CHAPTER THREE
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"The child enters life as a tabula rosa, a blank state, upon which environmental experience etches personality characteristics" (Watson, 1928). The statement identifies three aspects: the child who enters life, the environment which provides experiences and the output in the form of personality characteristics. It also means that environmental experiences are capable of and, in fact, influence the process of personality development. Further, it stands for the basic flexibility in human nature to assimilate environmental influences. This assimilative process is directional and aimed towards the adjustment of individual in his environment. It goes on from cradle to grave.

Two questions instantly emerge. First, what is an individual, and secondly, what is his environment? A supplementary question also arises, as to what is the nature of the interactive process going on between the individual and his environment? Since the very inception of human logical thinking, attempts have been made to get an answer to these questions. The human infant or the tabula rosa of Watson has been studied extensively, and broadly two kinds of characteristics have been identified. These characteristics are inherited and acquired. Genetics presented physio-chemically chained compounds as being transmitted from parents to the child and constituting the core of
inherited characteristics. These series of bonds between highly compound elements have been interpreted as the limits of flexibility and environmental assimilability. Further, this basic core has also been said to determine the basic nature of an individual. Theories have also been proposed to profess change in this basic core in relation to the environment. The domain of acquired characteristics has also been explored and it was found that the acquisitive process of learning is both environmentally and genetically influenced. The fact which all these exploration bring forth is that the interaction between innate inherited characters and environmental factors is adjustive in nature, and leads towards a more happy life of the individual. Nonetheless, it is also true that certain individuals are not adjusted as they ought to be and their lives are not as happy as expected. The causes will have to be searched, and the search will have to be carried out in the domain of environment and innate characteristics of the individual.

The child takes his birth in a social group, called family. The mother, the father and the elder brothers and sisters become his first source of environmental influences. The attitude of parents towards life, towards themselves and towards their children in general is significant for the child. Further, the type and quality of interactions that occur between the family members, create a typical type of home situation which influence the child. It is to be recalled here that no genetically sound child is disturbed or less adjusted at birth. It is his interactions
with his family members which sow the seeds of adjustive or maladjustive tendencies and which are expressed in his behaviour. Growing in the family, the child learns to distinguish between the mother, the father, the brothers and sisters. Slowly and gradually differentiations in the child's gestalt of his family, and differential behaviour of the child towards each of the family members, occurs. Development in cognitive abilities and psychomotor co-ordination makes the child capable of acquiring new skills each day. And if everything is normal in his family, he develops into a normal adolescent.

This critical examination of the major thrust reveals that the concept of considerable attention has been paid on family climate and this variable effects the pattern of social cognition with special reference to person perception, social perception. The present investigation is planned and captioned as;

**EXPERIENTIAL HOME SETTING, SEX AND GRADE OF STUDENTS AS EFFECTOR OF THEIR SOCIAL COGNITION:**

In although many studies have been done this area and they have studied human personality in toto. In this study the scope community backwardness has been studied with special reference to social cognition. Although social cognition is the essence of personality yet it has been studied in limited way. It is the main variable that come under the purview of this investigation and it is divided into two parts
namely person cognition (means a person peeping himself and perceiving himself) and social perception (means perceiving the society).

Objective of this study along with to the chief task of this study the measurement of social cognition. There are some problems that are given below.

(1) Whether increase in grade facilitates: social cognition.

(2) Whether variation in home setting provides variations in social cognition?

(3) Whether boys/girls are different in social cognition.

In order to answer these questions this study is planned. The objectives and hypotheses are given below:

(1) The first objective of this study was to find out the pattern of family climate. It was hypothesized that variation of family climate would be evinced by the participants.

(2) The second objective of this study was to find out the impact of gender on family climate. It was assumed that gender validation would cause variation in family climate.

(3) The third objectives of this investigation was to find out the impact of grade on family climate. It was hypothesized that variation in grade would cause variation in family climate.
(4) The fourth objective of this study was to find out the relationship between the dimension of all dimensions would be significantly related to each other.

(5) The fifth objective of this study was to investigate the impact of family climate on self perceptions. It was assumed that the magnitude of discrepancy in self perception would be caused by variations in family climate.

(6) The sixth objectives of this study was to find out the impact of gender on self perception. It was hypothesized that gender difference would cause difference in self perceptions.

(7) The seventh objective of this study was to ascertain the effect of grade on self perception. Here, it was hypothesized that variation in grade would cause variation in self perception.

(8) The eight objective of this study was to find out the impact of family climate on social perception. It was through that variation in family climate would cause the variation in the pattern of social perception.

(9) The ninth objectives of this study was to find out the impact of gender on social perception. It was hypothesized that gender difference would cause difference in social perceptions.
The tenth objective of this study was to ascertain the effect of grade on social perception. Here, it was hypothesized that variation in grade would cause variation in social perception.

In order to check these objectives and hypotheses the present investigation was planned and it aimed to ascertain the impact of family climate, sex and grade on social cognition with special reference to person perception and social perception.

METHOD

CLASSIFICATION OF UNIVERSE AND SAMPLE

SELECTION:

A large part of Ramnagar of Uttarakhand was considered as university and four hundred intermediate and B.A. level males and females students served as participants. Following extreme group strategy 27% highest and 27% lowest participant on family climate scale were selected and they constituted the final sample following 2 x 2 x 2 mixed model factorial design with two levels of family climate (supporting, non-supporting), two types of gender (female and male) two levels of grade (Intermediate, M.A.) i.e. 30 subject per cell. The schematic presentation of experimental design is given in table 3.1(i) and 3.2(ii).
TABLE 3.1(i)

(i) Schematic Presentation of experimental design

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TABLE 3.1(i)

(i) Schematic Presentation of experimental design after sample selection

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<td>60 N=240</td>
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Legends

A Sex
A1 Female
A2 Male

B Grade
B1 Intermediate
B2 M.A.

C Family climate
C1 supportive
C2 Non supportive.
Here family climate was the last variable because it was appeared after sample selection.

**MATERIAL AND MODE OF ADMINISTRATION:**

The description of material is as follows:

**FAMILY CLIMATE SCALE:**

Constructed by Dhaundiyal (1993) this measure has 74 items and it deals with ten dimensions namely 1- Attention and care 2- Facilities 3. Impartiality 4. Parental approval of adolescents activities 5. Sharing of Areas 6. Trust 7- confidence 8- decision making 9. Parental support and encouragement and 10- harmony among family members. It is a questionnaire of True-false items. The score ranges between 74-148. Low score indicates supportive family climate and high vice versa. Split half reliability 79 and test retest reliability 70. Prior to conduction of test participants were was instructed as below-

"प्रश्नपात्र राशियों के अनुसार के आधार पर बनाए जाने कि वातावरण के कहीं भी निश्चय सत्य है अथवा असत्य है। अपने उत्तर को वातावरण के समस्त सामग्री उपयुक्त रूपों में सत्य का निश्चय लगाकर व्यक्त कीजिए आपके उत्तर गोपनीय रखें जायें। समय बन्धन नहीं है फिर भी कार्य शीघ्रता से करें।"
MEASURE OF SOCIAL COGNITION:

Social distance scale in order to measure social cognition. The SCD 1989 was used this measure is constructed by Uniyal and Shah. This scale has 90 items in ‘yes’, ‘No’ structure. It measures social cognition with social reference to person perception prior to the administration the participants were instructed in the following way.

“So far as the matter of social perception is as concerned six walks of society was taken in consideration it was hero, heroine, model, leader, child and God, five pictures of each was taken and participants were instructed role them. They were instructed following ways:

“मैं आपके साथ कुछ विचार प्रस्तुत कर रखूं। आप उन विचारों को क्षेत्र के हिसाब से उठाते हुए, उसे क्रमबद्ध करें का कष्ट करें। समय सीमा नहीं है फिर भी कार्य शीघ्रता से करें।”
After this work all the pictures were shuffled and then the participants were again instructed.

“अब आप सबे दिंगों को अपनी रूढ़ि के अनुसार क्रमबद्ध करें।”

Analysis was made in two ways i.e. field wise analysis and global analysis.

At first the researcher contacted the intermediate and degree college of Ramnagar and made proper report to the teacher and then requested them to make their awareness about their students. It was followed by the administrations of HES. For this purpose a large group was taken in consideration. After data collection data was analysed by extreme group strategy method and twenty seven percent upper and twenty seven percent lower group was regraded as resident of supportive non supportive family. It this way it helped the investigator to structure the group for final study. The entire work of data collection was done in two sessions. Data collection was done individually or in group as per convenience of the researcher. Best attempt were made to avoid external distractions.

**PLANE OF THE DATA ANALYSIS:**

Obtained data were analysed by analysis of variance. In addition, correlations was also computed. They are reported in chapter of results which is given on proceeding pages.