

## CHAPTER VI.

## DISCUSSION...

1. Sex role identification in Boys and Girls, on LTSC.
2. Sex-role identification of boys and girls from three socio-economic levels and their performance on -
  - (a) Vocabulary test -
  - (b) Draw-a-man test -
3. Sex-role identification differences for boys and girls from three different socio-economic levels.

Sex Role identification in Boys and Girls.

An assumption underlying the present study is that the sex-role preference patterns exist in young children, that young boys as a group identify with models, activities and goals that are socially defined as masculine, while young girls as a group identify with those that are socially defined as feminine. Thus very different patterns in boys compared to girls might be expected.

In chapter V, it was stated that the means of the total ITSC scores for boys and girls differ significantly (Girls 29.38, Boys 48.34,  $t$  value, 5.69 significant 1 % level), indicating that boys and girls are different in their sex role preferences as measured by the ITSC. The scores also reveal that boys' preference is more masculine than girls and girls are more feminine in their preference than boys, regardless of their belonging to any one socio-economic status. As may be noted in fig. 1 and table I, large and significant differences occur between boys and girls indicating the existence of definite, relatively dichotomous sex-role preference patterns in boys and girls. The mean difference of 19.06 points and the median difference of 24.5 points between boys and girls are highly significant. Further the results indicate that these children show considerable variability, boys in their preferences, being significantly more variable than girls.

Data from table 2 tend to refute the hypothesis that there is no difference between boys' and girls' sex-role identification among children of 3 to 6 years of age. Boys are more consistent

over the subparts of the ITSC than girls for this particular sample of 3 to 6 years old children. Boys show higher and significant correlations as compared to girls for a larger number of combinations of the sub-parts (Table 2) and (Table 3). This finding seems to be in line with the results of some of the previous research, which indicate that a girl in American Culture, as compared to a boy is treated with permissiveness about her becoming feminine. However in Indian Culture because a boy is valued more than a girl perhaps the environment may provide him with stronger cues to pick up masculine identification than in the case of girls. Hence perhaps the feminine orientation of young girl is less strong than the masculine orientation of a young boy. (DeLucia 1960, Spencer 1963, Joshi 1969).

A number of children in both groups show a mixed or confused preference pattern in indicating acceptance of components of both the male and female roles. This tendency is more frequent in girls <sup>than</sup> in boys, in that 5 of the masculine choice cards (Table V) 1,5,6,8,11 were picked up by higher number of girls as against 3 feminine choice cards (3,9,12) picked by higher number of boys. In addition, a sizeable number of both groups are within the score range indicating considerable mixed preference. Related information about scores of boys and girls on the eight pairs of the subpart 2 of the ITSC (Table 6) support the rejection of hypothesis concerning differences in sex-role preferences of boys and girls. Figure 3 drawn from this information reveals that in pair 3 (Sewing materials for the feminine card and the airplane parts for the masculine card), the male card is more attractive to

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children than the female card. It is possible that the greater attraction for the male card in this pair is caused by the airplane parts being more of a "toy" as compared to the making of a handkerchief. The child gets to play with the airplane after he has assembled the parts together but a handkerchief is a utility article, not a toy. Even if the handkerchief is considered as a fashionable accompaniment of the feminine attire, it is possible that a 4 year old girl is not as fashion conscious yet as she is interested in the toys. The sewing articles do not seem comparable to the airplane parts as far as the play value of these articles is concerned and to a child, the play value may be the most important aspect of any article. It is not impossible that more children (probably more girls) might find the use of the sewing articles more attractive if the product, turns out to be as exciting as an airplane (a soft toy such as a doll). The preference of the masculine card as compared to the feminine card in this pair can be interpreted as the greater preference of the masculine trait by both boys and girls only if it can be established that in Indian culture a handkerchief is as attractive to a child as a toy.

The differences in the scores of boys and girls on paired cards in table VI further reveals that this difference in the percentage scores within the group of boys is closer i.e. some boys picked up a feminine choice card where as some would pick up a masculine choice card, where as there is a contrast relationship in opposite direction evident in case of girls, i.e. girls as a group picked up a masculine choice card less often than boys as a group picked up feminine choice card.

It is not impossible that the young boys tend to pick up women's choice articles upon being given a choice because they lack a masculine model around the home and school while girls have a feminine model available most of the time.

The possibility of boys' picking up a feminine card because of not having had enough time with a masculine model is supported by the conclusions of previous research (Hartley 1959 and Joshi   1969) on subpart 3, more girls picked card d, (boy dressed up as a boy), than boys picked up card a (girl dressed up <sup>as</sup> a girl). As can be seen in Table VII 21.67 % of girls picked up card d, while 13.76 % of boys picked up card a.

As postulated by Mowrer (1950) as to how a normal adult in childhood desired and accepted the role socially appropriate to his or her sex. Figure 1 suggests that at this age boys fare much better in this respect than do girls, at least in terms of sex-role preference. Although some girls show a marked preference for femininity, the others vary from clear cut feminine preference. A clear majority of boys reveal decided preference for this masculine role. Thus it is clearly evident that boys show comparatively greater preference for the masculine role than girls show for the feminine role.

The point of socio-economic status and its relation to sex role preference in this study is not in agreement with the results in Rabban (1950) who found that 'middle class girls significantly lag in sex appropriate choices from the age of five years. In the present study no such relationship was found, Hurlock

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(1953) interprets Rabban's finding here as indicating boys are "more clearly aware" of appropriate sex-role behavior than are girls. However, it may be simply that boys prefer aspects of the masculine role more than girls prefer aspects of the feminine role.

Furthermore, such findings are not out of keeping with the wide spread assumption of greater status and prestige attached to the male role compared to the female role in the Indian culture.

When the total scores of the three subparts are considered (Table IV) boys are more consistent than girls in their masculinity scores on the ITSC. It has been found in several studies of pre-school children (Brown 1956, 1957, Faule and Smith 1956, Gilbert 1957, Rabban 1950) that boys are more aware than girls about what is expected of them by the culture.

I An analysis of the items and sections of the ITSC provides further information relative to the differences between boys and girls in their sex-role preference patterns.

(A) Toy picture section :

In the development of the ITSC it was assumed that toy objects commonly associated with girls constitute a source of difference in sex-role preference. To the extent that boys prefer the masculine and girls the feminine role, differences in their choice of play objects connected with such roles should be evident, results listed in Table V indicate that on the whole this prediction is confirmed. A greater percentage of girls than boys prefer each of eight female toy objects, while a greater percentage

of boys than girls prefer each of <sup>the</sup> eight male toy objects,

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Despite the expected consistent sex differences noted above, there are interesting differences in the relative extent of boys' choices of male toys compared to girls' choices of female toys. For example since each child made eight choices, it might be expected that a rank order of the 16 toys would show that rank 1 to 8 would include only male toys in the case of boys and only female toys in the case of girls. This expectation is confirmed for 6 choice in boys but not for two choices i.e. this sample of boys selected 2 female choice cards out of 8 total choice cards, the other 6 cards were male choice cards. Following is the description of this order of selection.

Subject of the Card.	Female or Male Choice.	Rank No.	Percentage.
1.	2.	3.	4.
Doll.	F.	1.	69.2
Soldier.	M.	2.	64.2
Gun.	M.	3.	61.4
Dump Truck.	M.	4.	60.5
Earth Mover.	M.	4.	60.5
Racer.	M.	6.	52.2
Cradle.	F.	6.	52.2
Bullock Cart.	M.	8.	48.1
High Chair.	M.	9.	47.7
Dishes.	F.	9.	47.7
Doll Buggy.	F.	9.	47.7
Train Engine.	M.	12.	45.8

Purse.	F.	12.	45.8	168
Knife.	F.	14.	42.2	
Necklace.	F.	15.	39.4	
Baby bath.	F.	16.	20.6	

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It is interesting to note that out of the first 8 choices, the first and the seventh rank cards (doll and cradle) are female choice cards. Although these cards are highly feminine in nature as far as sex role identification in Indian culture goes all the same as stated by Joshi (1969), this mixed pattern perhaps indicates the concentrated exposure to a female model in case of boys which is ~~even~~ even in Indian culture.

In the case of girls 4 out of 8 choices are female choices. But the first and the second choice cards are masculine choice cards (Bullock cart and train engine) where as the 3,4,5 and 6 choice cards are female choice cards (doll, dishes, purse, cradle and the 8, 9 choice cards are male choice cards (Earthmover and soldier). Brown (1956) found the similar results in his study on sex-role preferences in young children. This result is consistent with the overall finding that girls do not show preference for components of the feminine role to the extent that boys show preference for the masculine role. Also when the rank order distribution of the total 16 cards is seen boys and girls in this sample have picked up equal number of masculine and feminine choices however in the case of girls these 16 choices are scattered in its rank order. Boys in this sample as compared to girls have rated on the whole masculine cards much higher than girls have

~~rated on the whole masculine cards much higher than girls have~~  
rated the feminine cards (Table V).

It is quite possible that these results may have been influenced in the sense that the male items, apart from their sex-role connotation, may have been more desirable than the female items. Parallel to this is the possibility that the drawing themselves were such as to enhance the attractiveness of boy toy items over the girl toy items. Although it is not possible to determine the extent, if any, that these factors may have been operative in the present study. [ ] Brown (1956) study also confirms such doubts. On the other hand [ ] Joshi (1969) found this confused choice of cards more often in boys than in girls, in her sample.

Although otherwise consistent with Rabbon's findings (1950) not all cards out of 16 cards indicated a clear cut masculine or feminine choice.

The failure in the present instance to obtain significant differences on every item may be due to one or more of several factors.

- (a) Use of actual toy objects rather than pictures of toys.
- (b) The socio-economic class on which subjects were divided may not be so different and therefore a greater contrast in this background could have been selected.

- (c) Geographical difference of the sample.
- (d) The tendency of some children in the present study to make two or three premeditated choices and thereafter to choose the remaining items indiscriminately or without apparent <sup>c</sup>forthought.
- (e) Asking the child in a more indirect manner his choice of preference than that was selected in the present study.

#### B. Eight paired pictures section

Although toy item choices in themselves constitute one basis for defining sex role preference the paired items could also give an additional appraisal, some of these paired items are directly connected with masculinity - femininity in the adult sex roles as well as childhood sex roles.

The number of boys choosing the masculine pairs of the 8 paired choice cards ranged from 52.2 to 66.9 as compared to girls choosing feminine paired choice cards which ranged from 53.0 to 76.0. This range is much higher and varied in the case of girls than in case of boys.

When boys and girls were compared on the opposite sex choice of the paired card it is observed that this range in the case of boys is 33.03 to 46.6, compared to girls this score is 23.33 to 46.6.

In the feminine choices of paired cards for the sample of boys, the most often selected pair of the card is card No. 2

'Girls clothes - Boys clothes' as compared to the last pair card, card No. 8 ~~were~~ cooking articles ~~were~~ <sup>expensive</sup> ~~books~~ <sup>books</sup>

These results point once again to the fact that boys do not show the same preference for aspects associated with their sex role as in the case of girls.

On the whole looking at the range of the score on each paired card, it can be said that more girls picked up the feminine paired card as compared to boys who picked up the masculine paired card.

The percentage of Boys and Girls selecting the same sex paired choice - subpart II.

	Boys. Masculine Choice.	Girls. Feminine Choice.
Pair 1.	59.63	73.33
Pair 2.	67.97	61.67
Pair 3.	52.29	53.33
Pair 4.	58.33	63.33
Pair 5.	59.33	66.67
Pair 6.	55.50	68.33
Pair 7.	58.33	73.33
Pair 8.	53.33	76.67

	Boys Feminine Choice.	Girls Masculine choice.
Pair 1.	40.37	26.67
Pair 2.	33.03	38.33
Pair 3.	47.71	46.67
Pair 4.	41.67	36.67
Pair 5.	40.37	33.33
Pair 6.	44.95	31.67
Pair 7.	41.67	26.67
Pair 8.	46.67	23.33

The same picture is evident on each card when the opposite sex choice is observed. On the whole more boys picked up the feminine paired card than girls. The ambiguity or lack of consistency in selecting the same sex card is supported in Joshi's research on sex role identification (1969). However, Brown (1956) found that in his data, girls did not show a strong preference for aspects associated with their sex role as is seen for boys.

The first three alternatives of feminine choice in girls are 'girls playing', 'boys playing', 'building tools and cooking articles', 'king and Queen'.

The first three alternatives of masculine choice in boys are -

'Girls clothes', 'boys clothes', 'house hold objects, and mechanical toys', 'king and queen', 'girls' playing boys playing'.

Thus two of the first three choices for boys and girls in terms of masculine preference or feminine preference choices are common.

The item involving girls playing together and boys playing together is of interest in itself, in view of several studies concerned with the sex of playmate choices in children. In this connection Campbell (1939) has concluded that children in the 5 to 8 year age group show no definite sex preference, however, clear cut preferences for playmates of the same sex, even in young age children, have been reported (Hurlock 1953).

The present results in the case of boys and girls suggest that they both prefer to play with their own sex. However boys more often preferred to play with girls as compared to girls wanting to play with boys.

Brown (1950) found in his research on sex-role preference that girls 50% of the times expressed preference for male and 50% of the times a preference for female playmates. Brown (1956) also found in his research that more girls than boys preferred the opposite sex role. In his sample 81 % of the total choice of boys were for the masculine alternative, while only 5% of the choices of girls are for the feminine alternative.

#### C. Four child figure section :

The last section of the ITSC, the four child figures section, involves the use of four child figures to which the child responds by indicating the one that it would rather be. This item

gets at the problem of sex role preference most directly in the sense the child's response here suggests not only his or her desired role but the preferred sex itself. In short, the child does not simply indicate a preference for objects or activities associated with one sex or the other, he or she expresses, via it, a preference for being a male or female.

In table VII, 43.33 % of Girls selected the card Girl dressed up as a girl where as 47.71 % of boys picked up boy dressed up as boys, 13.76 % of Girls indicated it to be a boy where as 21.67% of boys indicated it to be a girl. Responses to the mixed figures, girlish boy (boy dressed as girl) and boyish girl (Girl dressed as boy) show that 15% of the Girls in this sample selected to be boyish girl as compared to 28.44 percent of boys in this sample selected to be girlish boy. Although this is consistent with the over all tendency of boys to respond more in the direction of inconsistent sex role choices, as shown through the scattered nature of their choices as compared to girls who have their more consistent choices. This is seen through the item analysis of their choices on the three subparts.

Although in Indian culture sex-role division is quite clearly made in younger children, there is less social disapproval involved in girls participating in masculine activities than in boys following feminine pursuits.

Brown (1956) found in his data an unmistakable sex difference that suggests that being male is favoured over being female.

This rather pronounced trend is consistent with the finding of Terman L.U. (1938) and Landis, Landis and Bolles (1940), who posed the question "Have you at some time in your life wished that you were of the opposite sex ? Terman found in a sample of 792 couples that about 31 percent of the women but only about 2½ % of the men indicated, they had wished they were of the opposite sex; and among 549 intellectually gifted women or wives of gifted men and 547 intellectually gifted men or husbands of gifted women. Terman found that 42 percent of the men indicated, they had some - times wished, they were of the opposite sex. And in the study by Landis, Landis and Bolles of 295 women, 61 percent reported having wanted to be a boy at some time in their lives. [ ] Brown (1956) concludes that in American culture, there are many more girls who prefer to be male than there are boys who also prefer to be female. From the results of the present research this can not be said about Indian women. Perhaps Indian girls like to be living their own sex roles as compared to Western women.

The fact that a large percent of females express a preference for being male does not mean that the basis of sex-role identification of such girls and women is masculine . Here the distinction between role preference and role identification should be kept in mind. Since if this were the case much more sexual inversion among women would exist than is actually found.

It might be suggested in this connection, that sex-role inversion is a function both of basic identification with and a basic preference for the role of the opposite sex. Thus, for example, a female sexual invert is one who has made a predominantly masculine

identification as well as one who strongly prefers the masculine role, and vice versa for the male invert. This is the pattern found in cases of active female homosexuality and conversely, in cases of passive male homosexuality. The problem of sex role inversion patterns that was shown in [ ] Brown's (1956) study in some children in early childhood whether these tendencies continues into adulthood merits further exploration, [ ]

As the statistics required for these tendencies for Indian men and women are not available, not much can be said about Indian culture.

The causes for greater awareness of cultural sex-role expectations on the part of boys are suggested in several previous research studies. One of the strong reasons seems to be that more stringent demands are placed on boys as compared to girls (Hartley 1959). Also, such pressure creates greater anxiety in boys (Hartley 1959) and the dilemma of having to learn the appropriate male role with any feminine models being available further intensifies the difficulty (Lynn 1962). An outcome of such kind of learning is much greater resemblance of girls to their mothers as compared with boys to their fathers (Beier and Ratzberg, 1953, Gray 1959, Lazowick 1955, Raff 1950, Scoeppe 1953), what may add to the adversity of the situation is that boys also are found to have poorer relationship with their fathers as compared to the relationships with girls have with their mothers. (Mettzer 1941, 1943, Ninkoff 1942). It is assumed

that the quality of relationship with the model affects the identification of the child and hence also may influence his sex role development (Mowrer 1940, Sumanda 1940).

With all these difficulties, anxiety and pressure it is not too hard for the boys to be confused enough to pick the feminine card from some of the masculine-feminine pairs.

The uncertainty that boys may feel about their appropriate sex-role has been detected in some other research studies also, in which the children were given an opportunity to play with toys. The two variables (a) the attractiveness of a toy and (b) the sex-role orientation of the toy, were presented to children in a particular combination. Hartup, Moore and Sagar (1963) found that upon being permitted to play individually with a selection of attractive feminine toys and unattractive neutral toys, most of the boys<sup>s</sup> avoided the feminine toys, spending their time with the unattractive neutral ones. The avoidance of feminine toys was less when an adult was not present in the situation (Hartup, Moore and Sagar 1963, Kobasigava, Arkaki and Awaguni 1966). In the case of girls, the avoidance aspect was not as strong as that among boys. Hence in the present study the uncertainty among boys about their appropriate sex role support the finding of previous research (Hartup, Moore and Sagar 1963, Kobasigava, Arkaki and Awaguni 1966, Kobasigava 1966).

The boys may feel uncertain about their sex-role behavior because of the father's not being available in the home. Also in Indian culture the feminine models reinforces the male child and

Therefore the male child may get the cues which reinforce him to adapt to a given culture from a male model as well as from a female model. Some researchers and theorists have discussed the underlying causes in the culture pattern of the American society that may give rise to the situation of greater uncertainty in the boys as compared to the girls (Mash 1965, Iyan and Sawrey 1959, Heathrington 1966, Brown 1958, Delucia 1960, Spencer 1963).

From the results of the present investigation, it is difficult to say what children perceive in terms of sex-roles and what changes occur in Indian family life, sibling relations, familial relations, changing role of the women etc. affect this perception. It is possible to say that the boys and girls in this sample of three different socio-economic classes differ from each other in the same direction of what is traditionally understood as "masculine" and "femine" as defined by Kagan (1964). The various factors related to sex role identification certainly need a more thorough investigation, specially in view of the fact that there is no one 'Indian Culture'.

## II. Sex role preferences of boys and girls from three different socio-economic levels and their performance on vocabulary test and "draw-a-man".

(a) Vocabulary Test: The relationship between the vocabulary test items, the sex-age and the socio-economic status of the child was studied. This relationship was really to observe an additional angle to the present study. The main aim of the study was merely to check on the performance of the child on vocabulary test as related to ITSC. The correlation between ITSC and vocabulary

Items did not come out significant. A child who may be advanced in his language development did not necessarily show this relationship on ITSC, besides one cannot rate a child higher or lower qualitatively on sex-role performance. Although sex of the subject is not related to his/her performance on vocabulary test, it is interesting to see that the socio-economic background effects the child's vocabulary status, girls are generally found to be better on language items than boys, However, in this particular sample, this is not quite so.

On the whole socio-economic status difference has not come out significant enough to have influenced the subjects performance on ITSC, however, the socio-economic status has some influence on the language proficiency of the child. This could be explained by the fact that the socio-economic status would also determine the kind of stimulation the child gets at home. The homes where the child is exposed to the written word through a lot of story books, reading materials, things, to look at, things to work with, and where the family members talk to the child and the child also gets opportunities to express himself will provide more verbal stimulation to the child, such an opportunity for self expression should facilitate the child in communicating with the world around him/her.

Another such relationship was observed in the case of 'draw-a-man' and 'vocabulary test'. The Child's capacity to observe, perceive and express himself through, drawing also indicate child's level of intelligence to an extent. We also know that various tests of intelligence, also test child's language ability. Thus to find

that these two measures were found to be positively related does not need further explanation. This relationship was more evident in boys than in girls. Although it was found to be significant both in boys as well as in girls.

Furthermore in this sample, only in the case of girls <sup>between vocabulary and age</sup> a positive relationship was evident as revealed through their performance on vocabulary test. It is possible to say that although girls as a group may not be better than boys on vocabulary test, but the relationship between age and the performance on vocabulary test is more evident in girls than in boys. This could be explained by the fact that although girls on an average are more person oriented than object oriented, they may show this through their interaction with the tester and test materials more often than boys.

(b) 'Draw-a-man Test' : In this sample of 3 to 6 year <sup>old</sup> children more than double <sup>the</sup> number of boys as compared to girls, from the total sample labelled their drawings as same sex, just about equal number of boys and girls gave opposite sex label to their drawings.

Perhaps in Indian culture since boys are more valued <sup>and</sup> than girls, boys may be more sure of themselves, <sup>and</sup> their sex role and this they indicate through their drawings also.

For a number of reasons, sex typing has been interpreted by non-psycho-analytic theorists as an instance of primary identification, gender roles are very broad and very subtle. It would be difficult to imagine that any kind of direct

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tution could provide for the learning of such elaborate behavioral, attitudinal and manneristic patterns as are subsumed under the rubrics of masculinity and femininity.

Although sigmund Freud's analysis of the resolution of the oedipus complex (1924) and Anna Freud's analysis of the defensive process, 1936 <sup>have</sup> labelled identification with the aggressor, both suggest that masculinity may be attributed to the defensive identification process, the age at which gender role differentiation is detectable and <sup>when</sup> its reversibility is no longer accomplishable. This throws considerable doubt on the importance of such a process for sex typing.

Primary identification, involving mainly the modeling process, is far less conflictual than defensive identification. The evidence for the importance of modeling in the sex-typing process consists largely of observations of parallelism in the behavior of parents and their children.

In a definitive summary of their relevant data, Bandura and Walters (1963) have shown that such parallels occur in many behavior qualities, including aggression, dependency, withdrawal, autistic behavior, sex anxiety and guilt. In most of the reported researches, these parallels are between parents and children of the same sex and more of them between fathers and sons.

Some indications of the parental qualities important for this process in boys have been suggested in a set of researches by Mussen and his Collaborators (Payne and Mussen 1956, Mussen and Distler 1959, 1960, Mussen 1961, Mussen and Rutherford 1963) who

have shown that the fathers of highly masculine boys, ages six through high school are viewed by the boys as rewarding and affectionate, on the one hand, and as possessing strength and power on the other. Sears (1963) found that the five year old sons of warm and affectionate fathers tended to adopt the father role in doll play to a greater extent than the sons of older, more distant fathers.

Bandura, Ross and Ross (1963), who showed that a child tends to imitate the behavior of the model who is more powerful and therefore more able to control desirable resources. As in the case of typical authoritarian pattern of Indian family structure, where the father has power, one might expect his children to imitate him and his son, at least to be more like him i.e. masculine.

From the results of 'draw-a-man' this fact of boys' awareness of strong masculinity is clearly evident. Another significant relationship was observed between age of the girls in this sample and draw-a-man, in the case of vocabulary items and age. In the case of draw-a-man it seems that as the girls progress in age, as a group they show a progressive relationship in their understanding and in their perception of themselves in relation to the world around, this relationship is not seen in the case of this sample of boys and their performance on Draw-a-man test.

### III. SEX ROLE IDENTIFICATION DIFFERENCES FOR BOYS AND GIRLS FROM 3 DIFFERENT SOCIO-ECONOMIC LEVELS.

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Since the total ITSC score means among the three socio-economic levels do not differ either for boys or for girls, the hypothesis stating that (1) there is no relationship in

the sex-role preference and scores of boys among the 3 socio-economic class and (2) there is no relationship in the sex role preference scores of girls and boys among the 3 socio-economic class<sup>es</sup> cannot be rejected. The significance of this result is seen ☐ in tables V through VIII, F ratio is presented in table VIII.

Hall and Keith (1964) and Rabban (1950) found that children from working class homes are earlier and more clearly aware of sex-role patterns than are children from middle class homes. The taboos against effeminate behavior also have been found to be stronger in the lower socio-economic families (Hartley 1959). Leftkowitz's data (1962) did not support these findings but instead, like the present study, indicated that there were no differences based on social class level.

A different approach by Minuchin (1965), about the problem of differences in sex-role development varying among groups, revealed that the home and school, environments "modern" or "traditional" tended to affect the sex-role learning of children, particularly in the case of girls. It is quite possible that lower class families are more traditional than are middle class families and hence in some of the studies (Hall & Keith 1964, Rabban 1950) the differences turned out to be significant. The actual factor responsible for difference may still have been one of a "traditional" or a "modern" attitude within the family. The "modern" homes probably allows more flexibility in sex role development, as the roles of the two sexes are moving toward a convergence in the modern nuclear family (Brown 1958).

The above mentioned factors, whether are relevant or not, or as to what extent they are relevant needs to be carefully studied. It also needs to be closely studied if as defined by Kupuswamy's scale of socio-economic class, our indian families distinctly and ~~truly~~ truly can be divided in such clear cut upper middle, middle and lower middle socio-economic class structures.

The question relevant here is, are these three strates of socio-economic conditions really different on the various aspect<sup>s</sup>, effecting family life, and the personality structures of its individuals ?

The jointness of family structures, the singleness of the family structure, the "modernness", "traditionality" of home "rural or urban set up of a family, city or the small town residence of the family are other factors which ~~suggest~~ <sup>for</sup> need a further study as these also could affect the social class level.