

SOCIAL DEVELOPMENT OF RURAL AND URBAN CHILDREN

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The family is a complex social group where different relationships develop among the members. As the child's relationship with his parents based upon affection and discipline give him training in reacting to superiors, so do the relation with siblings give him training in reactions towards his equals. Here one finds the development of friendship dominance and leadership co-operation and competition. Rivalry and competition may not be unfortunate in the family group if it is balanced by love and mutual help parents are to a great extent, Responsible for sibling rivalry by showing favouritism towards one child, which is resented by others. Inter-sibling competition might express itself in Jealousy arising from a sense of neglect by a parent. One child may feel rejected when another is helped up as a model to him.

It may be that social pressure to conform to certain standards impels parents to exercise authoritative discipline but it appears that the undesirable practices with regard to such discipline centre largely around the parents' own personality.

The conditions of life, social tradition and emotional maturity of parents themselves, resulting from the satisfaction of basic needs are such varied circumstances, that children cannot have the same developmental history. Under modern Industrial conditions the urban father is out at work most of the time, and boys and girls in urban homes may largely be brought up under the influence of the mother alone. In homes attached to farms in the country. On the other hand a more patriarchal system may exist. The father may be a dominant figure, or he may be a submissive husband of a wife whose opportunities for domination are increased by the social isolation of the family. Families having, a more corporate community life as in small towns afford more contact with adults and children. In families, which send their children to residential institutions, there is less contact between parents and children. In large families or in families living in crowded Tenements where privacy is almost impossible, all processes of living are laid bare to the gaze of adults and little children alike, in crowded families, the more children there are the less can each profit from the care, affection, discipline and guidance of the parents. There is a tendency for the children of smaller families to be better adjustment emotionally, and to be more self-confident and reliable than those of large families.

There is as much longing on the part of the child to make a responsible contribution as by an accepted grown-up person. The child wishes to be a valued member of the family seeking companionship with his parents, as he strives for greater insight into the adult world.

The child would at a stage, like to get away from family supervision or have what is called "psychological weaning". The child who successfully matures has achieved emotional independence of his parents.

The importance of direct personal contact between parents and the child, which could provide satisfaction of the basic needs of acceptance and affection, has been amply brought out by a host of recent studies of children in nurseries, clinics hospitals and schools.

Distress and mental hardships in children are found related to the character of the homes in which they have been reared. Their difficulties are now largely known to be social in origin, rather than biological or physical.

The children, whose parents have matured to such adult status, are fortunate. Emotional immaturity of parents affects children as mature parents have mature children.

In socialization in the home or family, the role as sex pattern is very important. "No other social role directs more overt behaviour, emotional reaction age cognitive functioning, overt attitudes and general psychological adjustment".

Family is the oldest social institution and is natural to most of the highly developed animals. As the higher forms of organism tend to need more and more care and protection for their survival and development, care of young becomes increasingly important as higher types of animals. But only with this explanation the nature and the meaning of the term 'family' are not clear and some more explanations should be taken to know its actual meaning. Certain sociologists hold, for example, that man has an innate antipathy to in cast and inbreeding that there is inborn feeling of modesty or shame with respect to sex matters, that the affection existing between human males and females is not encountered in lower animals and human beings crave for social approval of their sexual behaviour. According to others traits of 'modest', 'chastity', 'aversion to incest' 'social approval of sex activities' and the like are purely cultural in their nature. However, it is because of these unique qualities, found in pairing and rearing relation of human beings that these relations do not remain casual but take the form of more stable organization called 'family'.

Aim of the present Study

Taking all these into consideration the present study was undertaken with a view to make a comparative assessment of effects of two types of families: the joint and the unit families on children's growths and adjustments in various fields.

Hypothesis

The following hypothesis were formulated :

- 1) A significant difference will be found between child of joint and unit family in respect of their development.
- 2) A significant difference will be found between child of rural and urban backgrounds.
- 3) Said, educational, economical, emotional and vocal development will differ significantly in respect of their rural and urban backgrounds.
- 4) The social development of rural and urban children will be significantly related to their family environment in both the group.

Method of Sample Selection :

For selecting the sample, the author visited many schools of Chapra district Urban, Rural area and gathered information regarding the socio-economic status of children, studying in those schools, From this it became clear that children coming from middle class socio-economic group mainly populated some schools. Only such schools were selected for the purpose of this study. Schools in which large number of children came from high W.E.S. group or from low S.E.S. group were not selected. The writer picked up the names of about 2,000 children aged 9 to 10 years.

Result :-

As all the parents and teachers, to whom Social Behaviour Rating forms were given, did not return the properly filled up forms, ratings on both the forms could be available only for 190 boys and 110 girls. Among these 100 boys belonged to unit families and 100 to joint families 67 girls belonged to unit families and 63 to joint families.

Results of the two rating forms have separately been discussed.

Rating for Social Behaviour in Home :

The following tables give the results of ratings for social behaviour in home. They have been examined in terms of :

- (a) Difference in two groups.
- (b) Gain in two groups in course of one year's time.
- (c) Overall comparison.

Table of Numbers, Means, SDs, Differences Between Means and Z-ratios of Bridges' Scale (Home) of Boys' Groups.

Family/Testing	U.F.	J.F.	Diff.	Z-ratio
First Testing Urban	N-100	N-900	2.323	1.17 N.S.
	M-29.3785	M-32.113		
	SD-17.17	SD-8.431		
Second Testing Rural	N - 103	N – 107	11.546	8.25 H.S.
	M - 27.763	M – 40.309		
	SD – 8.839	SD – 10.398		
Diff.	1.022	6.03 H.S		
Z- ratio	0.51 N.S.	6.03 H.S.		

Table of Numbers, Means, SDs, Difference Between Means and Z-ratios of Bridges, Scale (Home) of Girls Groups.

Family/Testing	U.F.	J.F.	Diff.	Z-ratio
First Testing Urban	N-67 M-27.28 SD-5.72	N-63 M-33.113 SD-3.87	5.833	6.27 H.S.
Second Testing Rural	N - 67 M – 28.614 SD – 6.837	N – 63 M – 46.755 SD – 11.340	18.141	18.141 H.S.
Diff.	1.334	13.642		
Z- ratio	1.13 N.S.	14.24 H.S.		

Table of F-ratio of Bridges' Scale (Home) of Boys, Groups.

Source	F-ratio	Level of Significance
Family type	27.4378	Significant above 0.01 level
Passage of time	6.5690	Significant above 0.05 and below 0.01 level.
Interaction	28.7700	Significant above 0.01 level

Table of F-ratio of Bridges' Scale (Home) of Girls' Group.

Source	F-ratio	Level of Significance
Family type	60.0957	Significant above 0.01 level
Passage of time	1.3972	N.S.
Interaction	3.89	Significant at 0.05 level.

Differences in Two Groups :

The first mean of the unit family boys was 29.785 i.e. a little lower than the first mean of the joint family boys which was 32.113. Though the difference between these two was small i/e. Of 2.328, and also statistically not significant, comparatively higher mean of the joint family boys gave an indication that in their social behaviours in home the joint family boys were better. In case of the two girls groups this indicating was clearer as the first mean of the unit family girls which was 27.28, was much lower than the first mean of the joint family which was 33.113. The difference between these two means was equal to 5.833 and statistically significant above 0.01 levels. That is, the joint family girls were definitely better than the unit family girls so far as their Home Ratings were concerned.

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