CHAPTER V

AIMS AND METHODOLOGY
AIMS OF THE STUDY

The study was divided into two phases. The first phase consisted of the construction and standardisation of the PACRP Scale. In the second phase of the study, the scores of male and female children of working and non-working mothers on 'Perception of Mother's Child Rearing Practice Scale' were used for measuring the differences, if any, in their perception. The second phase of the study also aimed at finding the correlations among perception of Mother's Child Rearing Practices, Adjustment, and Academic Achievement of male and female children of working and non-working mothers.

Harry Stack Sullivan believed that the influences of early experiences in the family are highly important. Child rearing practices and the psychological atmosphere of the home, both have a major influence on the development of personality. The emphasis is not on rules but on the need to be attentive to the manner in which the child develops perception of self and others (Tallent, 1978).

O'Dell (1974) states that parents are indeed the primary influence and in the position to promote healthy adjustment of their children. Perception of Mother's Child Rearing Practices by children of working and non-working mothers is very important because it affects the adjustment of children as has been discussed in review, relating adjustment to child rearing practices.
The quality and amount of parental/home support affects academic achievement. A number of studies have indicated that the child's perception of parental support and interest in his or her academic progress is significantly related to the child's actual school performance and the child's attitude towards school (Crandall, 1972). Thus, the Perception of Mother's Child Rearing Practices by children of working and non-working mothers will influence their Academic Achievement as has been discussed in the review, relating Academic Achievement to Child Rearing Practices.

**DESIGN**

The present investigation was undertaken in two phases. First phase of the study ended with the construction and standardization of "Perception of Mother's Child Rearing Practice (PMCRP) Scale." In the second phase of the study, in order to test the difference, if any, on the Perception of Mother's Child Rearing Practices of male and female children of working and non-working mothers, ANOVA s were performed. Another aim of the second phase of the study was to investigate the relationship among Perception of Mother's Child Rearing Practices, Adjustment, and Academic Achievement of male and female children of working and non-working mothers. Correlation coefficients were obtained between Perception of Mother's Child Rearing Practices and Adjustment i.e. Home, Health, Social, Emotional, and Total Adjustment; between Perception of
Mother's Child Rearing Practices and Academic Achievement, i.e., English, Maths, Social Studies, General Science, and Overall Academic Achievement; and between Adjustment and Academic Achievement.

A factorial design of $2 \times 2$ was used for selection of children in which there was an equal number of males and females of an equal number of working and non-working mothers. There were 400 subjects, 200 male and 200 female children of working and non-working mothers. Thus, there were 100 subjects in each of the four cells as illustrated below:

![Design of the study diagram]

Sample

200 male and 200 female children of working and non-working mothers from the 10th and 11th classes in the age range of 15–17 years constituted the sample. Random sampling technique
was used for the selection of the sample, the subjects being taken from a population of schools and colleges of Chandigarh.

The age, education, and socio-economic background were matched for these groups by taking only those children who were between 15 to 17 years of age and whose parents were at least graduate having an income above Rs. 3,000 per month.

**TESTS**

The following tests were used:

(I) **Perception of Mother's Child Rearing Practice (PMCRP) Scale** (Refer Appendix X)

For the measurement of perception of mother's rearing practices, Perception of Mother's Child Rearing Practice (PMCRP) Scale was used. This was specially developed and standardized in English for the present study by Mohan and Kaur (1989). Details of construction and standardization of PMCRP Scale have been given in Chapter III "Construction of Perception of Mother's Child Rearing Practice (PMCRP) Scale." The inventory has a fairly established reliability and validity.

PMCRP Scale consisted of forty items covering ten areas of child rearing practices which include 'Academic', 'Social', 'Recreation', 'Economic', 'Nutrition', 'Clothes', 'Puberty Development', 'Demonstration of Love', 'Personality Development', and 'Health' respectively. There were four items in each area
and each adolescent was required to give an item response which was connected to a five point scale and it varied from 'Very Often', 'Quite Often', 'Moderately', 'Seldom', and 'Never' respectively. Scoring was done by assigning a score of 5, 4, 3, 2, 1 to the answers, so that each statement could get a minimum score of 1 and a maximum score of 5 according to the degree marked in terms of the response. Question No. 34 and 37 had a reverse score of 1, 2, 3, 4, and 5.

(II) **Bell's Adjustment Inventory**

Bell's Adjustment Inventory was used for assessing the adjustment of adolescents in different fields. Bell's Adjustment Inventory was developed by Bell (1937). It is published in two forms, one for high school and college students and the other for adults. In the present study the student form is used. There were 128 questions in all, with 32 questions in each area which measure Home, Health, Social, and Emotional Adjustment. Answers are recorded by encircling "Yes" or "No" or the "?" mark.

The inventory has fairly established reliability and validity. The inventory has been used for measuring adjustment scores in this region on a number of subjects ranging from normals to criminals. Hence, it is appropriate for the present sample, for assessing the Home, Health, Social, Emotional, and Overall adjustment of male and female children of working and
non-working mothers. Scoring was done through special scoring keys. For the present study scoring for adjustment has been done by giving a weightage of one mark for maladjustment and zero mark for adjustment. Since the scoring has been done for maladjustment higher scores signify greater maladjustment.

(III) Academic Achievement

No standardized scholastic achievement test is available for assessing academic achievement. Therefore, the annual examination marks in four subjects viz. English, Maths, Science, Social Studies, and their aggregate was considered the criterion for measuring Academic Achievement. All the school boards as a part of their academic curriculum prescribe these subjects, which are compulsory. Hence, the scores of these subjects were taken for measuring Academic Achievement to facilitate uniform scoring. Scores for the different subjects were taken from the result registers of the school and from the result cards of the Board examination. Marks were entered separately for the different subjects and totalling done for the average grades. Raw scores for Academic Achievement are given in Appendix III.

PROCEDURE

Administration of PMCHP Scale

The selected sample of 400 subjects were administered the PMCHP Scale. Not more than 10-15 subjects were taken at a time. After distributing the questionnaire, the following
instructions were given:

"This scale contains items relating to the rearing practices of your mother and your interaction with her. Kindly answer the following questions honestly and thoughtfully as it will enable you to obtain a better understanding of your interaction with your mother. Your answers to the questions will be treated in the strictest confidence. Please indicate your answer to each question by drawing a circle around anyone of the five alternatives which are 'Very Often', 'Quite Often', 'Moderately', 'Seldom', and 'Never'. There is no time limit, but work rapidly. Kindly see to it that you attempt all questions." Raw scores on PMCRP Scale are given in Appendix III.

Administration of the Bell's Adjustment Inventory

Next day the Bell's Adjustment Inventory, Student Form was administered to the same group. Not more than 10-15 subjects were taken in a single session. Separate answer sheets were provided to record the responses. The booklets containing the questions were distributed and the following instructions were given to the subjects:

"Are you interested in knowing more about your own personality? If you will answer honestly and thoughtfully all of the questions on pages that follow, it will be possible for you to obtain a better understanding of yourself. These questions have been carefully selected and then given to a
large number of persons. By comparing your answers with the answers of the group you will secure a more accurate notion of your own characteristics. The value of this to you will be in proportion to the care and honesty with which you answer each question. Your answer to the questions will be treated in the strictest confidence. Therefore, feel free to give candid replies. There are no right or wrong answers. Indicate your answer to each question by drawing a circle around the 'Yes', the 'No', or the '?' mark. Use the question mark only when you are certain that you cannot answer 'Yes' or 'No'. There is no time limit but work rapidly. Raw scores are given in Appendix III.