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S U M M A R Y

The present study was designed to compare the independence training given to boys and girls by two groups of mothers having Modern and Traditional attitudes toward women's role in society. The study further compared the need for Achievement and expectancy for success of boys and girls of the two groups of mothers.

The objectives and the underlying assumptions of the present study can be described in the following manner, a family in which a mother's attitudes reflect a highly differentiated set of sex-roles then differential training of boys and girls will be predicted, because there is very limited density of roles or preferences that can be emphasized on them. As the alternatives perceived by the mother become broader-sex-role distinctions are less pronounced - the differential training given to sons and daughters will be minimized. As a result similar level of need for Achievement and expectancy for success in sons and daughters was predicted. Sample consisted of 122 mothers of a class I city. In addition the sample included 244 children, 122 boys and 122 girls of these mothers, whose age at the time of interview ranged from 8 years to 12 years. On the basis of scores obtained on Hawley's sex-role modernity scale, the respondents were classified in two polar categories -

61 Modern and 61 Traditional. A self-report questionnaire, developed by Winterbottom and adapted to Indian condition by Murlidharan and Topa was used to measure dimensions of independence training. Need for Achievement in children was assessed by using TAT pictures, developed by Prayag Mehta. Children's expectancy for success was recorded by asking a direct question about their expected ranks or divisions in six-monthly examination.

The results obtained indicated that Modern mothers compared to Traditional mothers made greater number of demands and early demands on their girls. The two groups of mothers did not differentiate among their boys in total number of demands and nature of demands. However, Modern mothers reported making greater number of early demands on their boys than Traditional mothers. Results further showed that Modern mothers did not differentiate among their sons and daughters in total number of demands, but more early demands were made on sons than on daughters. In case of Traditional mothers results were in expected direction as more number of demands and early demands were made on sons than on daughters. Pattern of rewards and punishments for fulfilled and unfulfilled demands respectively was found to be similar in the two groups of mothers.

Modern mothers were less restrictive with their girls as well as boys than Traditional mothers. However, more early restrictions were reported on daughters than on sons by mothers with modern attitudes toward women's role in society. Traditional mothers, on the other hand, reported more restrictions and early restrictions on daughters than sons. Similar to demand findings, similarity was found between the two groups of mothers in the use of rewards and punishments for fulfilled and unfulfilled restriction respectively.

Overall, findings and item analysis of demands and restrictions point to the possibility that it is not a change in women's roles that Modern mothers envisage but an addition to the existing one. Mothers with modern attitudes socialize their daughters for work and achievement in addition to motherhood - a "just in case" phenomena. However, some dissimilarity was also observed in the upbringing of boys by two groups of mothers. The finding that the two groups of mothers did not differ much in the pattern of rewards and punishment was attributed to the same socio-economic class to which these mothers belonged.

As expected the girls of Modern mothers compared to girls of Traditional mothers obtained higher nAch. scores. The boys of the two groups of mothers did not differ in their

nAch. scores. A 2 (sex-role attitudes of mothers) x 2 (sex of the child) analysis of variance, revealed a significant main effect of sex role attitudes of mothers. The main effect of sex of the child was not significant nor was the interaction of the two variables studied. Similarly, two way analysis of variance for expectancy for success revealed a significant main effect of sex-role attitudes of mothers. The main effect of sex of the child was not significant. The interaction effect of the two variables was significant. These results were interpreted in the light of greater independence training given to children especially girls of Modern mothers.