

CHAPTER VIII.

S U M M A R Y . . .

SUMMARY.

The purpose of the present investigation was to study sex-role identification of preschool age boys and girls from three socio-economic classes in India by the use of the IT Scale for young children.

Another aim of this investigation was to detect relationships between sex role preferences and certain personal variables.

The ten null hypothesis of the study are :-

- (1) There is no difference in the sex-role preference scores of boys and girls of 3 to 5 years of age.
- (2) There is no relationship between the sex-role preference of children from three different socio-economic levels.
- (3) There is no relationship between the age of the child and his sex role preference as measured on ITSC.
- (4) There is no relationship among the three different subparts of the ITSC.
- X (5) There is no relationship between the sex of the child and his performance on the vocabulary test.
- ✓ (6) There is no relationship between the socio-economic status of the child and his performance on the vocabulary test.

- (7) There is no relationship between the age of the child and his performance on the vocabulary test.
- (8) There is no relationship between the child's performance on the vocabulary test and ITSC.
- (9) There is no relationship between the 'Draw-a-man' test and ITSC.
- (10) There is no relationship between the 'Draw-a-man' test performance of the child and his/her ^{SES.} score on ITSC.

The subjects belonged to three different socio-economic groups, which are following :-

Upper Middle Class	21 boys, 7 girls.
Middle Class.....	57 boys, 39 girls.
Lower Middle Class.....	31 boys, 14 girls.
Total sample = 169.	<u>109 boys, 60 girls.</u>

The instruments used to collect data were the ITSC *

The vocabulary items from Revised Stanford Binet's Test* of intelligence and 'Draw-a-man' ** test by Dr. Mrs. Pramila Pathak.

* The IT Scale for young children (Daniel G. Brown, Psychological Specialists, 1956).

* Revised Stanford Binet Test of intelligence, Terman & Merrill, 1937.

** 'Draw-a-man' test, by Dr. Mrs. Pramila Pathak (1966).

The ITSC was used to obtain sex-role preference scores while the vocabulary items were used to exclude children who were slow learners and mentally retarded. The draw-a-man test gave an additional dimension to the understanding of sex-role learning in the preschool children.

For statistical analysis, a correlational analysis, and analysis of variance was computed in order to study the relationship between sex groups, age groups and socio economic status. Relationship between the ITSC and Draw-a-man test, and vocabulary items was also computed.

The following conclusions are supported by the data involved in this investigations :-

- (1) Preschool boys and girls differ from each other in their sex-role preferences, regardless of their belongingness in a particular socio-economic class ;
- (2) Pre-school boys from the three different socio - economic classes do not differ in their sex-role preferences ;
- (3) Pre-school girls from three different socio-economic classes do not differ in their sex-role preferences.
- (4) There is a positive relationship on the performance on Draw-a-man test and vocabulary test for girls. This relationship is not significant in case of boys in this sample of pre-school children.

(5) There is a positive relationship between vocabulary test and age in case of girls. However, this relationship is not significant in case of boys in this sample of preschool children.

This investigation was a first attempt at finding out whether or not the particular culture and the three socio-economic classes in this culture are related to preschool children's sex-role identification. Since it was found that the socio-economic classes were not different from each other in their relation to sex-role preferences of preschool children, future research attempts can be made in two directions :-

(a) An attempt to confirm that the socio-economic classes do not really relate to the sex-role identification of pre-school children, and (b) an attempt to detect factors that may relate to (and may have influenced) the sex-role preferences of preschool children. It is quite possible that these variables may belong in the child's personal and family backgrounds.

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