CHAPTER II

METHODOLOGY
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Research Design:

The study of child development in a particular socio-cultural setting demands to find out a suitable research tool which could be used to measure social development. There are a number of tests available to measure child development. These tests could not be used for the present study because of two reasons: Firstly, these tests measure child development in terms of intelligence, personality, and performance, and hardly any test can be applied to measure development of the children in terms of social development; and secondly, these tests cannot be applied in different socio-cultural set up because of inherent problems (Anastasi, 1976).

To overcome this difficulty Doll (1963) developed a schedule which is known as Vineland Social Maturity Scale. It has been adapted to suit in Indian conditions by Malin (1968). Items included in this relate to areas, such as, general self-help, self-help in eating, self-help in dressing, self-direction, occupation, locomotion, communication, and socialization, which are considered to measure social maturity in terms of social age. Entire scale consists of
117 items grouped into year levels. It is concerned with the individual's ability to look after his practical needs and to take responsibility and covers age range of birth to twenty-five years. Many of the items in this scale assess functions similar to intelligence tests. Based on Vineland Social Maturity Scale, Raval (1970) developed a social maturity scale. Some of the items included in these scales are the behavioural characteristics which are generally applicable to children belonging to urban areas. Behaviour of the child is rated by parents. Thirtha Gururaja et al. (1974) also developed a social maturity scale on a sample of urban and rural children at Bangalore Centre. The scale can be used to assess the social maturity of children in the age group of 3.5 to 14 years. The items are arranged in order of increasing difficulty and they record progressive maturation in the following eight dimensions: self-direction, self-confidence, locomotion, communication, leadership, friendship, cooperation, and ability to take stress. This scale is only applicable to school situations and the behaviour is rated by the teacher.

Since in our country there is diversity of cultures and sub-cultures, and
Communities have different behaviour patterns, and practice different cultural practices, therefore, the social maturity scales mentioned above could not be used in a socio-cultural set up other than those where these were developed and standardised, and hence may not give us desired results.

However, these techniques have not been applied to the children residing in rural areas of District Simmour, Himachal Pradesh, to establish their applicability.

A brief reference of the socio-cultural environment would be relevant here. Himachal Pradesh, comprising of twelve districts is wholly mountaneous. As per 1981, census, its population was over 42 lakhs. Urban population against all India average of 23.31 per cent was 7.61 per cent. Literacy rate (42.48) was high in comparison with national literacy rate of 36.23 per cent. Total working population 34.36 per cent (males 49.59 and females 19.71) was low in comparison to whole of the country which recorded working population 33.45 per cent (51.62 for males and 13.90 for females).

Work participation of children in the age group of 0-14 years was 5.40 per cent in 1978. However, the state continues to be industrially backward.
District Sirmour comprising of six tehsils had population of over three lakhs with literacy rate of 31.78 per cent against 36.23 per cent at National level. Literacy rate (28.50 per cent) in rural was lowest as compared to other districts except Chamba and also against 29.65 per cent for whole of India. District Sirmour is divided into two zones: Trans-Giri and Cis-Giri. The Trans-Giri zone is characterised by high altitude hills, with Alpine forests, and thin population with distinct traditions, customs and rituals which are typical to hill culture. The Cis-Giri zone is characterised by sub-mountainous terrains and population presents traditions, customs and rituals of a mixed culture, that is, partly typical to plain areas of U.P. and Haryana, and partly of hilly areas.

In rural areas illiteracy is rampant especially among females. However, with the extension of educational facilities people have become more conscious to the education of their children. Some of the factors which still hinder them to send their children to school are, location of school in a distant village from their native place, difficult approaches, poverty, and at large the demands of agriculture.
In rural areas majority of villages especially in the interior zone lack basic amenities of health, education, transport, communication and safe drinking water. Majority of people depend on agriculture. There is preponderance of small land holdings. Farming is by traditional means. Basic necessities which are common in a modern society were not available in majority of villages in rural areas. Therefore, it is natural that younger generations are trained to adapt behaviour patterns that would best serve the interests of groups. Since majority of people depend on agriculture and hence, every member of the family is expected to achieve excellence in activities related to agriculture.

Not only men but women in addition to their domestic chores help in economic activities of the family, such as, looking after cattle, fetching grass and fuel, sowing and harvesting, etc. Children are also expected to participate in these activities. Like other members of the family they help in domestic chores, like, fetching water, looking after younger sibs, cleaning of utensils, cleaning of house, etc., and also in economic activities such as fetching grass for cattle,
looking after cattle, sowing and harvesting. The child who in addition to his studies actively helps the parents in household and agricultural activities is considered good and more socialized.

Hindus from the major community. Among the various castes are Brahmins, Rajputs, Banias, and Scheduled castes. Rajputs consider themselves as 'Swarna Jati' and enjoy higher status than the scheduled castes. The social inter-course between the members of higher castes and scheduled castes is restricted because of prevalence of strong feeling of untouchability.

They speak Giri - Pahari. However, now they can speak Hindi and Panjabi to some extent. There seems to be a shift from traditional dress for men and women.

People generally are religious, fatalistic, and superstitious. They have faith in various Gods and Goddesses. They worship Lord 'Shiva'. Important festivals are Diwali, Dussehra, Holi, Magh, etc. The staple food is wheat and maize. Marriage is fixed following a popular traditional custom called 'Raat'. Divorce is easy under this custom. Men generally smoke and drink especially on the occasion of various festivals.
Some women also drink, particularly on the festival 'Magh' which is celebrated with great pomp and show.

The above description reveals that socio-cultural environment in the rural areas especially in the interior zone is different from other parts of the country.

Keeping in mind the socio-cultural background of the population under study and the limitations of tools already developed to measure social maturity/social development of children it was thought to evolve a research tool to measure social development of children for our study. Before we describe the construction of research tools, it is made clear, that social development is understood as actual behaviour of the individual which is customary and acceptable for him as per the expectations of his group. For our purpose, it stands for any form of human behaviour which is desirable and oriented to maintain the organization of social life. These forms of behaviour which are desirable, acceptable, and directed to strengthen social organization will be viewed as contents of social development.

Construction of Social Behaviour Inventory:

For the purpose of constructing a scale to measure social development 'Likert Method' was adopted because of
certain reasons. It allows simultaneous quantification and administration of statements to respondents. No judges are needed and decision with regard to relevance, relative favourableness and ambiguity of statements are decided by the researcher and the respondents themselves. Further, it permits the use of wide range of statements and those found empirically consistent can be included in the scale. An individual score is the sum of total scores on all the items which indicates quantitative expression of attitudes. Other techniques like Thurstone and Guttman scaling involves a cumbersome procedure.

Based on literature and discussion with the Supervisor, a list of 73 statements pertaining to child's behaviour covering areas, that is, sociability, communication, obedience, honesty, participation in activities, self reliance, cooperation and personal traits was prepared. These areas are relevant in social development of the child. Statements were pre-tested on twenty parents. During the pre-test it was observed that parents i.e., mothers and fathers had no significant difference of opinion to the statements. However, language of a few statements was
found to be ambiguous, and, therefore it, has to be changed. In this way a pool of 73 statements consisting of 50 positive and 23 negative statements was finalised. Statements were worded in English. The response to each statement was divided into three categories, that is, always, sometimes, and never. All the statements were of forced choice, that is, informant was supposed to choose response to each statement from the given response categories.

Social Behaviour Inventory Containing 73 items was then administered to 60 parents, belonging to village Nehra and Jarag, in a face to face situation. Statements were put to them in Hindi and local dialect. Their response were recorded. For positive statements scores given to always, sometimes, and never were 3, 2, and 1 and for negative statements 1, 2, and 3, respectively. Agreement with positive and disagreement with negative was treated as equivalent. In the end responses on all the statements were scored.

For the purpose of selection of items, correlation
between score on each item with the total score of sub area was calculated. The index of discrimination was also calculated for each item. Items with low value of correlation and low discriminatory power were eliminated. This way 19 items were dropped. Finally, 54 items were selected, (details of items have been shown in appendix II). Attempt was made to give equal weightage to all the sub areas. Number of items in all the sub areas ranged between 5 to 7. It was noticed that 54 items finally selected to measure social development covered all aspects of our working definition. Final version of the scale known as 'Social Behaviour Inventory' was used to measure the level of development of the children under study.

**Construction of Child-rearing Practices Scale:**

Similarly an attempt was made to assess the level of parental awareness about the child-rearing practices. For this purpose 43 statements covering areas such as, sociability self-reliance, communication, participation in activities, obedience, and honesty were prepared. These statements were pre-tested.
on twenty parents. During the pre-test it was observed that some of the statements put more demand on the respondents and hence their language was changed. In this way a pool of 43 statements consisting of positive and negative statements was finalised. Statements were worded in English and response was divided into three categories i.e., always, sometimes, no response. The scores allotted to positive statements for always, sometimes and no response were 3, 2, and 1 and for negative statements 1, 2, and 3, respectively. These were administered to the sixty parents and their responses recorded. In the end scores for each responses on all the statements were scored.

Internal consistency of the items was calculated.

Items with low value of correlation and discriminatory power were eliminated (details of the items has been given in appendix III). Final version of the scale containing 40 statements was used to know the level of awareness of the parents to child rearing practices.

After measuring development of children their antecedents were explored from the social background.
data. Thus post-facto design has been used to determine
association between social development and social background
factors.

Sampling:

This study has been conducted in rural areas of
District Simour, Himachal Pradesh. The major consideration
to conduct a study on child development in the state of
Himachal Pradesh has been that (1) children residing in
Himalyan region of this country have been less researched
upon with special reference to their developmental pattern,
(2) it is one of the backward states of India, and (3) it
has a distinct culture. District Simour was chosen because
of low level of literacy in rural areas and also no systematic
study with regard to social development of the children was
found reported in this region. Rural areas are easily
accessible except some parts which constitute interior zone.

Multistage stratified sampling technique was
used to draw sample for the present study. For this purpose
based on information available in the Census of India (1981)
selection of villages and respondents was made as indicated
in Figure I below:
### Figure 2.X: District Sirmoor

**Population Categories:**
- First: Upto 50 Tehsils with urban and rural population
- Second: 51-100 Tehsils with rural population
- Third: 101-200 Tehsils
- Fourth: 201-500 Tehsils

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<th>Number of Villages Selected</th>
<th>Number of Villages</th>
<th>Number of Households with Children Aged 6-11</th>
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**Legend:**
- First: Upto 50 Tehsils with urban and rural population
- Second: 51-100 Tehsils with rural population
- Third: 101-200 Tehsils
- Fourth: 201-500 Tehsils

**Note:**
- Number of households with children aged 6-11 years.
In the first stage, six tehsils which comprise District Sirmour, were divided into two categories: (1) tehsils having urban and rural population and (2) those having rural population only. In this way first category had tehsils namely: Fachhad, Paonta, and Nahan. Whereas second category had Shillai, Rajgarh, and Renuka. The present study is confined to rural areas, therefore, to minimise urban influence, tehsils in the first category were not considered, and hence excluded from the study. From the second category having tehsils which has no urban population, one tehsil was selected at random, that is, Renuka.

In the second stage, selection of villages posed a big problem, because of the fact that 166 villages in tehsil Renuka are situated in hilly terrains of varying elevations. Their population varied between below 50 to 2000 persons. With a view to accomplish a representative sample of villages, based on their population they were listed and grouped into six categories. One village from each of the first, fifth, and sixth categories was taken and from remaining categories a
proportionate sample of five per cent was drawn. In this way sample comprised of a total of ten village which were randomly selected. These villages were namely: Nohra, Jarag, Kuftu, Nahog, Tandiora, Methali, Anukoti, Ser, Bharari, and Kaba.

In the third stage, a sample of children aged 6-11 years was drawn. Census, 1981, did not provide information as regard to the households which had children in this age group. For this we depended upon official records of the village panchayats pertaining to household data. From these records a list of all such households which had children in the age group of 6-11 years, irrespective of sex and schooling was compiled (Figure I).

It was decided to take one child from each household for the study. In this way our initial sample comprised of 377 children. It was also thought to have a sizeable number of children in all the age categories, which ranged from 6 to 11 years, that is, six, seven, eight, nine, ten, and eleven years. Due care in this regard was to be taken during process of collecting information from the respondents.
Children of age group between 6-11 years were selected for certain reasons. It was understood that children of this age group are still dependant on their parents. It was also felt that children between 6-11 years would be able to respond and communicate their inquiries. Whereas that of younger age, that is, below six years would not. As far as children above 11 years are concerned it was felt that they would deliberately intend to manipulate their responses due to their wider contact with outside environment and its influence on them. Kurian (1986) opines that parents have a crucial impact on the life of the child in infancy which continues with less intensity as age increases.

From the parents father was taken to provide information about the child and the family. However, it is a deviation from the studies on child development which have considered mothers as an informant. Indian society is male dominated and fathers take important decisions in the family, that is, it is the father's say which carries weight. In rural areas of hilly region
majority of women are illiterate. Besides bearing and rearing children, they help in agricultural and domestic pursuits, and looking after cattle as well. Since they hesitate to communicate with strangers, therefore, father was preferred to be respondent. Anandalakshmy (1979) observed that the importance of father in child development is being gradually acknowledged in the academic literature. In this way study comprised two sample units: (1) the child and (2) the father.

**Tools and techniques of data collection:**

In the present study following tools were used:

1. To measure child development social behaviour Inventory (Locally designed for this study and discussed earlier) was used.

2. To measure level of awareness of parents about child-rearing practices a scale on child rearing practices (evolved for this study and discussed earlier) was used.

3. Socio-economic scale (rural) by Pareek and Trivedi (1964) was employed to assess the level of socio-economic status.
Data was collected from the villages under study between May, 1984 to December, 1984. During first visit a rapport was established with the local people and village officials besides collecting preliminary information. In the second visit, as discussed earlier Social Behaviour Inventory was developed.

The purpose of the third visit was to measure development of children under study, and to collect information on their familial background. Respondents were contacted in their homes by the researcher himself. First of all purpose of our study was explained to the parents. It was possible to convince them with the help of village workers especially the teachers. To measure social development of children Social Behaviour Inventory was administered to the parents. Questions were put in local dialect. Father was asked to respond to each behavioural characteristic as per the Social Behaviour Inventory, with regard to his child and responses were recorded. Information given by the fathers on behavioural characteristics of the child was cross checked by observation and asking the child to respond to some of the behavioural characteristics. Information on social
background and child rearing practices was collected through an interview with the informant on a schedule. At the end of each interview scores of the individual on the Social Behaviour Inventory, and child rearing practices scale were summed up to give total scores, respectively. People were cooperative except in few cases. All the 377 households were visited to collect the requisite information. However, we could contact 323 respondents because of the fact that others refused to cooperate and some of them were found absent.

Information about the environment in the home, school, and community was absolutely essential. For this purpose we depended upon personal observations, and informal discussions with a few school teachers, panchayat officials and elderly people of the villages.

Of the 323 respondents contacted we could get complete information on all the variables from 300 respondents. Data was scored, compiled, and analysed.

Key Concepts:

Some of the concepts which appear in this study are
Terms 'Growth' and 'Development' are used interchangeably. In reality they are different though they are inseparable neither takes place alone. Growth refers to quantitative changes increase in size and structure. Development by contrast, refers to those changes which are qualitative in nature. It is a progressive series of orderly, coherent changes, leading towards the goal of maturity.

Maturation is the unfolding of traits potentially present in the individual resulting from hereditary endowment. Development of physical and mental traits stems partly from an intrinsic maturing and partly from exercise and experience on the part of the individual.

Learning is development that comes from exercise and effort on the part of the individual. It comes from practice and training.

Maturity is characterised by completion of structural changes and attainment of the capacity to function physically and mentally in a manner characteristic
of the normal adult.

Social development is a skill to be learnt, in order to strike a balance between personal urges and social demands. It is the process by which an individual born with potentialities of enormously wide range is led by to develop actual behaviour which is customary and acceptable for him according to the standards of his age group.

Socialization may be understood as the process whereby original nature is changed and transmitted into human nature, and individual into person.

Analysis of data:

To examine relationship between concomitant variables, that is, level of social development and child's personal attributes and familial background factors, Chi-square, Test of Independence, was employed as p.r the nature of variables. To reach at meaningful analysis neighbouring categories where ever needed were merged. In case of certain variables analysis is based on frequencies as per requirement of the data.