शाला बच्चों का आर कोई ध्यान नहीं देते थे। उनके किसी कार्य में कोई सहयोग नहीं करते थे। बच्चे रो रोकर थक जाते थे। पर वे उनकी अस्तित्व भी बात को चाहे ठीक ही अच्छा गलत, नहीं मानते थे।

इसी रोगोल और उसके पत्नी राधा बच्चों की जरा सी बात को हुरस्त पूरा करने को तयार रहते थे। अन्य बच्चे की बात गलत ही कायम न हो वे उनका हर माग गूढ़ी कर देते थे और प्रसन्न होते थे। बचायू वे उनका जरा सी विषद के आगे शुरु जाते थे।

बच्चों की इच्छाओं को पूरा ना करने और इच्छाओं पूरा करने के व्यवहार को एक सीढ़ी पर रख ले सबसे नीचे का पार्थिव पर रेखा और उसका पत्नी शाला है और सबसे ऊपर के पार्थिव पर गोपाल और राधा।

आप अपने बच्चों को इच्छाओं को पूरा न करने और बहुत अधिक पूरा करने के बीच कहूँ रखते हैं? बचायू बच्चों को जिद के आगे कहूँ तक चुकते हैं? सोचें और अपने लिए सीढ़ी पर स्थान बताये।

परिस्थिति संख्या चार [२]
( STRL वि/स UPECT )

रेखा और उसकी पत्नी शाला अपने बच्चों को योग्यता एवं श्रमक के बारे में जानते थे। इसीलिए वे किसी भी कार्य को किसा तरह करते थे। कृत्य में कितने नमक के थे। बच्चे की भी बात होती है इस पर कोई टीका दिया जाता नहीं करते थे। बच्चे लिए योग्य है। उसी सीमा तक वे कार्य कर सकते हैं ऐसा उनका बिचार था। इसलिए वे बच्चों के कार्यों में सन्न्यास रहते थे।

परसु हृदय और गोपाल और उसकी पत्नी राधा बच्चों के किसी भी कार्य से सन्न्यास नहीं होते थे। वे चाहते थे कि बच्चे को भी कार्य करें वह सबसे अच्छा हो। इसलिए वे कभी बच्चों को प्रशंसा भी नहीं करते थे और उनके द्वारा किए कार्य में कमी निबंधित हुए। उसे और भी अच्छा कर सकने का दिश्यात्मा करते थे बच्चे उस योग्य हीं अच्छा न हो। अपने बच्चों को वे प्रयोग कार्य में सर्वोत्तम देखना चाहते थे।

बच्चों के सही कार्यों से सन्न्यास रहते और उनको सर्वोत्तम देखने का इच्छा को यदि सीढ़ी पर रखा जाए तो सबसे नीचे रेखा एवं उसका पत्नी शाला है तो सबसे ऊपर गोपाल एवं उसका पत्नी राधा।

आप अपने बच्चों के कार्यों को सर्वोत्तम देखने का इच्छा को सीढ़ी पर कोन-सा स्थान देते हैं? सोचें और तय करें।
परिस्थिति संख्या पाँच [५]

( LNST v/s SEMOR )

रमेश और उसकी पत्नी श्रीला बच्चों का छोटा-छोटा गलतियों पर कोई ध्यान नहीं देते थे। बच्चों
गलतियाँ करते ही रहते हैं ऐसा उनका विचार था। बच्चों की गलतियों को वे पाप या अनेक फटकार नहीं
समझते थे।

दूसरी ओर गोपाल और उसकी पत्नी राधा अपने बच्चों की जरा-जरा सी गलतियों को भी बहुत
मुश्किल लेने लगते थे। वे उन्हें हमेशा निरंतर जोर देते रहते थे। आज के जमाने में बहुत से फायर
de हैं जो बच्चों ही पढ़ते हैं। परन्तु उनका निर्देशन में वे पाप थे। बच्चों के ताल के बेल को भी वे पाप समझते
थे। बच्चों को इसलिए आदर्शवादी देखना चाहते थे कि कोई ही नहीं सकता।

यदि बच्चों के व्यवहारों के प्रति निरंतर प्रतिक्रिया की गरीबी पर रखा जाये तो सबसे नीचे रमेश
और उसकी पत्नी श्रीला है और सबसे ऊपर गोपाल एवं राधा।

आपने अपने बच्चों के सामने जो नीतिक विचार रखें हैं उन्हें आप सोही पर कौन सा स्थान देते हैं?

परिस्थिति संख्या छ: [६]

( TOFE v/s SEDIS )

रमेश और उसकी पत्नी श्रीला ने अपने बच्चों को पूरी स्वतंत्रता दे रक्ती थे। उन्हें किती भी
बात पर रोकने टोकने नहीं थे। शायद ही कभी बच्चों की गलतियों पर डाटेद-फटारते अपनवा दिया
देते थे।

दूसरी ओर गोपाल और उसकी पत्नी राधा अपने बच्चों को कड़े निर्देशन में रखकर थे। उन्हें किती
भी काम की बात पर पूछे न करने देते। हमेशा डाटे फटारते रहते थे। जरा सी गलती पर कड़ा दिया
देते थे। वर्षों उनका कद़ा अनुशासन था।

यदि बच्चों की स्वतंत्रता से कड़े अनुशासन के व्यवहार को एक सीड़ी पर रखे तो सबसे नीचे रमेश
और उसकी पत्नी श्रीला है तो सबसे ऊपर गोपाल एवं राधा।

आप अपने व्यवहार को सोही और तय करें कि बच्चों को स्वतंत्रता और कड़े अनुशासन की
सोही पर वापस अपने आपको कड़े रखने हैं?
परिस्थिति संख्या सात [७]
(MCON /s MADJ)

रमेश और उसकी पत्नी की दायपर्य जीवन सुखी न था। उन्हें हमेशा लड़ाई घड़ी होती रहती थी। दोनों के बीच एक असली सा था। बच्चे भी उनके अपनी वातावरण को देखते।

दूसरी ओर गोपाल और उसकी पत्नी राधा में बेहद प्रम मथा। शायद ही कभी उनमें लड़ाई-सागर हुआ हो। दोनों ही अपने वातावरण जीवन में पूरी तरह समृद्ध थे। कभी कोई विवाह भी होता तो वे उसे बर्बाद लाने चुपचाप अलगे में बैठकर तम कर लेते। बच्चों की किसी भी अवस्था को अहसास तक न होते देते।

वातावरण समायोजन को यदि सीधी पर रखते तो सबसे नोच रमेश और शीला है। अन्य सबसे ऊपर गोपाल एवं राधा।

आप अपने वातावरण समायोजन को सीधी पर कहाँ रखते हैं? सोचें और तय करें।

परिस्थिति संख्या आठ [८]
(FAROEX /s REROEX)

रमेश और उसकी पत्नी की दायपर्य सूचना को नतीजे सूचना, रीति-रिवाजों अधिक कोई परताल नहीं थी। वे ईमानदार, सत्य बादल को कोई महत्व न देते। मानसिक रूप से भी वे स्वस्त नहीं थे। वे चुरा से चुरा कामों को कर डालते। इसका उनके बच्चों पर भी चुरा असर पड़ता था। वे भी बंद ही करते।

दूसरी ओर गोपाल और उसकी पत्नी राधा का रहन-सहन का तरीका काफी स्वाध्या था। वे नतीजा सूचना में ईमानदार, सत्य बादल को अपने जीवन में महत्वपूर्ण रूप से देते थे। रमेश चुराई बादल से ख्यात तरह रखते थे। मानसिक रूप से भी वे बहुत सुखद बच्चारों के से। बच्चे उनसे अच्छाई की सीख सेते थे।

माता-पिता के बुरे और अच्छे व्यवहार के प्रसार को एक सीधी पर रखते हैं। सबसे नीचे रमेश एवं शीला हैं। तो सबसे ऊपर गोपाल एवं राधा।

आप अपने व्यवहार को क्या समझते हैं? ऐसा की बच्चों पर बुरा असर डालता है अथवा को बच्चों के लिए अनुक्रमणीय है? सोचें और तय करें कि आप इस बीच में कहाँ हैं?
Reliability

The test-retest reliability of the scale calculated on the basis of scores obtained from a sample of 200 hundred parents are as follows:

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<td>Over protection</td>
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<td>3. Negligence</td>
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<td>Over-indulgence</td>
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<td>4. Strong realism</td>
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<td>Utopian expectation</td>
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<td>5. Lenient standards</td>
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<td>Severe moralism</td>
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<td>6. Total freedom</td>
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<td>Severe discipline</td>
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<td>7. Marital conflict</td>
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<td>Marital adjustment</td>
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<td>8. Faulty role</td>
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