

Attitudes of Youth and Their Parents Towards
Authoritarianism in Disciplining Children
in the Family

BY

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Introduction

I INTRODUCTION

Children are the vanguards and supreme power of the world of tomorrow. Sound knowledge of the needs of children is essential for guiding them properly (Devadas and Jaya, 1984). Child training is essential because it fulfills their needs, adds to their happiness and to their personal and social adjustments (Hurlock, 1987).

Parents want their children to become successful adults and so they feel guidance and control are necessary for their children (Sidher et al, 1987). The ultimate purpose of discipline is the emergence of a mature adult who is capable of functioning with a minimum of external control and who has the qualities of self reliance and social sensitivity and accept the consequences of their own behaviour and decisions (Kuppuswamy, 1984). Self-discipline, rational control and mastery of self are the aims of discipline (Kundu et al, 1985; Devadas et al, 1987).

In the past there was only one approved technique of discipline as branded to day "authoritarian discipline" (Hurlock, 1987; Kuppuswamy, 1984). Authoritarian parents hold a traditional family ideology that includes expectation of obedience from their children, over concern with status, the desire to conform and intolerance of socially unacceptable behaviour (Byrne et al, 1981; Hurlock, 1985). They possess

low self esteem; low internalization of moral stands, lack spontaneity, empathy, affection, curiosity, independency and responsibility (Maccoby, 1980).

As reported by Bourne et al, (1982) authoritarian parents discipline their children strictly, demanding maturity from them but not communicating frequently or clearly with them and are not particularly warm or nurturant. Byrne and Kelly (1981) hypothesized the authoritarianism to be conventional, submissive to authority, aggressive toward "justifiable" targets, destructive, cynical powerful, superstitions, distrustful of ideas and emotions and overconcerned about sexuality. They were also said to have stereotyped beliefs and use projective defense.

Authoritarian parents tend to establish rigid standards of conduct that do not take into consideration children's needs. When the standards of conduct are broken, the result is physical punishment administered with little or no explanation (Faw, 1980). Thus they exhibit intolerance (Koch et al, 1985).

As echoed by Devadas and Jaya (1984) the authoritarian techniques exert a devastating influence on the personality

of the child. The stricter the parents, the stronger and more outrageous is the revolt from the children. Parents of authoritarian styles, who are firm but less warm, have children who are less confident and less effective in their relationships with others (Bee, 1981).

Families in which parents used authoritarian control are more likely to experience conflicts over such things as spending money, friends, social life, activities outside the home and home chores than those where democratic styles are employed (Rice, 1984; Lloyd, 1985). Conflicts in disciplining are due to the impact of the overall changes that take place in the society at a given time (Reddy, 1983).

The parents harbour dreams of nurturing their young ones into a healthy and disciplined adult—a pride for the family and nation (Debnath, 1987). The link between day to day discipline and the future oriented goals of disciplining needs to be brought to the conscious awareness of the adults who are the caretakers of children (Saraswathi et al, 1979). Parenting trends change due to technological advancement, religious influences and media effects (Jenson et al, 1985). The gap between the generations with regard to authoritarianism exist in certain areas and

not in other areas and this is transitory and quite confusing (Reddy, 1983). Therefore this study on "Attitude of Youth and their parents towards authoritarianism in disciplining children in the family" was undertaken with the following objectives:

1. To know the attitudes of youth and their parents towards authoritarianism in relation to disciplining and compute the relationship in terms of sex, socio-economic status, education and occupation of parents.
- and 2. To bring out the attitude of youth towards disciplining as potential parents.

Review of Literature

II REVIEW OF LITERATURE

The review of literature of this study on "Attitudes of youth and their parents towards authoritarianism in disciplining children in the family" is presented under the following headings:

- A. Definition of Authoritarianism
- B. Characteristics of Authoritarian type of people in comparison to other types of people.
- C. Effects of Authoritarianism on children
- D. Factors leading to Authoritarianism
- E. Views of youth and parents on Authoritarianism
- F. An Overview of Parenting and Twentieth Century's Development

A. Definition of Authoritarianism:

Authoritarianism was described as the use of repressive defenses to control sexual and aggressive impulses and develop conforming, submissive and extremely conventional patterns of behaviour in interacting with other people (Byrne and Kelley, 1981).

The authoritarian personality relies heavily on three defense mechanism: 1. Projection, especially of sexual and aggressive feelings, 2. Identification with aggressive authorities and 3. displacement of aggression (Lewin, 1979).

In authoritarianism, the parents attempt to shape, control and evaluate the behaviour of the child in accordance with a set standard of conduct, usually an absolute standard formulated by a higher authority (Newman and Newman, 1978).

People who had aloof, stern and punitive fathers, whose parents administered a good deal of physical punishment or threat of physical punishment and who grew up in families organized along hierarchical lines, with a feared father as the most powerful figure, developed a particular kind of personality called 'authoritarian' (Triandis, 1971).

In authoritarianism, the person is clearly a strong believer in law and order, but he also advocates values which supposedly are part of one's personal conscience, such as strong belief in the perfection (Harari and Kaplan, 1977). The authoritarian style, based on puritan values, stresses the curbing of self will and self-indulgence, the proper path toward personal salvation and places heavy emphasis on physical punishment (Samuel, 1981).

B. Characteristics of Authoritarian: type of people in comparison to other types of people

The authoritarian parent attempts to shape, control and evaluate a child's behaviour in accordance with traditional

and absolute values and standards of conduct. Obedience is stressed, verbal give-and-take discouraged and punitive, forceful discipline preferred (Baumrind, 1979; Watson, 1973).

Lamberth et al (1976) identified the following behaviour patterns that were exhibited by extreme authoritarianism:

- Rigid, adherence to conventional middle class values
- Submissive, uncritical attitude toward idealized moral authorities.
- Tendency to be on the look out for and to condemn, reject and punishment of deviants.

Authoritarians tend to employ a particular cognitive style. Specifically they avoid introspection, reflection, speculation and imaginative fantasy; they believe in mystical determinants of individual fate (Triandis, 1971). Authoritarian parents emphasize dichotomies of behaviour and perception and demand an orientation to power and status in order to earn adult recognition. Their traits may be considered a legacy of parent's own narrow, restricted and intolerant orientation (Brassard et al, 1987).

Hostile authoritarian parents are those with low support, high power and high authority. Their authoritarianism

in primarily a result of anxiety. They are frustrated people who try to appease their feelings by striking out at their children (Jensen, 1985). They tend to be intolerant of ambiguity, sees situations among people more in terms of friendship, tend to be intolerant of other people's ideas, are often pathologically concerned with sexual matters (Oskamp, 1984).

In a authoritarian homes, less conversation occurs. Rules do not need to be explained and individual preferences do not have to be taken into account (Beadle, 1971). Herbert (1981) highlights the characteristic that the authoritarian people initiate all activity and communication in typically one way. Loeb and Calleagues (1980) deal with one aspect of authoritarian parenting namely directive teaching style that leave the child very limited freedom of choice (Mussen, 1983).

Some parents may be authoritarian because they think this is the only way to develop "respect for authority" (Mussen et al, 1980). Authoritarians believe that members of the opposite sex respond in negative and restrictive fashion (Byrne and Kelly, 1981).

C. Effects of Authoritarianism on Children:

A number of theorists believe some form of mild punishment is necessary to develop external self-regulated

controls. Internal moral judgements were more common among children whose mothers used power-assertive frequently (Mussen, 1983). Corporal punishment usually results in the immediate cessation of the attending behaviour (Brassard et al, 1987).

Authoritarianism failed to correlate positively with success (Cronback, 1977). Children of authoritarian parents seem to withdraw, discontented and apprehensive about their own action (Faw, 1980). In the authoritarian home, the children and adolescents become submissive and are afraid to take up responsibility. They develop a dislike and combative attitude for parents. There will be a tendency to feel guilt; anxiety and shame; and infantile dependency, which will militate against good social adjustments (Bourne and Ekstrand, 1982; Pringle, 1974). The authoritarian parent's children tend to be generally comteous, shy, sensitive, self-conscious, fearful and retiring (Mani, 1982).

A child who is slapped, spanked, shaken and shouted at a regular basis may learn to assert power over others. In one investigation children suggested the methods of discipline that were similar to those that of their own parents prescribed (Wolfe et al 1982, Samuel, 1981) Child abuse is transmitted from one generation to the next through abusing parents (Parle and Callmer, 1975). Thus

punishment is an enhancement of the punished responses (Beech, 1976).

Authoritarian homes may make the child avoid the punishing person. Extreme avoidance may take the form of running away from home (Mussan et al, 1984). As reported by Grewal (1984) children from authoritarian homes were generally quite well behaved, uninhibited and non-resistant.

Most of the parents are well acquainted with the food forcing, bowel forcing, sleep-forcing and obedience-forcing parents, to whom belong all these children brought up in this way are timid, negativism, temper tantrums, insecurity, rebellion and bad behaviour at school (Illingworth, 1975). The effect of parental restrictiveness combined with hostility may produce passivity, self punishing, whereas restrictiveness and warm involvement with the child may be beneficial (Medinnus and Johnson, 1976; Jensen, 1985).

Mussen (1983) quotes that Coopersmith also found that authoritarian parenting was associated with low self-esteem in children. The child who develops authoritarian outlook display after the age of ten aggression, cruelty, superstition and projection of his hostile feelings. They also tend to dichotomize sex roles (Kuppuswamy, 1974).

The children of authoritarian homes lacking in self-confidence are unable to be self-reliant and think for themselves. The adolescents feel unwanted by both fathers and mothers (Mussen et al, 1980). Several studies indicate that punishing does not improve the situation (Gree, 1978).

Triandis (1971) found that children brought up by their fathers and subjected to physical punishment, were more prejudiced than people who had been brought up by their mothers and experienced psychological approaches of discipline. Children of authoritarian parents develop negative views of human relations. As putforth by Wolman (1978) and Dornbusch et al (1987) authoritarian practices may not hamper academic performance in adolescence, but may stifle originality and result in lower grades. When the control is authoritarian in the family, the adolescent does not talk about their affairs at home and resents his parents. It might perhaps result in deepening of the cleavage between parents and youth (Bourne and Ekstrand, 1982).

Mothers punishing and father's loving behaviour contribute to the girls weakening identification with the feminine role, she turns to father and develops masculine interests; values and attitudes of life. Poor identification

with the same-sex parent lead 'psychosomatic misfit' (Dixit and Mathur, 1973). Patterson et al (1982) found that when a normal child's aggression is punished, the probability of the child's aggressiveness is reduced. While with aggressive child the probability is increased.

Most adolescents describe their relationship with their parents as positive (Niles, 1979; Schvaneveldt, 1973; Sorenson 1973; Thurnher et al, 1974). A survey of 400 American Teenagers of 13 to 19 years revealed that 87 per cent of boys and 89 per cent of girls had a lot of respect for their parents as people. Eighty per cent of youth had a lot of respect for their parent's ideas and opinions. Twenty one per cent did not feel any strong affection for their parents and only six per cent indicated that they felt that their parents did not really like them. Thirteen per cent of the girls and 25 per cent of the boys agreed with the statement, "I've pretty much given up on being able to get along with my parents" (Sorenson, 1973). Girls reported that the family problem made up 22 per cent of serious problem they faced, but for boys it was only 10 per cent in family interaction (Lloyd, 1985).

D. Factors leading to authoritarianism:

A number of influences contribute to the development and maintenance of authoritarianism (Goldstein and Blackman, 1978). Behavioural manifestations of authoritarian personality

characteristics may depend on the situation with - which the individual is interacting (Oskamp, 1984).

There are various factors which leads to authoritarianisms

1. Socio-economic Status:

Lower class people prefer more authoritarian discipline than other classes (Travers, 1977). They punish more severely when the children misbehave and rarely praise (Erlanger, 1974; Pringle, 1974). Parent-child relationship are rigid and hierarchical. Middle class children, by contrast are expected to assume responsibility early to conform to group pattern and are more closely supervised than those of lower class (Hurlock, 1987).

Middle class parents are more likely to discipline their children with verbal reprimands and more responding to disciplinary situation (Gecas and Nye, 1979; Peterson and Kunz, 1975). When parents come from different socio-economic status, there is likely to be friction in their enterpersonal relationship, in regard to methods of child rearing (Hurlock, 1987). In addition a study of 16 and 17 years old lower and middle class males and females found that middle class adolescents perceived their fathers to be both more supportive and controlling than did lower class adolescents (Gecas, 1971; Lloyd, 1985).

2. Family Size:

Family size affects the activities of each member of the family. The large family has been found to be controlled by authoritarian and is often in the hands of older people (Bassett et al, 1978; Hurlock 1987).

Studies have found that adolescents in middle-class families perceived parental control to increase as family size increased; adolescents in lower class families did not have this perception since authoritarian methods are generally more common in such families regardless of the size (Peterson and Kunz, 1975; Rice 1984).

3. Invaded Families:

Family size is sometimes increased by relatives, servants, guests etc. Grand parents generally have more favourable attitudes towards their grand children. There is a strong tendency to try to inflict the rigid standards and harsh discipline on them that prevailed in their own youth. The homes invaded by stepparents, also produce family conflicts and tension which leads to authoritarianism (Hurlock, 1987).

4. Parental Occupation:

Baller et al (1968) study showed that skilled workers, artists and scientists were likely to spend more time with their children, to make higher achievement demands and to be

more reserved in the expression of affection. In contrast, unskilled labourers, clerks, salesman and similar workers were less demanding, warmer and showed a higher degree of parental role differentiation.

5. Age of parents:

Very young parents, specially when they take their parental responsibilities lightly will not contribute to a healthy home atmosphere. The overage parents are likely to be exacting and demanding and to expect more from their children than the children are capable of (Hurlock, 1987).

6. Sex:

Girls are given more affection, more psychological controls and are punished less than boys. Among the same sex, the first children receive more attention than the later child. The parental behaviour towards girls was characterized by affection, praise and companionship and boys were subjected to more physical punishment and achievement demands (Wilson et al, 1974).

7. Age of Child:

Authoritarian discipline is far more commonly used for young children than for those who are older. Parents feel that young children cannot understand explanations, so they concentrate on authoritarian control (Hurlock, 1984).

8. Education:

Lower levels of education among parents are related to increased use of authoritarianism (Teichman et al, 1978; Brassard et al, 1987).

9. National difference:

Study of national or ethnic child-rearing practices and resulting trait differences offer further evidence on the effect of family training (Baller et al, 1968).

In cultures, where the hierarchical set up continues in more rigid and influential manner, authoritarianism is conspicuously high. Studies of Bhushan (1978), Kool (1980), Prasad (1980) and Roy (1980), have shown that people from Brazil, Hongkong, India, Zimbabwe, Germans, Australia, are less authoritarian than Americans and White South Africans. Easterners were less authoritarian than South Westerners (Lloyd, 1985). A study of American and Danish high school students (15 and 16 years) investigated adolescent's perceptions of parental authority. In both countries, parents were highly authoritative and American parents were much more authoritarian than Danish parents (Kandel and Lesser, 1969, Lloyd, 1985).

E. Views of youth and parents on authoritarianism

Youth feel the need for discipline. They want guidance with reasonable explanation for what they are expected to do,

Family Ideology (TFI) scale developed in part of the authoritarian personality. His only significant finding was a correlation of 3.3 between the authoritarianism of sons and the authoritarian family ideology of fathers. These studies, using direct measures of parental attitude, provide only marginal evidence of a relationship between authoritarianism and parental child rearing attitudes (Goldstein and Blackman, 1978).

Recent investigations have shown that the attitude of the parents towards disciplining is a very important factor for the proper growth of the child's personality (Kuppuswamy, 1981).

F. An Overview of Parenting and Twentieth Century's Development

Plato and Aristotle had opinions concerning child rearing and education. Plato felt that overly restrictive as well as overly permissive, child rearing styles would produce children unfit for special contributions to society. From the time of Plato and Aristotle up until the eighteenth century, most historians report that children were treated somewhat cruelly (Pollock, 1983).

By the sixteenth century, children's status began to change. They were more readily regarded as sources of parental

they do not mind punishment if fair and deserved; they resent authoritarian discipline (Josselyn, 1971). Adolescent attitudes to authority are much more ambivalent and made more so by confusions in our society between authority and authoritarianism. They think an authoritarianism is non explanatory, non participatory exercise of power of the stronger over the weaker (Smart and Smart, 1973).

Jensen (1985) explained that due to sex role conceptions adolescents hold, a high level of control seems to be more appropriate for men than women. Authoritarianism was much more marked before than now. Youth is less accepting of limitation in their freedom, racial prejudice, poverty and hypocrisy. The generation gap involves these altered attitudes and expectations (Carlelon et al, 1973).

Mothers are more likely to assume caregiving responsibilities and fathers more likely to engage the infant in active and stimulating play, in traditional parenting roles towards children (Yogman et al., 1976; Lamb et al, 1982; Dworetzky, 1984). The public supports (60-80%) the use of punishment on children (Hyman and Wise 1979; Brassard et al, 1987). Most parents (about 85 per cent) spank their children occasionally (Schufer,1978).

Byrne analyzed child rearing practices separately by sex of offspring and sex of parent through Traditional

amusement and relaxation (Aries, 1983). Parents become ambivalent not knowing when to consider children adults, on whether to consider them innately good or bad (Tucker, 1974). The seventeenth century saw an increased emphasis on childhood and the child's place in the family, and by the eighteenth century, children were gaining a unique status (Jensen and Kingston, 1985). It appears that individuals are all trapped by tradition and folkways regarding the disciplining of children and the old discipline is definitely of the authoritarian type (Brassard et al, 1987).

However, in the period from 1935 to 1945, Sigmund Freud's ideas swung that shift from restrictive parenting to more permissive caretaking practices. Parents were cautioned that being overly controlling would only repress infantile desires, later increasing the chances of adult neurotic tendencies. Watson warned parents that showing their children too much love and affection would "condition" children to expect it always. In addition strict control of reward and punishments would be necessary for proper training (Jensen and Kingston, 1985). Bigner (1972) noticed a very slight shift back in the direction of more restrictive but loving attitudes, encouraging parents to be firm (Jensen and Kingston, 1985).

The religious and spiritual background of the Indian society is also very much permissive. The beliefs, customs,

rituals and child rearing practices and family structures, as found in different parts of the country present wide variations. Indian culture, therefore presents unity in diversity. The incompatible traditional conservative values and socialistic ideas both work together in Indian Society. This has led to the comment that the Indian personality is 'split' manifesting itself in liberalism in words and conservatism in action. The Indian child is subjected to strict and rigid rules. Disciplining strategies used between fifth and fifteenth year of life, play vital role in making him conventional, traditional and obedient to authority (Kakar, 1979).

Besides, industrialization, educational growth and modernizations have produced remarkable social changes in India, which are in certain respects incongruent with established norms. The child rearing practices in India instil the feeling of serenity and excessive dependency among the children. The ambivalent 'authoritarian personality' in Indian culture gets support from Indian mothers (Nandy and Kakar, 1976). The joint family system and hierarchical social order coupled with poor economic base of the majority of Indian people are authoritarian. In spite of the value of equality, advocated politically and spiritually, the Indian society is status-laden in which dependency, interaction-orientation and power grow as important needs (Sinha, 1982; Bhushan, 1985).

Methodology

III METHODOLOGY

The procedure of this study on "Attitudes of youth and their parents towards authoritarianism in disciplining children in the family" is presented under the following steps:

- A. Selection of area
- B. Selection of sample
- C. Selection of tool
- D. Collecting of data
- and E. Analysis of data

A. Selection of area

Sri Avinashilingam Home Science College for Women and Sri Ramakrishna Mission Vidyalaya, Periyanaickenpalayam in Coimbatore city were selected to carry out the study, due to the availability of samples in these institutions and due to the co-operation extended by the authorities of the college.

B. Selection of sample

The samples selected for the study were 45 boys and 45 girls of the age 18 to 20 years. From each income level namely low (below Rs.1,500 per month), middle (between Rs.1,500 and 2,500 per month) and high (above Rs.2,500 per month) income group (HUDCO, 1985), 15 boys and 15 girls were selected.

Fathers and mothers of the selected boys (45) and girls (45) also constituted the sample for the study.

C. Selection of tool

The child rearing practices scale developed by Narayanan and Ganesan (1977) was used to measure attitude of youth and their parents towards authoritarianism in disciplining children in the family. The same scale was used to find out the views of youth on how their parents react to authoritarian dimensions of the scale. The scale used is presented in Annexure B and C. The attitude scale consist of a series of short but carefully formulated statements of prepositions dealing with issues in disciplining. The individual reacts with expression of approval or disapproval, to the items on the scale.

The tool selected had 55 statements with reference to authoritarian attitudes. The responses to all the items are scored for the authoritarian orientation, on the part of respondents with regard to disciplining. Each of the statements on the scale carry a score 'one' . In addition a brief questionnaire was formulated to collect the background data and other essential informations from the selected sample, as indicated in Annexure A.

D. Collecting of data

With prior permission from the college authorities, rapport was established among the target group selected based on their age and income. The questionnaire and attitude scale were distributed to the students group by group and frank answers were sought. Questionnaire for their parents (mothers and fathers respectively) were sent and received back through the youth and thus the required data was collected.

E. Analysis of data

The collected data was analysed in terms of attitudes of youth (boys and girls) and parents (fathers and mothers) towards authoritarianism. Test of significance was applied to compare the attitudes of boys and girls and fathers and mothers in relation to different income levels, educational levels and occupations (Annexure I) . The correlation co-efficient was used to know the correlation between the attitudes of youth and parents (Annexure I).

Results and Discussion

IV RESULTS AND DISCUSSION

The study on "Attitudes of youth and their parents towards Authoritarianism in disciplining children in the family" was undertaken with 45 boys and 45 girls of 18-20 age group and their parents. The data was collected from youth and parents regarding their attitudes towards authoritarianism using a questionnaire and standardised tool are presented under the following heads:

- A. Family background of the selected sample
- B. Attitudes of youth (as potential parents) and their parents towards Authoritarianism in disciplining children in the family
- C. Authoritarianism in relation to income, education and occupation

A. Family background of the selected sample

Table I presents the family size and the type of family to which the selected group belonged.

TABLE I
FAMILY SIZE AND TYPE OF FAMILY

Particulars	Number in Percentage		
	Youth (N=90)		
	Boys (N=45)	Girls (N=45)	
Family Size	Small	76	74
	Large	24	26
Type of Family	Nuclear	91	91
	Joint	9	9

Three fourth of sample's families were small in size both in the case of boys and girls and one tenth of them were from joint families.

2. Education of Parents:

Education of parents of the selected youth is tabulated in Table II.

TABLE II
EDUCATION OF PARENTS

Education	Number in Percentage	
	Parents of youth (N=180)	
	Fathers (N=90)	Mothers (N=90)
Illiterate	-	3
Primary	5	13
S.S.L.C.	42	65
Higher Secondary	18	11
Graduate	35	8

More number of fathers were graduates than mothers. A larger number of mothers had completed primary and secondary levels of education. Fathers were better placed in their educational level than mothers.

3. Occupation of Parents

The occupation of parents is indicated in Table III.

TABLE III

Occupation	Number of percentage	
	Parents of youth (N=180)	
	Fathers (N=90)	Mothers (N=90)
Clerical work	47	8
Business	22	-
Professional	17	2
Wage Earner	7	3
Agricultural	7	-
No Occupation	-	87

It is but natural that all the fathers had one or other occupation, while 87 per cent of mothers did not have any occupation outside the home. Clerical job holders were more than the other types of occupationists both in the case of fathers and mothers of the selected youth. Apart from clerical job, fathers were occupied in business (22%) and professional careers (17%).

B. Attitudes of youth (as potential parents) and parents towards Authoritarianism in disciplining children in the family

This part elicited information on characteristics of authoritarian type of people, types of disciplinary techniques aware of, reasons for authoritarianism, effects of authoritarianism and views on positive attitudes that should be possessed by parents and suggestions regarding disciplining children.

1. Characteristics of Authoritarian people

Table IV denotes the characteristics of authoritarian type of people as viewed by the youth and parents.

TABLE IV
CHARACTERISTICS OF AUTHORITARIAN PEOPLE

Characteristics	Number of percentage			
	Youth (N=90)		Parents (N=90)	
	Boys (N=45)	Girls (N=45)	Fathers (N=45)	Mothers (N=45)
Command Strictly	31	51	28	39
Set rigid rules and regulations	13	27	12	17
Expect absolute obedience	13	9	14	10
Punish severely	16	11	18	8
Scold and Whip	13	7	11	9
Absence of give and take	7	11	4	7
Insist on respect to elders	7	4	11	4
Expecting beyond capacity	2	4	8	6
Criticise children	-	6	3	8

Among youth more girls have identified the characteristics of authoritarianism 'strict command' and 'rigid rules and regulations'. This trend was same with the mothers also. The more number of boys and fathers have reported 'expectation of absolute obedience', 'severe punishment' and 'scolding and whipping' as the characteristics of authoritarian people than girls and their mothers while 'absence of give and take' has been mentioned by more of girls than the boys, fathers and mothers. On the other hand fathers have stressed on 'insisting respect to elders' than the other groups. The other characteristics like 'expecting beyond capacity' and 'criticising children' mentioned by very few youth and parents.

These findings revealed that 'strict commands' and 'rigid rules and regulations' are thought of marks of authoritarianism.

Erinder (1978) also confirms these in that he has pointed out the authoritarian type of people lay down a set of standards, rules, they have no verbal give and take and handle punitive forceful measures to discipline the child.

2. Awareness of other disciplinary techniques

The following Table V illustrates the type of disciplinary techniques the samples of the study were aware of other than authoritarianism.

TABLE V

AWARENESS OF OTHER DISCIPLINARY TECHNIQUES

Techniques	Number of Percentage			
	Youth (N = 90)		Parents (N=180)	
	Boys (N=45)	Girls (N=45)	Fathers (N=90)	Mothers (N=90)
Democratic	27	24	19	17
Authoritarive	24	4	14	12
Permissive	9	22	16	13
Neglecting	7	18	7	4

Both boys and girls were equally aware of democratic discipline while the boys surpassed the girls (six times more than girls) in the awareness of authoritative method. It is interesting to note that double the number of girls than boys have reflected awareness of the permissive and neglecting type of parenting style.

Among fathers and mothers there do not seem to be a big difference in their awareness of various disciplinary techniques. Like youth, more number of fathers and mothers had focused their responses on democratic and permissive approaches in disciplining.

3. Reasons for authoritarianism

The reasons for authoritarian pattern of parenting as viewed by youth and parents are consolidated in Table VI.

TABLE VI

REASONS FOR AUTHORITARIANISM

		Number in percentage			
		Youth (N=90)		Parents(N=130)	
Reasons		Boys (N=45)	Girls (N=45)	Fathers (N=45)	Mothers (N=45)
	Preferring Authoritarianism	To create discipline	27	13	18
To maintain sound family relationship		9	2	8	11
To develop good citizens		2	9	12	9
Not preferring Authoritarianism	Commanding nature	20	27	12	16
	Psychological ill effects	16	33	27	26
	Dominating parents	11	29	19	26
	Children escape from elders	7	16	9	9

=====

More number of boys indicated that people prefer authoritarianism in order to 'create discipline' and 'maintain sound family relationship', while more number of girls remarked that it was 'to develop good citizens'. There was not much difference between the responses of fathers and mothers in their reasons for authoritarianism.

Among the reasons for not preferring authoritarianism, 'commanding nature of adults' stood predominate in the case of youth against 'psychological ill effects' in the case of parents. 'Dominating parents' as one of the reasons has been pinpointed by twenty nine girls and twenty six mothers. Sixteen per cent of girls emphasised 'child escaping from elders' as one of the reasons for not preferring authoritarianism. While the other categories of the study sample stating so were less than ten per cent.

4. Effect of authoritarianism

Effect of authoritarianism according to youth and parents in disciplining the children are indicated in Table VII.

TABLE VII

EFFECTS OF AUTHORITARIANISM

Effects	Number of percentage			
	Youth (N=90)		Parents (N=180)	
	Boys (N=45)	Girls (N=45)	Fathers (N=90)	Mothers (N=90)
Learn discipline and lead a systematic life	31	9	24	19
Inferiority complex develop in children	24	27	20	23
False respect towards elders from children	22	27	17	13
Children became mentally upset	22	11	19	19
Disintegration in the family	16	16	12	13
Family members become unsuccessful in life	4	33	19	21
Children are not socially developed	24	24	11	18
Children run away from home	4	4	6	6

The fact that only one positive effects in the responses of both youth and parents namely 'children learn discipline and lead a systematic life' in authoritarian parenting style is worthnoting. There is close similarity in the number of boys and girls, number of mothers and fathers enlisting the negative effects such as 'development of inferiority complex in children', 'false respect towards elders from children', 'disintegration in the family', 'children not being socially developed' and 'their running away' from home.

As for the effect 'children become mentally upset', twenty two per cent of boys enumerated it against half this number of girls. Girls, eight times more the number of boys stressed that 'family members become unsuccessful in life' due to authoritarian parenting.

The finding that children become socially backward due to authoritarian parenting style seems to confirm the finding of Maynard (1970) who has also contended this effect.

6. Positive attitudes that should be possessed by the parents

The positive attitude should be possessed by the parents as denoted by the youth and parents are consolidated in Table VIII.

TABLE VIII

POSITIVE ATTITUDES THAT SHOULD BE POSSESSED BY THE PARENTS

Positive attitudes	Number in percentage			
	Youth (N=90)		Parents (N=180)	
	Boys (N=45)	Girls (N=45)	Fathers (N=90)	Mothers (N=90)
Love and affection and frank communication	31	29	26	38
Right amount of freedom	27	9	18	24
Guide and understand the child	22	60	50	48
Encourage children	16	33	12	17
Do not adopt brutal, barbaric and dictatorial method	11	9	10	9
Do not compare children	4	18	7	1
Help in decision making	2	2	8	1

For the question on positive attitudes that should be possessed by the parents girls in more numbers listed 'guide and understand the child' and 'do not compare children' than the boys. On the other hand boys in more numbers (27%), stressed 'right amount of freedom' than the girls (9%). This may be because boys want to enjoy freedom more than girls who are keen on demanding understanding encouragement and fair judgement.

Both fathers and mothers seem to closely agree with the enumeration of positive attitudes that should be possessed by the parents in the field of disciplining children. More mothers (38%) attached importance to 'love and affection and frank communication' than the fathers (26%) and the youth (Boys - 31% and Girls - 29%). Equal number of boys and girls stressing 'love and affection and frank communication' as potential parents is a welcome feature.

6. Suggestions for parenting

Suggestions given by the youth and parents are pooled in Table IX.

TABLE IX
SUGGESTIONS FOR PARENTING

Suggestions	Number in percentage			
	Youth (N=90)		Parents (N=180)	
	Boys (N=45)	Girls (N=45)	Fathers (N=90)	Mothers (N=90)
Be interested interested in child's activities	27	31	20	26
Help and guidance to children	22	51	29	32
Love and affection	29	29	21	24
Recognise child's needs and wishes	18	24	17	17
Decision making on their own	7	33	21	13
Avoidance of too much freedom	4	18	17	16
Frequent check and supervision	7	7	7	3
Avoiding condemning children	7	7	6	8
Allow children to talk freely	4	4	9	8

With regard to suggestions for parenting greater emphasis by girls have been attributed to 'help and guidance to children (51%)' and 'decision making (33%)' and 'avoidance of too much freedom (13%)' than their counterpart boys, the percentage in the case of later being twenty two, seven and four respectively.

Parents being interested in 'Child's activities', loving, affectionate parents', 'recognising child's needs and wishes', 'frequent check and supervision', 'avoiding condemning children' and 'allowing the child to talk freely' were the other suggestions given for parenting by both boys and girls almost in equal numbers.

There is close resemblance in the number of fathers and mothers mentioning the suggestions cited above for parenting practices.

C. Authoritarianism in relation to income education and occupation

Authoritarianism in relation to income, education and occupation is discussed in terms of attitudes of youth at different income level, attitudes of parents at different income level, perception of parental authoritarianism, correlation between youth and parents, authoritarianism in relation to occupation and education of the parents.

1. Attitudes of youth at different income levels

Table X and Annexure D and E give the picture of attitudes of youth at different income levels.

TABLE X

ATTITUDES OF YOUTH AT DIFFERENT INCOME LEVEL

Variables	(Max. Score = 55) Mean	S.D.	Groups compared	't' values
<u>BOYS</u>				
N=45	25	6.00906		
<u>GIRLS</u>				
N=45	24	3.13975	B Vs G	.648293 NS
<u>BOYS</u>				
Low Income	23	7.17602		
N=15	25	5.93617	BH Vs BM	.998077 NS
Middle Income	23	7.17602		
N=15	28	3.9255	BH Vs BL	2.17809*
High Income	25	5.93617		
N=15	28	3.9255	BM Vs BL	1.19726 ^{NS}
<u>GIRLS</u>				
Low Income	22	3.43857		
N=15	23	3.70328	GH Vs GM	.532345 ^{NS}
Middle Income	22	8.43857		
N=15	28	5.22175	GH Vs GL	2.49781*
High Income	23	3.70328		
N=15	28	5.22175	GM Vs GL	3.10566**

NS = Not Significant
 * = Significant at 5 per cent level
 ** = Significant at 1 per cent level

Statistical analysis of scores of youth on 55 item schedule used to elicit their attitude towards authoritarianism in disciplining indicated that there was no significant difference between the attitudes of boys and girls of this study.

Among the boys of different income levels, remarkable difference was found between the attitudes of high and low income boys. Between high and middle and between middle and low income there was no difference, highlighting the fact that these groups were similar in their attitudes towards authoritarianism. Among the girls, between high and low income and between middle and low income groups remarkable difference was proved statistically, while there was no difference between the girls of high and middle income groups.

As Erlanger (1974) has reported that authoritarianism was likely to be used by the people of lower level of socio-economic status, this study also indicates that boys and girls of low income families have developed more of authoritatian tendencies (Figure 1).

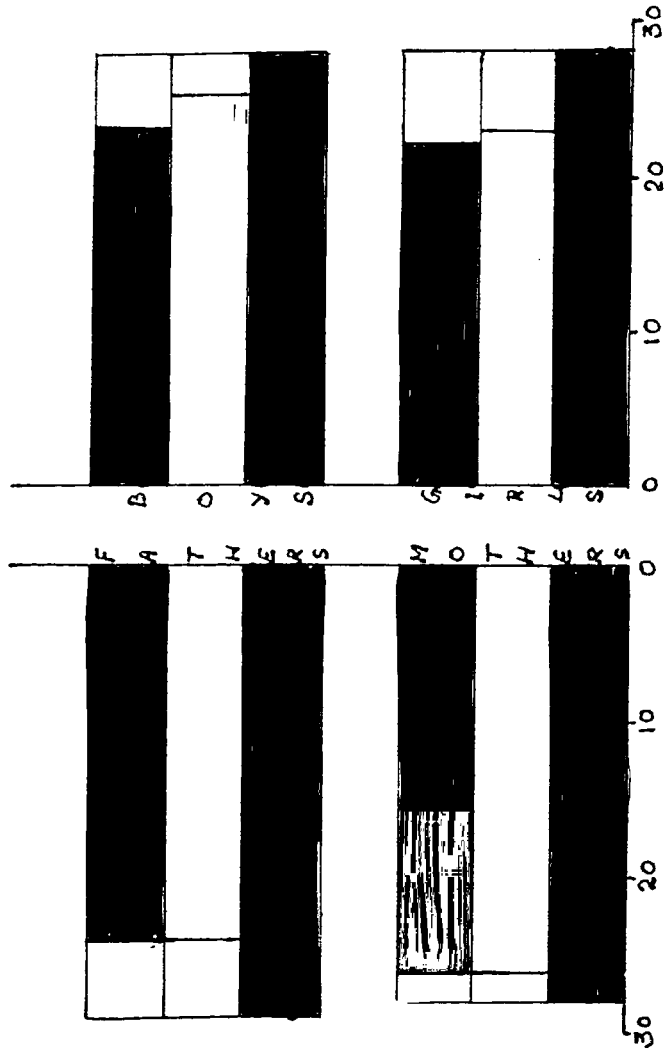
2. Attitudes of parents at different income levels

Table XI and Annexure D and E depict the attitudes of parents at different income level as denoted by them.

*Authoritarianism of youth and parents
in relation to family income*

Low Income
Middle Income
High Income

Scale : 2 cms = 10 scores



Mean score on the scale of authoritarianism

Figure - 1.

TABLE XI

ATTITUDE OF PARENTS AT DIFFERENT INCOME LEVEL

Variables	(Max. Score =55) Mean Scores	S.D.	Groups compared	't' values
Fathers N = 90	26	5.828	F Vs M	1.12 ^{NS}
Mothers N = 90	27	6.497		
<u>Fathers</u>				
Low Income N=30	24 24	5.72352 5.82118	FH Vs FM	.0670933 ^{NS}
Middle Income N=30	24 29	5.72352 4.12798	FH Vs FL	4.01016 ^{**}
High Income N=30	24 29	5.82118 4.12798	FM Vs FL	3.83876 ^{**}
<u>Mothers</u>				
Low Income N=30	26 26	7.2999 7.02549	MH Vs MM	.468534 ^{NS}
Middle Income N=30	26 29	7.2999 5.03596	MH Vs ML	1.04993 ^{NS}
High Income N=30	26 29	7.02549 5.03596	MM Vs ML	1.62636 ^{NS}

NS = Not Significant
 * = Significant at 5 per cent level
 ** = Significant at 1 per cent level

Statistical appraisals of the attitudes of mothers and fathers revealed no significant difference reflecting parity in their authoritarian attitudes.

As for the fathers, middle and low income groups seemed to be inclined more towards authoritarianism than the fathers of high income. Significant difference was seen between the attitudes of high and low income, middle and low income fathers.

With regard to the mothers it is surprising to note that there was no difference between the attitudes of mothers belonging to low, middle and high income levels (Figure I).

3. Youth's perception of parental authoritarianism

Table XII and Annexure F relate to youth's views on parental authoritarianism.

TABLE XII

YOUTH'S PERCEPTION OF PARENTAL AUTHORITARIANISM

Variables	(Max.Score =55) Mean	S.D.	Groups compared	't' values
<u>Fathers</u>				
N = 90	26.5	6.21505		
<u>Mothers</u>				
N = 90	26.6	5.63226	F Vs M	.113108 ^{NS}
<u>Fathers of youth</u>				
Low Income	29	5.77201		
N = 30	26	6.78411	FL Vs FM	1.80375 ^{NS}
Middle Income	29	5.77201		
N = 30	25	5.56766	FL Vs FH	2.5953**
High Income	26	6.78411		
N=30	25	5.56766	FM Vs FH	.540882 ^{NS}
<u>Mothers of youth</u>				
Low Income	29	4.77313		
N=30	26	5.83647	ML Vs MM	2.30043*
Middle	29	4.77313		
Income	25	5.57385	ML Vs MH	3.03532**
N = 30				
High Income	26	5.83647		
N=30	25	5.57385	MM Vs MH	.610808 ^{NS}

NS = Not Significant

* = Significant at 5 per cent level

** = Significant at 1 per cent level

Youth's perception of parental authoritarianism.
in relation to family income

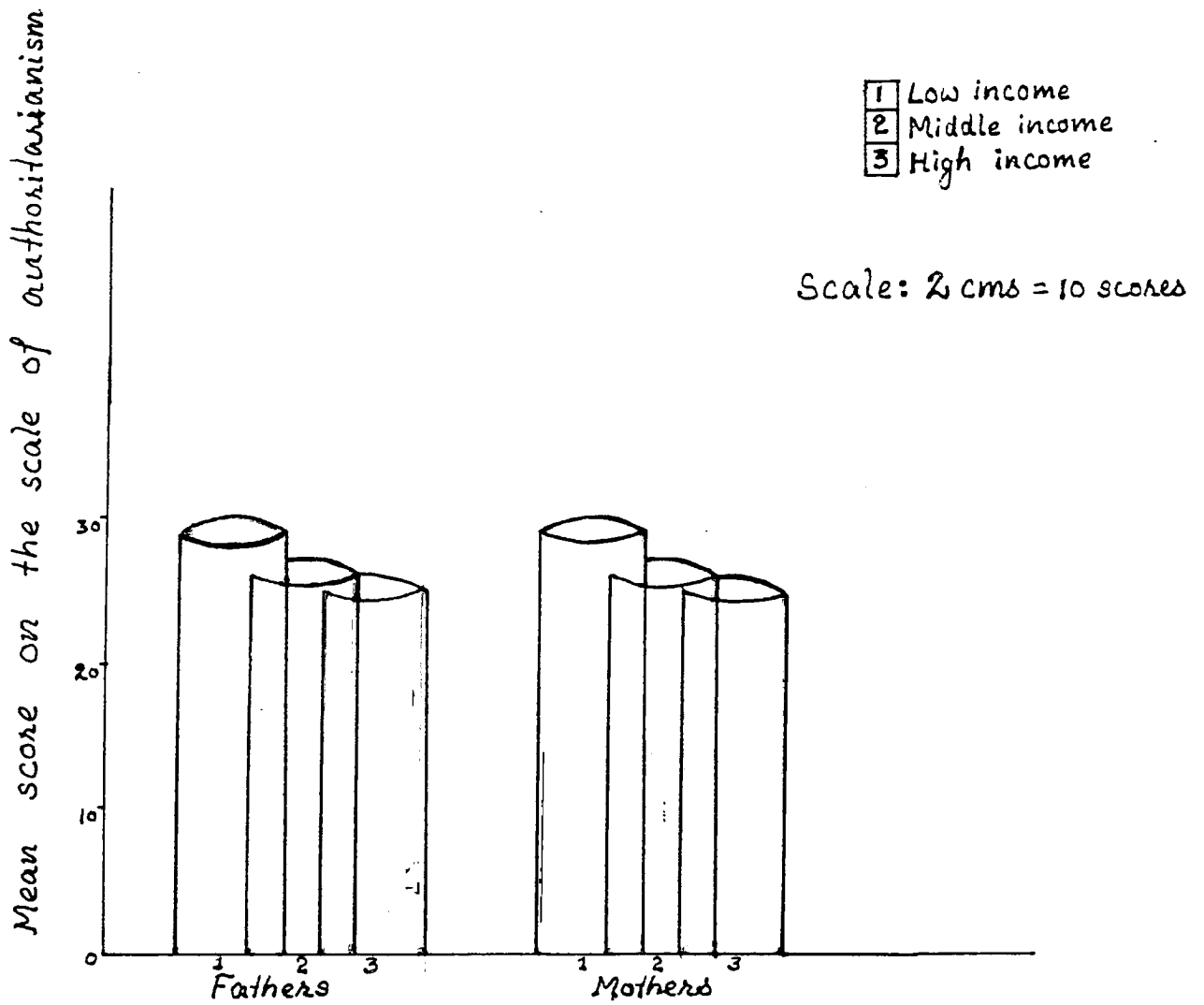


Figure - II.

The selected youth from low income perceived their fathers more authoritarian than those youth of middle and high income levels. The difference between the attitudes of low and high income youth on fathers being authoritarian was highly significant. The middle and low income youth in this study perceived that their mothers were more authoritarian. The difference between the attitudes of middle and high income youth on their mothers was insignificant (Figure II).

4. Correlation between youth and parents

Table XIII and Annexure D and E depict the correlation between boys with fathers and mothers as well as girls with fathers and mothers, regarding authoritarianism.

TABLE XII

CORRELATION BETWEEN YOUTH AND PARENTS

Boys N = 45 Fathers = 90

Girls N = 45 Mothers = 90

Variables	'r' values Fathers <hr/> Max. Score = 55	'r' values Mothers <hr/> Max. Score = 55
<hr/>		
<u>Boys</u>		
Max. Score = 55	0.3433*	0.2363 ^{NS}
 <u>Girls</u>		
Max. Score = 55	0.4006*	0.6726**

NS = Not Significant
 * = Significant at 5 per cent level
 ** = Significant at 1 per cent level

The 'r' values calculated with the scores of boys and their fathers indicated significant relationship statistically. Between the attitudes of boys and mothers the relationship was positive, though it was not significant. Between the girls and mothers as well as girls and fathers there were significant relationship in their attitudes. Obviously the youth appear to agree with the same sex parent in their

attitudes on disciplining children.

5. Authoritarianism in relation to education

Table XIV and Annexure G illustrate the scores of parents on authoritarianism in relation to various levels of education of the parents.

TABLE XIV
AUTHORITARIANISM IN RELATION TO EDUCATION

Variables	Mean Scores	S.D.	Group compared	t value
<u>Primary</u>				
F N=5	28	5.42567	P Vs S	1.38864 ^{NS}
	26	5.9576		
M N=13	29	5.42567	P Vs H	1.7031 ^{NS}
	25	6.47504		
	30	4.50556	PF Vs SF	1.32745 ^{NS}
	27	5.19295		
	28	5.74233	PM Vs SM	.949964 ^{NS}
	26	6.39906		
30	4.50556	PF Vs PM	.888925 ^{NS}	
28	5.74233			
<u>SSLC</u>				
F N = 37	26	5.9576	S Vs H	.900227 ^{NS}
	25	6.47504		
M N = 59	26	5.9576	S.Vs G	3.50952 ^{**}
	22	5.68861		
	27.2	5.18295	SF Vs HF	.0240449 ^{NS}
	27.1	5.12349		
	27	5.18285	SF Vs GF	3.17678 ^{**}
23	5.613813			

Variables	Mean Scores	S.D.	Group compared	t value
	26	6.39906	SM Vs HM	1.51784 ^{NS}
	23	7.66232		
	27	5.18285	SF Vs SM	.915878 ^{NS}
	26	6.39905		
<u>Higher Secondary</u>				
FN = 16	26	6.47504	H Vs G	1.36951 ^{NS}
	23	5.68861		
MN=10	27	5.12348	HF Vs GF	2.44929*
	23	5.61383		
	28	5.74233	PM Vs HM	1.88019 ^{NS}
	23	7.66232		
	23	7.66232	HM Vs GM	.669591 ^{NS}
	30	5.90902		
	27	5.12348	HF Vs HM	1.81091 ^{NS}
	23	7.66232		
	30	4.50556	PF Vs HF	1.2795 ^{NS}
	27	5.12348		
<u>Graduate</u>				
FN=32	28	5.42567	P Vs G	3.76495**
	22	5.68861		
MN=7	30	4.50556	PF Vs GF	2.78682**
	23	5.61383		
	28	5.74233	PM Vs GM	2.78143*
	20	5.9802		
	26	6.39906	SM Vs GM	2.25611*
	20	5.90902		
	23	5.61983	GF Vs GM	1.162 ^{NS}
	20	5.90802		

NS = Not Significant

* = Significant at 5 per cent level

** = Significant at 1 per cent level

*Authoritarianism scores of parents
in relation to education*

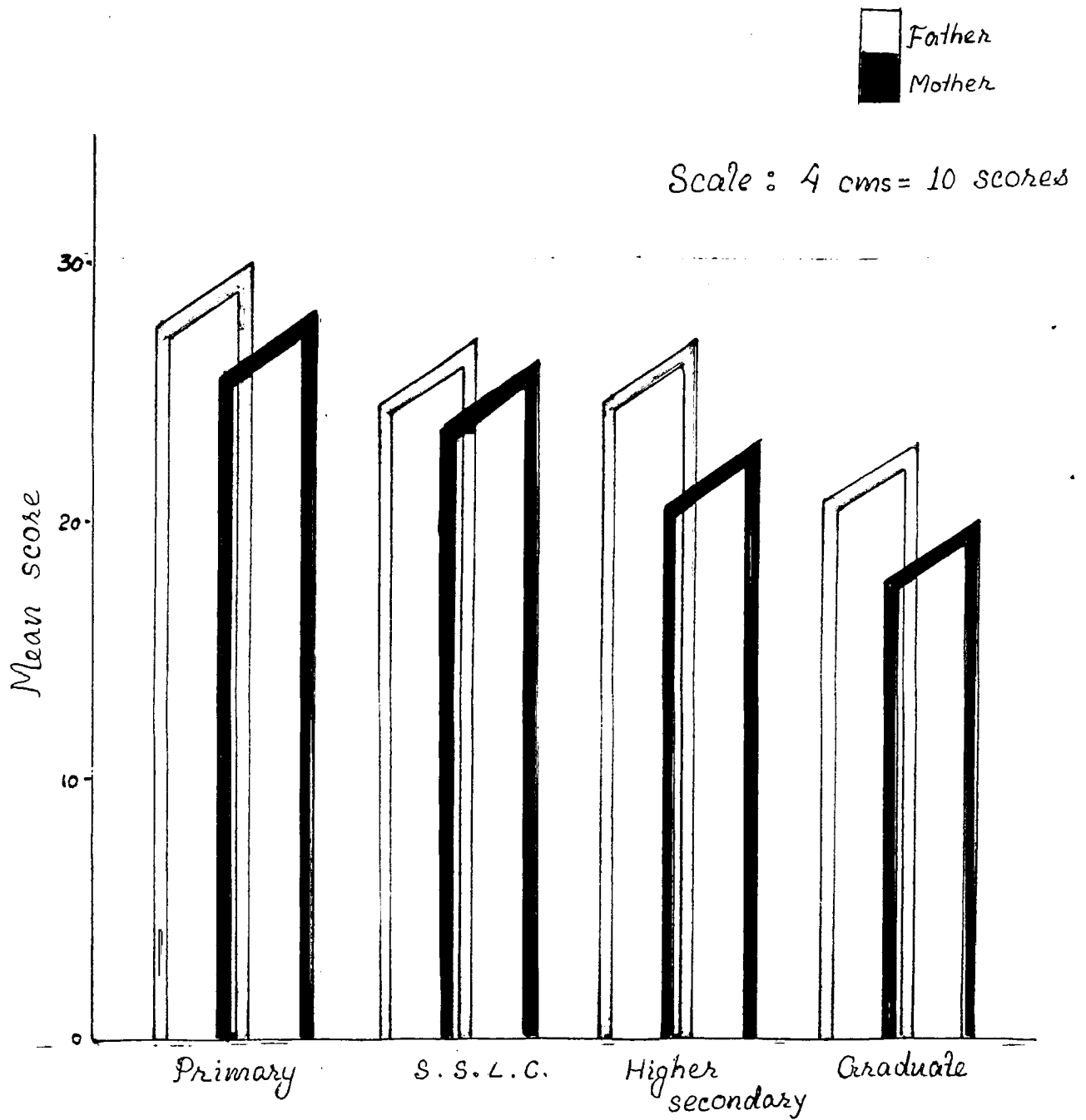


Figure-III.

The above table vividly shows, how low levels of education leads people to follow authoritarianism as their parenting styles. Endorsement towards authoritarianism increased with the decrease in educational levels of the parents. The parents who had completed primary school education appeared more authoritarian in their attitudes than the graduate parents. And the difference was significant at one per cent level. The same trend was reflected between fathers and between mothers separately. Difference was also seen between the mothers who have completed S.S.L.C. and graduate education (Figure III).

This finding is in lined with that of Goldstein et al (1978) who has revealed that authoritarianism is the characteristic of the less educated individual.

6. Authoritarianism in relation to occupation

The attitudes of parents towards authoritarianism in relation to various types of occupation are tabulated in Table XV.

TABLE XV

AUTHORITARIANISM IN RELATION TO OCCUPATION

Variables	Mean Scores	S.D.	Groups compared	t values
<u>No Occupation</u>				
F	26	6.66705	N Vs W	.678139 ^{NS}
	27	3.80669		
M _N =78	26	6.66705	N Vs A	1.37902 ^{NS}
	30	3.61939		
	25	6.66705	N Vs C	.675176 ^{NS}
	26	5.20841		
26	6.66705	N Vs P	1.14132 ^{NS}	
30	6.92771			
	26	6.66705	NM Vs WM	.0925524 ^{NS}
	25	2.3094		
	26	6.66705	NM Vs CM	.319302 ^{NS}
	25	6.12178		
<u>Wage earner</u>				
F _N =8	27	3.80669	W Vs A	1.2674 ^{NS}
	30	3.61939		
M _N =3	27	3.80669	W Vs C	.385196 ^{NS}
	26	5.20941		
	28	4.16619	WF Vs AF	.320951 ^{NS}
	30	3.61939		
	28	4.16619	WF Vs CF	.54195 ^{NS}
	27	5.07642		
	25	2.3094	WM Vs CM	.12718 ^{NS}
	25	6.12178		
	28	4.16619	WF Vs WM	.931507 ^{NS}
	25	2.3094		

Variables	Mean Scores	S.D.	Groups compared	t values
<u>Agricultural</u>				
F _{N=6}	27	3.61939	A Vs C	1.38865 ^{NS}
	24	5.20841		
M	30	3.61939	A Vs P	1.98293 ^{NS}
	34	6.82771		
	30	3.61939	AF Vs CF	1.29236 ^{NS}
	27	5.07642		
	30	3.61939	AF Vs PF	1.34604 ^{NS}
	24	6.94331		
	30	3.61939	AF Vs EF	2.43177*
	23	6.38209		
<u>Clerical</u>				
F _{N=42}	26	5.20341	C Vs P	1.75967 ^{NS}
	24	6.32771		
	26	5.20341	C Vs B	2.43839**
	23	6.39209		
	27	5.07642	CF Vs PF	1.64777 ^{NS}
	24	6.94331		
	25	6.12179	CM Vs PM	.655794 ^{NS}
	22	7.77813		
	27	5.07642	CF Vs CM	.971209 ^{NS}
	25	6.12173		
<u>Professional</u>				
F _{N=15}	24	6.82771	P Vs B	.389472 ^{NS}
	23	6.38209		
M _{N=2}	27	3.80669	W Vs P	1.52049 ^{NS}
	24	6.82771		
	24	6.94331	PF Vs PM	.461649 ^{NS}
	22	6.77813		

Variables	Mean Scores	S.D.	Groups compared	t values
	26	6.66705	NM Vs PM	.87606 ^{NS}
	22	7.77818		
	28	4.16619	WF Vs PF	1.41562 ^{NS}
	24	6.94331		
	25	2.3094	WM Vs PM	.862164 ^{NS}
	22	7.77818		
<u>Business</u>				
F _{N=19}	26	6.66705	N Vs B	1.71552 NS
	23	6.38209		
M	27	3.80669	W Vs B	2.02741 ^{NS}
	23	6.38209		
	30	3.61939	A Vs B	2.43177**
	23	6.38209		
	29	6.94331	PF Vs BF	.499246 ^{NS}
	23	6.39209		
	28	4.16619	WF Vs HF	2.01299 ^{NS}
	23	6.38209		
	27	5.07642	CF Vs BF	2.57743**
	23	6.38209		

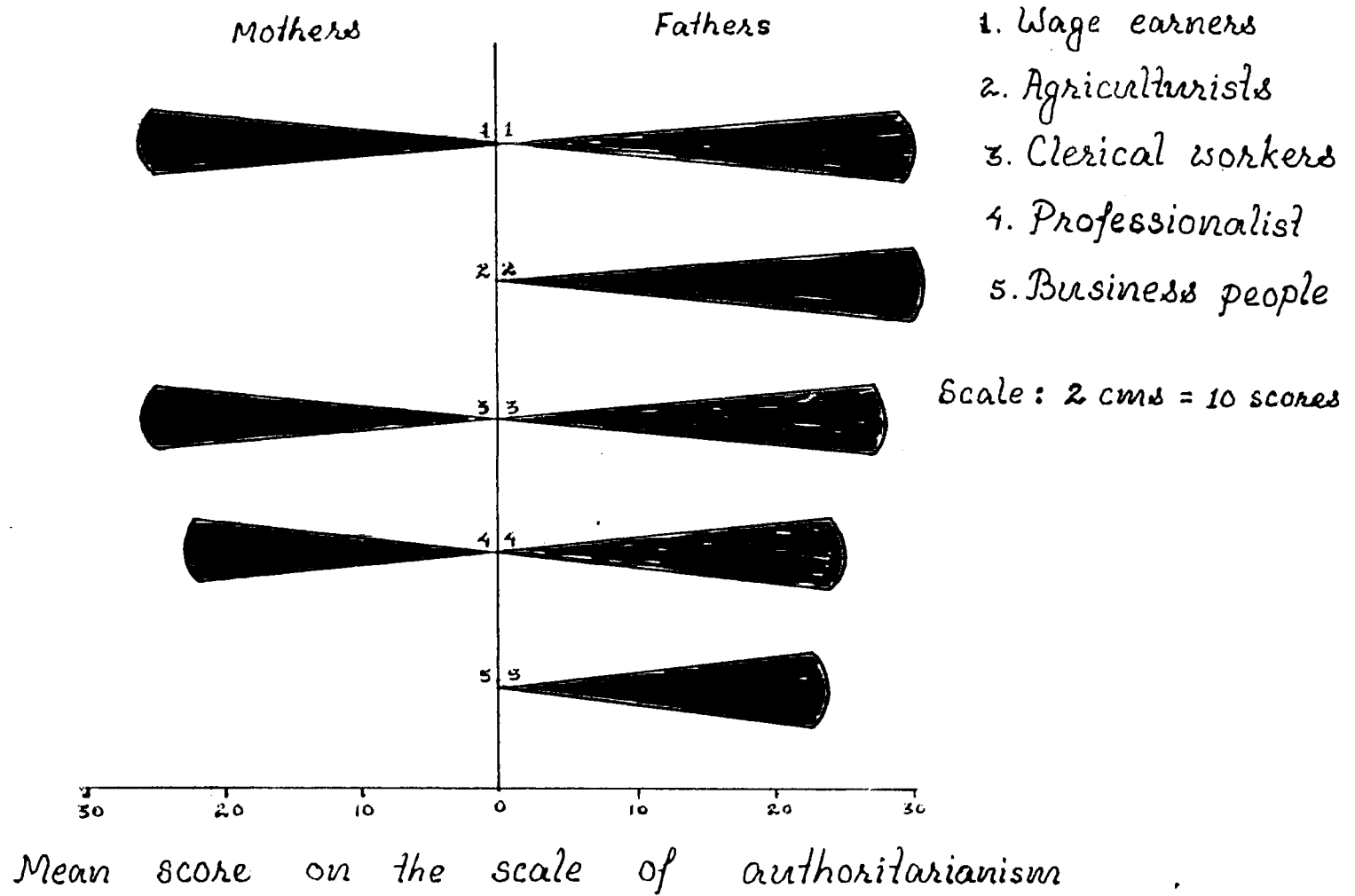
NS = Not Significant

* = Significant at 5 per cent level

** = Significant at 1 per cent level

The clerks and agriculturists received more scores on authoritarianism scale than those fathers who held other occupations. There was a significant difference between the attitude scores of agriculturists and business people and between clerks and business people (Figure IV).

Authoritarianism in relation to occupation of parents



(39)

Figure-IV.

Summary and Conclusion

V SUMMARY AND CONCLUSION

This study was undertaken to elicit 'Attitudes of youth and their parents towards authoritarianism in disciplining children in the family. Forty five boys and 45 girls of the age group 18-20 years and their parents (90 fathers and 90 mothers) constituted the sample. A questionnaire and a standardised scale were used to collect the required data from the samples.

The key findings of the study are:

1. Among youth, more girls identified the characteristics of authoritarianism as 'strict commands (51%)' and 'rigid rules and regulations (27%)', while the corresponding responses from boys were less (31% and 13% respectively). More number of fathers (14%) mentioned 'expectation of absolute obedience' than the mothers (10%). More of fathers stressed on 'insisting respect to elders (11%)' than the other groups as one of the characteristics of authoritarianism.
2. As for the awareness of other disciplinary techniques other than authoritarian, more boys referred to the authoritative attitude (24%) than the girls (4%). Higher number of youth and parents stated democratic (youth - 51%; parents - 36%) and permissive (youth - 31%;

parents - 29%) approaches in disciplining. Double the number of girls than boys have reflected awareness of the permissive and neglecting type of parenting.

3. More number of boys indicated that authoritarianism was preferred in order to create discipline (27%) than the girls (13%). More numbers of girls (9%) indicated 'developing good citizenship' than the boys (2%) as a reason for preferring authoritarianism.

Youth predominate the parents in stating 'Commanding nature' as a reason for not preferring authoritarianism (youth - 49%; parents - 23%). The 'psychological ill effects' was expressed by more parents (53%) than the youth (43%). Youth outnumbered in enumerating reasons for not preferring authoritarianism than the parents on the whole.

4. 'Child learn discipline and lead a systematic life' was the only positive effect of authoritarianism according to the selected sample. There is close similarity in the number of boys and girls, number of mothers and fathers enlisting the negative effects such as 'development of inferiority complex in children', 'false respect towards elders from children', 'disintegration in the family' 'children not being socially developed' and 'their running away from home'.

5. For the question on positive attitude that should be possessed by the parents girls in more numbers listed 'guide and understand the child' and 'do not compare children' than the boys. On the other hand boys in more numbers (27%) stressed 'right amount of freedom' than the girls (9%).

Both fathers and mothers seem to agreed closely with the enumeration of positive attitudes that should be possessed by the parents in the field of disciplining children. More mothers (38%) attached importance to 'love and affection and frank communication' than the fathers (26%) and the youth (boys - 31% and girls - 29%).

6. With regard to suggestions for parenting greater emphasis by girls have been attributed to 'help and guidance to children (51%)' and 'decision making' (33%) and 'avoidance of too much freedom (18%)' than their counterpart boys, the percentage in the case of later being twenty two, seven and four respectively.

Parents being 'interested in child's activities'; 'loving affectionate parents', 'recognising child's needs and wishes', 'frequent

check and supervision', 'avoiding condemning children and 'allowing the child to talk freely' were the other suggestions given for parenting by both boys and girls almost in equal numbers.

There is close resemblance in the number of fathers and mothers mentioning the suggestions cited above for parenting practices.

7. Among the boys of different income levels, remarkable difference was found between the attitudes of high and low income boys. Between high and middle and between middle and low income there was no difference, highlighting the fact that these groups were similar in their attitudes towards authoritarianism.

Among the girls, between high and low income and between middle and low income groups remarkable difference was proved statistically, while there was no difference between the girls of high and middle income groups.

8. Remarkable difference was observed in the attitudes towards authoritarianism between the fathers of low and high and low and middle income levels and their difference was statistically significant.

9. The selected youth from low income perceived their fathers more authoritarian than those youth of middle and high income level. The difference between the attitudes of low and high income youth on fathers being authoritarian was highly significant. The middle and low income youth of this study perceived that their mothers were more authoritarian. The difference between the attitudes of middle and high income youth on their mothers was insignificant.
10. The 'r' values calculated with the scores of girls and their fathers and girls and their mothers indicated significant relationship statistically. Between the boys and their fathers there was significant relationship in their attitudes. Between the attitudes of boys and mothers the relationship was positive, though it was not significant.
11. The parents who had completed primary school education appeared more authoritarian in their attitudes than the graduate parents. And the difference was significant at one per cent level. The same trend was reflected between fathers and between mothers respectively.

12. There was a significant difference between the attitude scores of agriculturists and business people and between clerks and business people reflecting the fact that the fathers of clerical occupations and agriculturists were more authoritarian.

Recommendations emerging out of the following the study are:

1. The authoritarian practices can be analysed in terms of parent's age and ordinal position of the child.
2. Parents and youth need to be educated on the desirable disciplinary techniques and their effects through popular mass media.
3. Large scale studies in this field may bring out confirmative results.

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Annexures

ANNEXURE A

A QUESTIONNAIRE TO ELICIT INFORMATION ON ATTITUDES OF YOUTH
AND THEIR PARENTS TOWARDS AUTHORITARIANISM IN DISCIPLINING
CHILDREN IN THE FAMILY

I. General information :

- 1. Name of the respondent :
- 2. Sex of the respondent :
- 3. Age of the respondent :
- 4. Religion :
- 5. Nationality :
- 6. Address of the respondent :
- 7. Type of the family : Nuclear family
Joint family
- 8. Size of the family : Small (upto 5)
Large
- 9. Back ground information :

S.No.	Name of the family members	Relation-ship to the head	Education	Occu- pation of the family	Total income of the family (monthly)

=====

II. What do you think are the characteristics of authoritarian type of people in disciplining?

III. Mention the other types of disciplinary techniques you are aware of.

IV. Do you prefer authoritarianism in disciplining children?

=====

Yes

Reasons

No

Reasons

=====

V. What do you think are the effects of authoritarian type of discipline on children?

VI. What positive attitudes should the parents possess in disciplining?

VII. What are your suggestions regarding parenting practices?

ANNEXURE B

A 55 ITEM CHILD REARING PRACTICES SCALE TO ELICIT ATTITUDES OF YOUTH TOWARDS AUTHORITARIANISM IN DISCIPLINING CHILDREN

NARAYANAN & GANESAN (1977)

=====

S.No.	Child rearing practices item	How do you think your parents react to these items		
		FATHER	MOTHER	YOUTH
1.	Strict training is essential for children	Yes/No	Yes/No	Yes/No
2.	Strict discipline alone would develop a fine strong character among children	Yes/No	Yes/No	Yes/No
3.	Children who are held to firm rules grow up to be the best adults	Yes/No	Yes/No	Yes/No
4.	Parents should plan things for children because they alone are responsible persons	Yes/No	Yes/No	Yes/No
5.	A child should grow up convinced that his parents always knew what is the right thing to do	Yes/No	Yes/No	Yes/No
6.	Parents should teach children to have unquestionable loyalty to them	Yes/No	Yes/No	Yes/No
7.	Rules regarding discipline should be strictly planned for children by parents	Yes/No	Yes/No	Yes/No
8.	The parents should make their children regard them above everybody else	Yes/No	Yes/No	Yes/No
9.	Children should be made to understand the services rendered by parents by constant advices	Yes/No	Yes/No	Yes/No
10.	Children should always conform to parental expectations	Yes/No	Yes/No	Yes/No

S.No.	Child rearing practices item	How do you think your parents react to these items		Your reaction as a potential parents
		FATHER	MOTHER	YOUTH
11.	Do you think that children should be made to fear their parents for their own good?	Yes/No	Yes/No	Yes/No
12.	Loyalty to parents comes foremost	Yes/No	Yes/No	Yes/No
13.	Children should be taught everything by the parents	Yes/No	Yes/No	Yes/No
14.	A child should always love its parents above every one else	Yes/No	Yes/No	Yes/No
15.	Parents should emphasis that the children should always take advice from them in solving any problems; they should not try on their own accord	Yes/No	Yes/No	Yes/No
16.	A stubborn child has to have some punishment or it may not learn anything	Yes/No	Yes/No	Yes/No
17.	As parents have freedom, children should else have	Yes/No	Yes/No	Yes/No
18.	If small child refuse to obey, parents should whip them for it	Yes/No	Yes/No	Yes/No
19.	In dealing with children discussion cannot find a place.	Yes/No	Yes/No	Yes/No
20.	A child deserves to be slapped when it talks back to its parents	Yes/No	Yes/No	Yes/No
21.	A wise parent will teach a child early just who is boss	Yes/No	Yes/No	Yes/No
22.	A child should never be allowed to keep any secret to itself	Yes/No	Yes/No	Yes/No

S.No.	Child rearing practices item ,	How do you think your parents react to these items		Your reaction as a potential parents
		FATHER	MOTHER	YOUTH
23.	Children should be never lead to question the parents	Yes/No	Yes/No	Yes/No
24.	When a parent asks a child to do something the child should always be told why.	Yes/No	Yes/No	Yes/No
25.	Do you agree that children should be allowed to disagree with the parents on reasonable grounds	Yes/No	Yes/No	Yes/No
26.	Parents should give freedom to their children to choose their friends	Yes/No	Yes/No	Yes/No
27.	Children are actually happier under strict training	Yes/No	Yes/No	Yes/No
28.	The child should be taught to know that there is no greater wisdom than that of its parents	Yes/No	Yes/No	Yes/No
29.	Parents should keep out of children's activities as much as possible so that children can learn to do things on their own	Yes/No	Yes/No	Yes/No
30.	A child can only become self-confident if allowed to do things its own way	Yes/No	Yes/No	Yes/No
31.	One must always keep tight hold of a baby during his/her bath for, in a careless movements he/she might slip	Yes/No	Yes/No	Yes/No
32.	Children should never learn things outside the home which make them doubt their parents' idea	Yes/No	Yes/No	Yes/No
33.	Most children should have more discipline than they get	Yes/No	Yes/No	Yes/No

S.No.	Child rearing practices item	How do you think your parents react to these items		Your reaction as a potential parents
		FATHER	MOTHER	YOUTH
34.	When children work without the directions of parents they can do better on their job	Yes/No	Yes/No	Yes/No
35.	If you are soft-hearted with children, they will just find out they can push you around	Yes/No	Yes/No	Yes/No
36.	A parent should always defend himself even when he is not right in the presence of children	Yes/No	Yes/No	Yes/No
37.	The children's ideas should be seriously considered in making family decisions	Yes/No	Yes/No	Yes/No
38.	The parents should make it their business to know everything the children are thinking and doing	Yes/No	Yes/No	Yes/No
39.	Parents should show an interest in their children's growth, but they should not dominate	Yes/No	Yes/No	Yes/No
40.	As much as reasonable, a parent should try to treat a child as an equal	Yes/No	Yes/No	Yes/No
41.	One should not hear children telling their troubles since the children will always end in complaining	Yes/No	Yes/No	Yes/No
42.	Parents should anticipate the mischief of the children and threaten them before hand	Yes/No	Yes/No	Yes/No
43.	Parents should be everything at any cost by themselves to avoid frustration and disappointment to children	Yes/No	Yes/No	Yes/No
44.	Parents should respect the wishes of their children even more than the child respects their wishes	Yes/No	Yes/No	Yes/No
45.	It is not fair always to expect the children to do all the compromising and adjustment	Yes/No	Yes/No	Yes/No

=====							
S.No.	Child rearing practices item	How do you think your parents react to these items			Your reaction as a potential parent		
		FATHER	MOTHER	YOUTH			

46.	Children should be given opportunity to express their dislike and feeling about reasonables regarding family rules	Yes/No	Yes/No	Yes/No			
47.	Parents should always find fault with children to bring them up in proper way	Yes/No	Yes/No	Yes/No			
48.	If parents would have fun with their children, the children would be more apt to take their advice	Yes/No	Yes/No	Yes/No			
49.	Parents should also adjust to the views of the children	Yes/No	Yes/No	Yes/No			
50.	Parents who are interested in learning about their children's play activities, pranks, and fun help them grow upright	Yes/No	Yes/No	Yes/No			
51.	Parents should give complete protection to their children even from little difficulties in life	Yes/No	Yes/No	Yes/No			
52.	A child has a right to his own point of view and ought to be allowed to express it	Yes/No	Yes/No	Yes/No			
53.	Laughing at children's jokes and telling children jokes makes things go more smoothly	Yes/No	Yes/No	Yes/No			
54.	When you do things together, children feel close to you and talk easier	Yes/No	Yes/No	Yes/No			
55.	Parents need to strive to understand their children better	Yes/No	Yes/No	Yes/No			
=====							

ANNEXURE C

A. 55. ITEM CHILD, REARING PRACTICES SCHEDULE TO ELICIT ATTITUDES OF PARENTS TOWARDS AUTHORITARIANISM IN DISCIPLINING
 NARAYANAN & GANESAN (1977)
 =====

S.No.	Child rearing practices item	Your reactions as a parent (Father/Mother)
1.	Strict training is essential for children	Yes/No
2.	Strict discipline alone would develop a fine strong character among children	Yes/No
3.	Children who are held to firm rules grow up to be the best adults	Yes/No
4.	Parents should plan things for children because they alone are responsible persons	Yes/No
5.	A child should grow up convinced that his parents always knew what is the right thing to do	Yes/No
6.	Parents should teach children to have unquestionable loyalty to them	Yes/No
7.	Rules regarding discipline should be strictly planned for children by parents	Yes/No
8.	The parents should make their children regard them above everybody else	Yes/No
9.	Children should be made to understand the services rendered by parents by constant advices	Yes/No
10.	Children should always confirm to parental expectations	Yes/No
11.	Do you think that children should be made to fear their parents for their own good?	Yes/No
12.	Loyalty to parents comes foremost	Yes/No
13.	Children should be taught everything by the parents	Yes/No
14.	A child should always love its parents above every one else	Yes/No

S.No.	Child rearing practices items	Your reactions as a parent (Father/Mother)
15.	Parents should emphasise that the children should always take advice from them in solving any problem; they should not try on their own accord	Yes/No
16.	A stubborn child has to have some punishment or it may not learn anything	Yes/No
17.	As parents have freedom, children should also have	Yes/No
18.	If small child refuse to obey, parents should whip them for it	Yes/No
19.	In dealing with children discussion cannot a find a place	Yes/No
20.	A child deserves to be slapped when it talks back to its parents	Yes/No
21.	A wise parent will teach a child early just who is boss	Yes/No
22.	A child should never be allowed to keep any secret to itself	Yes/No
23.	Children should be never led to question the parents	Yes/No
24.	When a parent asks a child to do something the child should always be told why	Yes/No
25.	Do you agree that children should be allowed to disagree with the parents on reasonable grounds	Yes/No
26.	Parents should give freedom to their children to choose their friends	Yes/No
27.	Children are actually happier under strict training	Yes/No
28.	The child should be taught to know that there is no greater wisdom than that of its parents	Yes/No

S.No. Child rearing practices items	Your reactions as a parent (Father/Mother)
29. Parents should keep out of children's activities as much as possible so that children can learn to do things on their own	Yes/No
30. A child can only become self-confident if allowed to do things its own way	Yes/No
31. One must always keep tight hold of a baby during his/her bath for, in a careless movements he/she might slip	Yes/No
32. Children should never learn things outside the home which make them doubt their parents' ideas	Yes/No
33. Most children should have more discipline than they get	Yes/No
34. When children work without the directions of parents they can do better on their job	Yes/No
35. If you are soft-hearted with children, they will just find out they can push you around	Yes/No
36. A parent should always defend himself even when he is not right in the presence of children	Yes/No
37. The children's ideas should be seriously considered in making family decisions	Yes/No
38. The parents should make it their business to know everything the children are thinking and doing	Yes/No
39. Parents should show an interest in their children's growth, but they should not dominate	Yes/No
40. As much as reasonable, a parent should try to treat a child as an equal	Yes/No
41. One should not hear children telling their troubles since the children will always end in complaining	Yes/No

=====

S.No.	Child rearing practices items	Your reactions as a parent (Father/Mother
42.	Parents should anticipate the mischief of the children and threaten them before hand	Yes/No
43.	Parents should do everything at any cost by themselves to avoid frustration and disappointment to children	Yes/No
44.	Parents should respect the wishes of their children even more than the child respects their wishes	Yes/No
45.	It is not fair always to expect the children to do all the compromising and adjustment	Yes/No
46.	Children should be given opportunity to express their dislike and feeling about reasonableness regarding family rules	Yes/No
47.	Parents should always find fault with children to bring them up in proper way	Yes/No
48.	If parents would have fun with their children, the children would be more apt to take their advice	Yes/No
49.	Parents should also adjust to the views of the children	Yes/No
50.	Parents who are interested in learning about their children's play activities pranks, and fun help them grow upright	Yes/No
51.	Parents should give complete protection to their children even from little difficulties in life	Yes/No
52.	A child has a right to his own point of view and ought to express it	Yes/No
53.	Laughing at children's jokes and telling children jokes makes things go more smoothly	Yes/No
54.	When you do things together, children feel close to you and talk easier	Yes/No
55.	Parents need to strive to understand their children better	Yes/No

=====

ANNEXURE D

SCORES OBTAINED BY THE BOYS AND THEIR PARENTS

BOYS			FATHERS			MOTHERS		
Low income	Middle income	High income	Low income	Middle income	High income	Low income	Middle income	High income
24	33	23	24	14	26	23	27	23
33	27	9	31	27	14	27	29	17
26	21	17	26	19	21	24	20	21
24	30	23	33	32	30	28	23	23
36	22	29	32	31	26	24	30	32
29	29	14	25	27	23	23	31	23
25	29	30	31	33	31	21	30	29
25	28	34	20	28	17	20	32	15
24	30	16	22	22	19	19	22	16
27	23	28	32	24	33	34	21	9
32	28	22	33	26	34	33	26	35
25	15	17	28	13	27	34	14	32
24	32	24	33	27	24	31	23	29
32	15	32	34	20	22	32	24	23
27	18	26	26	36	32	27	35	29

ANNEXURE E

SCORES OBTAINED BY THE GIRLS AND THEIR PARENTS

GIRLS (N=45)			FATHERS (N=45)			MOTHERS (N=45)		
Low income (N=15)	Middle income (N=15)	High income (N=15)	Low income (N=15)	Middle income (N=15)	High income (N=15)	Low income (N=15)	Middle income (N=15)	High income (N=15)
29	24	13	26	20	15	25	18	12
32	22	23	32	14	20	31	16	20
30	26	19	29	22	31	31	20	30
25	27	23	26	20	19	24	16	18
21	26	26	27	21	29	20	22	36
16	24	30	21	21	24	21	13	25
31	23	24	29	23	23	33	24	23
31	27	14	30	34	19	33	29	19
25	19	10	30	25	29	29	26	17
31	26	26	33	20	24	33	20	21
23	23	17	31	31	30	36	26	31
37	24	24	35	21	17	35	19	26
30	20	44	31	24	23	28	24	47
31	21	20	36	23	23	32	18	23
30	13	13	29	25	15	23	21	16

ANNEXURE F

SCORES OBTAINED BY THE BOYS AND GIRLS ON THEIR PERCEPTION REGARDING
PARENTAL AUTHORITARINISM

Boys (N=45)						Girls (N=45)					
Fathers (N=45)			Mothers (N=45)			Fathers (N=45)			Mothers (N=45)		
L (N=15)	M (N=15)	H (N=15)	L (N=15)	M (N=15)	H (N=15)	L (N=15)	M (N=15)	H (N=15)	L (N=15)	M (N=15)	H (N=15)
24	36	34	26	33	27	29	20	17	28	16	20
33	30	15	28	29	18	33	15	22	33	15	22
30	33	21	37	32	20	34	31	18	35	26	18
28	30	32	28	31	31	25	8	22	24	20	22
23	29	30	25	29	28	25	22	27	25	22	29
24	27	29	22	26	19	20	24	27	20	21	26
21	28	30	23	29	30	33	23	30	33	32	29
18	28	28	27	28	30	33	34	17	33	29	17
18	28	26	29	32	24	26	22	30	26	24	28
32	18	25	32	29	26	33	19	26	33	19	27
32	35	30	32	30	30	25	28	21	25	28	19
37	16	24	36	15	22	34	23	20	36	19	25
27	33	24	26	31	24	40	25	38	39	25	44
35	26	26	24	22	23	31	23	25	30	19	29
26	37	19	23	36	25	36	21	18	35	31	19

ANNEXURE G

SCORES OBTAINED BY THE PARENTS IN TERMS OF EDUCATION

Primary Father	34	33	25	34	26								
Primary Mother	16	29	24	20	34	32	27	29	24	34	29	36	28
Secondary Father	20	25	24	26	32	29	26	21	29	33	30	31	32
	29	26	23	31	17	32	14	27	32	31	27	22	26
	27	20	36	24	31	32	20	22	32	33	33		
Secondary Mother	36	17	21	31	26	47	18	16	20	16	22	13	24
	26	26	19	13	21	25	31	31	20	21	33	35	28
	36	23	17	21	23	32	23	29	15	35	29	23	29
	27	22	28	30	31	32	22	26	28	24	35	23	27
	28	28	21	19	34	33	31						
College Father	21	37	19	28	27	26	28	24	22	20	23	31	27
	30	33	33										
College Mother	33	20	23	24	30	12	24	21	30	9			
Graduate Father	14	30	26	19	33	27	24	22	33	13	31	15	20
	31	19	26	23	19	29	27	30	19	23	23	15	14
	21	21	20	21	23	25							
Graduate Mother	16	23	19	18	20	14	32						

ANNEXURE H

SCORES OBTAINED BY THE PARENTS IN TERM OF OCCUPATION

No. occupation (Father)													
No. occupation (Mother)	23	17	21	28	32	15	16	9	35	29	23	29	
	29	29	28	31	30	32	22	21	26	28	24	35	
	23	28	28	21	20	19	34	33	34	31	32	27	
	12	20	30	18	36	25	23	19	17	21	31	26	
	47	23	18	16	20	16	22	18	24	29	26	20	
	26	19	23	21	25	31	31	24	20	21	33	33	
	29	33	36	35	28	32							
Wage earner (Father)	20	32	26	24	32	29	30	29					
Wage earner (Mother)	24	24	28										
Agriculture (Father)	26	31	24	31	33	32							
Agriculture (Mother)													
Clerk (Father)	21	26	23	31	34	27	24	22	32	14	27	19	
	32	31	27	28	24	26	27	36	26	25	20	33	
	28	33	31	29	23	21	21	23	31	21	20	27	
	21	29	30	33	31	35							
Clerk (Mother)	23	29	32	22	30	14	24						

Professional
(Father)

29 20 31 24 17 23 23 13 25 19 33 33
13 22 34

Professional
(Mother)

27 16

Business
father

15 19 24 19 30 20 14 22 20 34 20 25 26
36 26 14 30 17 22

Business
(Mother)

ANNEXURE I

STATISTICAL ANALYSIS

TEST OF SIGNIFICANCE

To compare the attitude towards authoritarianism of boys and girls and fathers and mothers in terms of different income levels, educational levels and types of occupation; the 't' test was used.

Step I: Formula : 't' value

$$= \frac{\bar{x}_1 - \bar{x}_2}{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Step 2: The value obtained for a given data denoted as t_c . The statistical table was referred for tabulated t for $(n_1 + n_2 - 2)$ df. The table value was denoted as $t_{n_1+n_2-2}$. The level of significance may be chosen either for 5% or 1%.

Step 3: If t_c is greater than or equal to $t_{n_1+n_2-2}$ then the means are said to significantly different at the chosen level of significance.

The procedure is illustrated for the following example.

The mean, SD and sample size of father were 25.7, 5.288 and 90. This is taken as first sample. Therefore $\bar{x}_1 = 25.7$ $s_1 = 5.288$ and $n_1 = 90$.

The mean, S.D. and sample size of mother were 2.5, 6.4967 and 90. This is taken as the second sample. Therefore $\bar{x}_2 = 2.5$, $s_2 = 6.4967$ and $n_2 = 90$.

$$t = \frac{25.7 - 2.5}{\sqrt{\frac{89 \times 5.288^2 + 89 \times 6.4967^2}{90 + 90 - 2} \left(\frac{1}{90} + \frac{1}{90} \right)}}$$
$$= \frac{0.2}{0.91998} = 0.2174$$

$$\therefore t_c = 0.2174$$

$$t_{176} \text{ for } 5\% = 1.973$$

Since $t_c < t_{176}$ at 5% the means are not significantly different.

CORRELATION COEFFICIENT (r)

To see the correlation between boys with their fathers and mothers and girls with their fathers and mothers the correlation coefficient test was used.

Formula:

$$\begin{aligned} \Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n} \\ = \frac{\sqrt{\left\{ \Sigma X^2 - \frac{(\Sigma X)^2}{n} \right\} \left\{ \Sigma Y^2 - \frac{(\Sigma Y)^2}{n} \right\}}}{n} \end{aligned}$$

where x = One variable (Eg. Boys)

y = Another variable (Eg. Fathers)

Σy = Sum of product of XY

Σx^2 = Sum of squares of X.

Σy^2 = Sum of squares of Y

Σx = Sum of X

Σy = Sum of Y

n = number of pairs