**RELATIONSHIP BETWEEN ATTITUDES OF GIRL CHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE**

**FOR GIRL CHILDREN**

**ANEESH.C.N.**

***Dissertation***

***Submitted to the University of Calicut***

 ***in partial fulfilment of the requirements***

 ***for the degree of***

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2009**

**DECLARATION**

I, ANEESH. C. N., do hereby declare that this dissertation **“RELATIONSHIP BETWEEN ATTITUDES OF GIRL CHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRL CHILDREN”** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College, **ANEESH C.N.**

 01-01-2010

**Dr. MANOJ PRAVEEN G.**

Lecturer (Sel. Grade)

Farook Training College

Calicut.

**CERTIFICATE**

I, Dr. Manoj Praveen G., do hereby certify that this dissertation, **“RELATIONSHIP BETWEEN ATTITUDES OF GIRL CHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRL CHILDREN”** is a record of bonafide study and research carried out by **ANEESH C.N.,** under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College, **Dr. MANOJ PRAVEEN G.**

01-01-2010 Supervising Teacher

**Acknowledgement**

The investigator is deeply indebted to his supervising teacher Dr. Manoj Praveen G., Lecturer, Farook Training College, for his constant encouragement, generous help and valuable suggestions combined with expert criticism.

 The investigator would like to express his profound gratitude to Prof. A. Faziluddin, Principal, Farook Training College, for his whole hearted co-operation in extending facilities and encouragement to conduct this study.

 The investigator expresses his thanks to the faculties, the librarian and the supporting staff of the college for their co-operation extended to complete the present study.

 The investigator is obliged to Headmasters and Teachers of various secondary schools in Malappuram district who extended their support to collect the data related to this study.

 The investigator expresses his gratitude to Dr. K. Sivarajan., Director, Department of Adult Education, University of Calicut for allowing to use the SES Scale developed by him for this study.

 The investigator acknowledges with utmost pleasure his friends and family members who have whole heartedly co-operated with the study.

Farook Training College,  **Aneesh C. N.**

 1 . 1. 2010

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Farook Training College, **ANEESH C.N.**

 01-01-2010

**Dr. MANOJ PRAVEEN G.**

Lecturer (Sel. Grade)

Farook Training College

Calicut.

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**INTRODUCTION**

 Education, in the present day context, is perhaps the single most important means for individuals to improve personal endowments build capacity levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in well-being. More importantly, it is a critical invasive instrument for bringing about social, economic and political inclusion and a durable integration of people particularly those ‘excluded’ from the mainstream of any society.

 Even now, in the contemporary India, the status of women and girls is not bright and they continue to alienate from the foreground of the society and remain as marginalised. Alienation of women exist in every sphere of society. The renowned feminist writer Helen Cixous adherently noted that in the realm of writing or literature there has been a tendency to alienate women. She argued that the literary field is also male centred.

In recent years there have been explicit moves to increase women’s political participation. There are many elected women representatives at the village council level. However their power is restricted as it the men, who wield all the authority, there decisions are often over-ruled by the government machinery.

 The present condition of women can only be explored through a detailed analysis of the status of women in ancient days.

 Scholars believe that in ancient India, the women enjoyed equal status with men in all fields of life. Work by ancient Indian grammarians such as Patanjali and Katyayana suggest that women were educated in the early vedic period. Rigvedic verses suggest that the women married at a mature age and were probably free to select their husband. Scriptures such as Rigveda and Upanishads mention several women sages and seers, notably Gargi and Maitreyi.

 According to studies women enjoyed equal status and rights during the early vedic period. However, later (approximately 500 B.C), the status of women began to decline with the smritis (esp. manusmriti) Later women admitted to the religious order, by and large, the women in India faced confinement and restrictions the practice of child marriage is believed to have started from around sixth century.

The earliest references to Kerala society can be obtained from ‘Sangam’ literature in it, there are many references to the Position of Kerala women During the Sangam age, i.e., the first five centuries of the Christian era, women enjoyed a high status, with many privileges and freedom in life. They even went with men to the warfront. The systems of Polygamy and Polyandry did not exist then, and education. As it existed at the time was universal. Women of all classes participated in all social and religious activities But this enviable position of women began to change during the late Sangam period. With the Aryanisation of Kerala Society in the 8th century, A.D., The status of women began to degenerate the caste system that the Aryans introduced not only compartmentalised the society, but also lowered the status of women.

At present the condition of a Kerala woman is full of contradictions. On the one hand, she is highly educated, holding a high position compared to women in other regions. on the other hand she experiences extreme lack of freedom. women tolerate the whole of their life under the control of their parents, husband or son.

 Since women are biologically distinct from males, they cannot make their entry to every field especially the fields which require physical strength. Hence women are subjugated to male and lead a life in the domestic sphere, where the society has relegated on women duties such as doing house-hold works, child rearing etc. However several women and women organisations have raised their voice against the male centered society. But these organisations could not bring revolutionary changes to the society.

 Some statistical figures shows that, of the world’s nearly one billion illiterate adults, two-thirds are women two thirds of 130 million children world wide who are not in school are girls, But during the past two decades the combined primary and secondary enrollment ratio for girls in developing countries increased from 38 percent to 78 percent.

 Indeed education has changed the pitiable condition of women in to a comparatively better status in the present day. The modern world has replaced jobs requiring physical ability by mental ability and intellectual ability. Therefore women can enter in to the foreground of the society. Though in the present days, women are getting more opportunities but they are still confronting new challenges in the new situations.

 Though the presence of women can be seen in various fields, the ratio of it is very low in compared to the men. Various statistical records have shown that the number of women who are not properly educated is very high when we compared to the educated women. The uneducated women are confined in the domestic sphere and girl become child labours.

 So far in India various laws and policies are implemented for the upliftment of women. Yet they still remain marginalised. The reason behind of this is not the sexual distinction but the gender inequality. In our society masculinity is subjugated. This gender inequality excludes women from the foreground.

 Manusmriti says that women has to depend on her father in her child hood, on her husband in youth and on her sons during her old age and no women is fit for freedom ( Pita rakshathi Kaumare Bharatha rakshathi yavvane Putrah rakshathi vardhakye, na sthree svatantramarhati) this reflects out whole attitude towards women in our country. Woman suffers discrimination and injustice in all stages of her life.

Even parents differentiate between their sons and daughters. Sons are considered more important as they are the bread winners and future props of the family while daughters are married and become members of another family. Parents are therefore reluctant to spend money on girls education. The girl is viewed as a burden and liability. The girl is considered as a drain on the family income with no hope of any return.

The discrimination against girl child is started even before the girl child was conceived from the day of her birth.

An advertisement recently came in the channels on abortion describing

 A little cute girl a balloon in her hand, with a beautiful smile, says “I would fill here with my laughter, I would be a doctor, I would keep your name and pride, close to my heart but you desired a male child hence you aborted me when I was a feotus”.

Discrimination that being at the girls birth has a cumulative effort on inequality producing despair and powerlessness. The right to personhood is a primary right and must be extended to the right to personhood is a primary right and must be extended to the girl child. Also her rights to dignity. Health and education should be supported, especially education. For girls Education is the most important right in their life because it enables them to achieve other rights. Indian constitution make assurance for the education of every child.

Article 51 A (k) says “who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years”

But in education the gender inequality is extreme today. Girls are less likely to access school, to remain in school or to achieve in education.

 Family plays an important role in the formation of an individual. It has a great role to play in the life of girls. Family influences a girl in different ways. It teaches her how to behave in home and outside, the need for the formation of a good lifestyle through religious thoughts, rituals and belief. These things are imparted to a girl during the process of socialisation.

 The family is said to be the closest, immediate social unit. For women, it is the major and often the only social group they interact with. It is only through family that once obtains identity. Means of survival support and sustenance. Moreover every family and its system have great influence on the lifestyle of girls.

 Girl children differ in their perceptions and outlook regarding lifestyles. Among girls some are having progressive mind and other are leading their life by obeying the rules and regulations of religion and society.

 Men enjoy their freedom. This anarchy exists in between the lifestyle of men and women. The proper utilisation of freedom is an inevitable factor in the formation of good lifestyle of an individual. If one’s lifestyle is determined by another, the individual has lost his or her identity. If girls are not enslaved by the existing system and they are able to form a lifestyle prudently with a proper direction. But the parents should have a positive attitude towards this lifestyle. If it happens we can build a progressive minded society.

**NEED AND SIGNIFICANCE OF THE STUDY**

 It is difficult to consider the girl child with out considering the women she is to become. ‘Gendering’ begins at home, where the belief of the larger society are often reflected and reproduced. The fate of girls and women is closely intertwined; indeed what a girl can expect in her later life shapes aspects of her girlhood.

 Like all other peoples girls have their own liking. Interest and ambitions. This should not be a matter to neglect or exclude. She develops various outlooks towards life in each stage of her growth. Education shapes these outlooks in the proper way.

 But in the case of several girls, their ambitions and aspiration are lost in the half way of it’s fulfillment. Some of them could not get proper education. Hence they suppress frustration in their mind and lead a life as housewives. Their creative talents, their wish to reach high position, the life they dreamt etc are loosing to them.

 When we explore the reasons, we can find that the system of early marriage, religious and moral restrictions, restrictions from parents etc. are denying a good to girls. The investigator himself has met with occasions like early marriage and enslaving of girls.

 In such a situation the attitude of girls towards developing a lifestyle and the attitude of parents towards the lifestyle of their daughters are relevant to be a subject of study because the variations that many cause in the attitude of parents may influence the lifestyle of girls. At the same time the progressive attitude of girls has a role in determining what would be their future.

 Though several progressive movements happened in kerala to make the condition better for girls, Malappuram district is still backward in education. The influence of information technology and mass media could not make changes in Malappuram district as they positively exert influence on other districts. The lionpart of the areas in Malappuram district are rural and people living here are leading a traditional life which is based on religious rituals and belief.

 The early marriage of girls is a usual seen in this district. This results in the dropout of girls from schools.

 Since the investigator is a native of Malappuram district, this district is selected for the study. Moreover the investigator himself has seen during his tenure as a teacher that several girls who have progressive thinking are enslaved by the social system.

 A girl begins to crystallise her lifestyle approximately at secondary level. The investigator has taken secondary school girl children as population for the study. The investigator also had discussion with senior teachers working in Malappuram district, They have expressed their view that it is relevant to measure the attitude of parents in developing a lifestyle for girl children. In the light of these valuable suggestions the investigator has decided to select the present study.

**STATEMENT OF THE PROBLEM**

 The present study is entitled “**RELATIONSHIP BETWEEN ATTITUDES OF GIRLCHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRLCHILDREN”**

**DEFINITIONS OF KEY TERMS**

1. **Attitude**

 According to Sorenson (1977) “An attitude is a particular feeling about something. It therefore involves a tendency to behave in certain way in situations which involve that something, whether person, idea or object. It is partially rational and partially emotional and is acquired, not inherent in an individual”

2. **Girl children**.

Under the study girl children consists of girl children of IXth standard of Malappuram district.

3. **Parents**

 Parents under this study involve father or mother who looks after the lively hood of girl child.

4. **Lifestyle**

 Lifestyle is the general pattern of assumptions, motives, cognitive styles and coping techniques that characterise the behaviour of a given individual and give it consistency (Adler)

“Lifestyle is a way of life or style of living that reflects the attitudes and values of a person or group”- Free dictionary by Farlex.

“The way of living of a group or individual”- 21st century dictionary chambers

 For the study lifestyle is operationally defined as the way of living or pattern of life based on components

1. Education

2. Religion

3. Moral values

4. Aesthetic sense

5. Freedom of expression

6. Concern Regarding marriage

a) **Education**

Education involves attitude of parents and girl children towards present education which the girls receives and expectation about and higher education.

b) **Religion**

 Religion means the religious belief and traditions followed by different groups of society.

c) **Moral values**

It involves parental and girl children attitude towards moral values that what we ought to do in a situation that permits one to choose.

d) **Aesthetic Sense**

 Involves attitude of parents and girl children towards beauty, its essential character and method of recognising, analysing and evaluating beauty.

e) **Freedom of expression**

 Involves parents attitude towards giving freedom of expression to their girl child, and the attitude of girl child about freedom of expression which further includes extra curricular and social activities.

f) **Concern regarding marriage**

 Concern about early marriage. Education before and after marriage. Concepts regarding marriage are involved under this heading.

**VARIABLES OF THE STUDY**

 Attitude of parents towards developing a lifestyle for girls children.

 Attitude of girl children towards developing a lifestyle for them.

**OBJECTIVES OF THE STUDY**

Objectives of the study are following.

1. To find out the extent of relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. To find out whether there exists any significant difference in the correlation of attitude of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. To find out the extent of relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**HYPOTHESES OF THE STUDY**

The following hypotheses were formulated for the present study

1. There will be significant relation between attitude of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. There will be no significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. There will be significant relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. There will be significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**METHODOLOGY**

**Sample of the study**

 The present study was carried out on a representative sample of girl children studying in IXth standard of Malappuram district of Kerala state and of their parents. The sample size is 439 both from parents and girl children. stratified random sampling technique was used on the basis of Educational districts, Locale and Type of management.

**Tools used for the study**

 The tools used for the present study are

1. Scale of attitude of girl children towards developing a lifestyle for them.

2. Scale of attitude of parents towards developing a lifestyle for girl children.

3. General data sheet.

**Statistical techniques used for the study**

 The following statistical techniques have been used for the analysis of data in the Present study.

a) Karl Pearson’s Product moment co-efficient of correlation

b) Test of significance of correlation co-efficient

**SCOPE AND LIMITATIONS OF THE STUDY**

 The Present study has been specifically intended for studying the relationship of Attitude of girl children and their parents towards developing a lifestyle for girl children. The study was conducted on a stratified sample of 439 girls of standard IX belonging to different schools of Malappuram district and on same number of their parents. Due representation was given to factors like Educational district, Locale and Type of management.

 For measuring the variables appropriate and standardised tools were employed.

 Even though precautions were taken to make the study accurate as possible, certain limitations have crept in to the study. The following are some of the limitations.

1. The study was conducted on girl children of IXth standard only assuming that they are representatives of secondary school pupil.

2. Limitations of time and other practical difficulties compelled the investigator to confine the study in the schools of Malappuram district only. However more generalizable result could have been obtained from the study of the sample if it were taken from all district of Kerala.

3. The study is limited to secondary school girls. It can extended to higher secondary girls.

**ORGANISATION OF THE REPORT**

 The Report of the study is presented in five chapters. The details incorporated in each chapter are as follows.

**Chapter I** Presents a brief introduction of the problem, need and significance of the Study, statement of the problem, definition of key terms, variables of the study, objectives and hypotheses, methodology, scope and limitations of the study.

**Chapter II** Presents the review of related literature

**Chapter III** Presents the methodology of the study, Details of the variables, The tools used, selection of the sample, procedure for data collection, scoring techniques used for analysis and statistical techniques used.

**Chapter IV** Deals with the details of the statistical analysis of data and discussion of the results.

**Chapter V** Presents the summary of the study, Major findings, Education implication of the study and suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

 Any worthwhile study in any field of knowledge requires an adequate familiarity with the work that has already been done in the area. It is essential that the researcher should acquire up to date information about what has been thought and done in the particular area by review of related literature.

 Review of related literature is an important component of any research. A careful review of the researches reported in journals, books, dissertations and other sources of information, related to the problem to be investigated is one of the important steps in the planning of any research study. It is necessary to undertake a detailed and penetrating study of all available literature to save time, energy, money and resources.

 As Best and Kahn (1995) notes “since effective research is based on the past knowledge review of related literature helps to eliminate the duplication of what has been done and provide useful hypothesis and helpful suggestion for significant investigation".

 The review of literature provides some insight regarding strong points and limitations of the previous studies.

 The review of related literature is presented in two sections viz.,

A. **THEORETICAL OVERVIEW**

**B. REVIEW OF RELATED STUDIES**

A. **THEORETICAL OVERVIEW**

a. **Attitude**

Attitudes are Positive or negative feelings that an individual holds about objects, persons or ideas and are generally regarded as enduring though modifiable by experience. Attitude are also seen as predisposition to action. Attitude is defined as a personal disposition which impels an individual to react to an object, situation or proposition in favourable or unfavourable ways.

 Attitude is a determining tendency that stimulate a person to behave with a specific goal. It facilitates adjustments of persons and situations in an individual’s environment. Being a determining tendency, it cannot be directly observed, but can only be inferred ( Freeman 1963)

 According to Warren’s Dictionary of Psychology (1934) attitude is a mental disposition toward an incoming or arising experience where by that experience is modified as a condition for certain type of activity.

 Freeman (1963) defines attitude as “a dispositional readiness to respond to certain situations, person or objects in a consistent manner which had been learned and had become one’s typical mode of response”

 Attitudes are the all objective by products of an individual’s experience. They have their bases in his inner feelings, acquired habits and environmental influences by which he is surrounded they are actually a part of an individual’s own personality but are affected by the attitudes and behaviour of the group with which he associates” (as cited by Sorenson, 1977)

Anderson (1994) had identified five characteristics of attitude

a. **Emotion**

 Attitude is an effective characteristic. Affective characteristic involves feelings and emotions of persons.

b. **Consistency**

 Consistency of an attitude relates to the strength of an individual’s feelings toward a particular object in different settings or situations. A reasonable degree of consistency of response is necessary before it can be inferred that a person possess a particular affective characteristic.

c. **Target**

 Affective characteristics are related to particular objects, situations. Ideas and experiences. These are generally labeled as target.

d. **Intensity**

 Emotional components differ in their intensity also. Some people experience and express more intense feeling than others.

e. **Direction**

 When attitude are favorably directed towards the target it is called positive and when it is directed unfavorably towards the target it is called negative.

 According to Allport (1935) “ Attitude are mental or natural states of readiness, organized through experience upon the individuals response to all object and situation with which it is related.

 Jung (1921) define attitude is a “readiness of the psyche to act or react in a certain way”

 Attitudes can be measured by various methods. They are direct questioning, observation, interview, public opinion polls, Projective techniques, panel method and using attitude scales.

**Attitude Scales**

 Attitude scales can be used for a more objective and convenient measurement of attitudes. Attitude scale is designed to tell not only whether an individual is for or against something, but also he compares with others in degree.

 An attitude scale according to New comb(1950) is “Like a yardstick in that it is used to assign a numerical value to an object in terms of units defined in known ways of certain dimensions”

 Most frequently used scales to measure attitude are Thurstone scales, Likert Scales, Semantic differential scales and Guttman scales.

 Likert’s attitude scale technique is known as ‘summated ratings’. Likert scale consists of a series of statements, all of which are related to a person's attitude toward a single object. An approximately equal number of favourable and unfavourable statements are included on a likert scale. Response options namely Strongly agree, Agree, Undecided, Disagree and Strongly disagree response options are given to each statements. For favourable statements scores of ‘5’, ‘4’, ‘3’, ‘2’, and ‘1’ are given to responses ‘Strongly agree’, ‘Agree’, ‘Undecided’, ‘Disagree’, and ‘Strongly disagree’ respectively. For an unfavourable statement the scoring is reversed. After assigning numerical value to each response made by a particular individual the numerical values are summed to produce a total score of attitude.

**b. Lifestyle**

 Lifestyle was originally coined by Austrion Psychologist Alfred Adler in 1929. Instead of talking about a person’s personality, with the traditional sense of internal traits, structures, dynamics, conflicts, and so on, adler preferred to talk about style of life (now a days, “lifestyle”). Life style refers to how you live your life, how you handle problems and interpersonal relations.

 Adler says that lifestyle is the general pattern of assumptions, motives, cognitive styles and coping techniques that characterize the behaviour of a given individual and give it consistency.

Encyclopedic dictionary of education explains:

 Lifestyle is the distinctive and therefore recognizable way in which an individual or society conducts its life. It is an intentionally consistent way of life or pattern or behaviour that express one’s attitudes, values and goals and reflects one’s fundamental orientation to life. Growing child selects from among first-hand experiences, family interactions, observation of significant adults and formative events those aspects that best fit in his or her own developing self concept and need for effective functioning. Through this gradual, step by step process a consistent, coherent pattern of behaviour develops. The ultimate indicators of lifestyle are behaviour and habits.

 In Sociology, a lifestyle is a way a person lives. A lifestyle is a characteristic bundle of behaviours that makes sense to both others and one self in a given time and place, including social relations, consumption, entertainment and dress. The behaviours and practices with in lifestyle are a mixture of habits, conventional ways of doing things, and reasoned actions. A lifestyle typically also reflects as individuals attitudes, values or world view.

In politics the term lifestyle is often be used in conveying the idea that society be accepting of variety of different ways of life-from the perspective that differences among ways of living are superficial, rather than existential. Lifestyle is also sometimes used pejoratively, to mark out some ways of living as elective or voluntary as opposed to others that are considered mainstream, unremarkable, or normative.

 In business, “lifestyles” provide a means by which advertisers and marketers endeavor to target and match consumer aspirations with products, or to create aspirations relevant to new products. Therefore marketers take the patterns of belief and action characteristic of lifestyles and direct them toward expenditure and consumption. These patterns reflect the demographic factors (the habits, attitudes, tastes, moral standards, economic levels and so on) that define a group. As a construct that directs people to interact with their worlds as consumers, lifestyles are subject to change by the demands of marketing and technological innovation.

 In logman’s language activator life style is denoted as the way someone lives and behaves and the type of things they like to do.

 Farlex free dictionary and dictionary of oxford describes lifestyle is the particular way of life of a person or group.

There are different views for lifestyle in different fields. Even though, the term lifestyle used for the study is developed based on some components which would comprehensively represent the concept of lifestyle as operationally defined for the present investigation.

For the present study lifestyle is operationally defined as the way of living or pattern of life based on components

1. Education

2. Religion

3. Moral values

4. Aesthetic sense

5. Freedom of expression

6. Concern regarding marriage

1. **Education**

 In its broadest sense it is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

 For the present study Education involves attitude of parents and girl children towards present education which the girls receives and their expectation about higher education.

2. **Religion**

 Any systematic approach to living that involves beliefs about one’s origins, one’s place in the world, or a responsibility to live and act in the world in particular ways. Religion is often equated with faith and belief in a higher power or truth, but it is more properly defined as the pattern of action that expresses that faith, and reinforces it in day.

 The present study involves religion as parent and girl children attitude towards moral values that what we ought to do in a situation that permits one to choose.

 **3 Moral values**

 Moral values are code of conduct or a set of beliefs distinguishing between right and wrong behaviours.

 Present study involves moral values as values, beliefs, and traditions followed by different groups of society

**4. Aesthetic Sense**

 Aesthetics is a branch of philosophy dealing with the nature of beauty, art, and taste, and with the creation and appreciation of beauty. It is more scientifically defined as the study of sensory or sensory-emotional values, sometimes called judgments of sentiment and taste.

 Present study involves aesthetic sense as attitude of parents and girl children towards beauty, its essential character and method of recognizing, analyzing and evaluating beauty

**5. Freedom of expression**

 Freedom of expression involves the freedom to express one’s ideas, views and talents. It is the cornerstone of any democratic society. It is a basic human right to be enjoyed by all peoples regardless of culture, religion, ethnic etc

 For the present study Freedom of expression involves parents’ attitude towards giving freedom of expression to their girl child and the attitude of girl child about freedom of expression which further includes extra curricular and social activities.

6. **Concern regarding marriage**

Concern about early marriage, education before and after marriage, concepts regarding marriage are involved under the heading.

**RELATED STUDIES**

An extensive study in D.G. Khan District of Pakistan by Alvi (1965) showed that important causes of drop out and retention in primary schools, were unfavourable attitude towards girls education

Floud et al. (1967) have reported that success of students in each stage is largely dependent on parental attitude to children

The study of Goldberg and Lewis (1969) concluded that mother showed differential attitude towards their children even at the young infant stage. Mother usually gave greater independence to male infant than the female infant

Finlyson (1971) found from his study that parental attitude and aspirations have potential role in academic achievement. He described parental attitude to girls education as the product of highly complex dynamic social process

Ahuja (1973) points out certain drawbacks in the female education in India. The author feels that the education of women is fundamental for the achievement and full exercise of their legal and social independence

Srivastava (1978) reported that adolescent girls had to seek the guardians permission in different matters which affect their power of self-judgment and self-confidence

 Dutt’s (1979) study aimed at finding out the actual causes of backwardness in girls education in districts of west Bengal His major findings were: 1) 80% of the guardians stated that providing girls with training in domestic work was their only responsibility 2) In poor families 68% felt that it was in unthinkable to send girls to schools 3) 30% felt that the family or society were not losers if girls were not given education

Upadhyay’s study (1983) revealed that causes of educational backwardness of girls were early marriage, low income, parent’s negative attitude towards girls education and negative attitude of village community towards girls education

Toomay (1987) found that parents have considerable influence in their children’s learning during the process of general socialization

Choudhary, P.K (1988) found that educated women are by and large aware of their rights but have only partial knowledge of acts and laws concerning their rights awareness about the minimum age of marriage, dowry prohibition, inter-caste and inter-religious marriages, is there but full knowledge of the legal provisions for widow remarriage, divorce, maintenance adoption etc is not there

Mohapatra, P.L. studied the views of adult literate and illiterate women towards early marriage and family size focused on objectives 1) to know the views of literate as well as illiterate women towards early marriage and family size. 2) to study the influence of the literacy factor as population control and 3) to identify the accepted age range of marriage of girl. The study reveals that almost all the doctors were very keen about the small family norm. and delayed marriage. In case of illiterate women, 25% of the respondents were not in favour of delayed marriage. The educational qualifications of women had a significant effect on their attitude towards family size and marriage age

Jagruti (1989) studied on various problems leading to drop out of girls in high school classes. Survey schedule, interview schedule and questionnaires were used to collect data. He identified the following causes for the drop out of girls. 1)Majority of the respondent’s parents' preferred early marriage of girls. 2)Most of the parents objected to the idea of sending mature girls to co-education schools 3)Un employment created negative attitude among parents towards higher education 4) Parent’s education had a positive and direct influence on the number of years completed by a female child in the school

Fathima, N.J. (1989) found that women with higher education had a favourable attitude towards girls education, adoption of the family Planning methods and shedding of the social evils of dowry, casteism, and communalism

Rakesh Jain (1990) remarked that educational opportunities are unequal between the male and female for cultural and historical reasons according to him studies reveal that girls discountinue their education for various reasons such as poverty, domestic work and parents domestic attitude thus the girl child is denying access to higher education

Mahesh. R (1991) studied the political participation of rural women in tamilnadu. Which reveals that the level of political participation is very low among rural women, irrespective of marital status, religion, caste and occupation

Mandal (1991) states that in India girl child is discriminated of the privilege from the state and forced to live a life of deprivations, ill health and exploitations because of age old traditions, social customs and prejudices. In most cases the birth of a girl child is not cherished by even the parents of the child

 Upadhyaya conducted a study aimed at identifying the causes of educational backwardness of girls and which through light or the results; 1) the income of the family had a great effect on enrolment and drop out situations of girls 2)the parents attitude towards girls education was negative 3) girls were considered to be among the weaker members of society 4)the village community had negative attitude towards girls education 5)early marriage was also a major cause of low enrolment

 Ethiraj (1993) studied rural parent’s opinion on girls education to find out whether there existed any significant difference between samples of rural parents in respect of their opinion towards girl’s education. The study revealed 1)there was significant difference between men and women parents 2)Men had more favorable attitude 3)there was significant difference between literate and illiterate parents

A study conducted by Magre (1994) of the status of women education in Ratnagiri district of maharashtra State reported that the overall percentage of enrolment of girl students are low as compared to boys

 Bhatia (1994) found that adolescent girls were not permitted by their parents to stay outside late and in many families parents were more favorably inclined towards boys

Nehvi and Lidho (1996) investigated about the attitude of muslim women with respect to tradition verses modernization. The study revealed that difference between urban and rural background was significant and that high socio-economic status group had shown a progressive attitude towards modernization

Ismail (1997) reported that the status of the female head of household depends on many factors including financial status, social attitude, age, number and sex of the children, the former family pattern, the women’s personality and her understanding of her own situation

In her article molly kurruvilla (2008) says that with the embarrassing influences of the cine world. TV channels and the internet the responsibilities of parents towards children with regard to transmission of culture, inculcation of values, shaping of proper altitudes and outlooks need a serous consideration

Bhaskar yerroju in his article stated that the girl child is denied educational opportunities in comparison to her male sibling. In India, girls have low enrollment and high drop-out rate. Thus girl child is less protected and cared for as compared with the boy child.

**Conclusion**

From these literatures the investigator Found that various attitudes of parents positively or negatively influences the life of girl children. Hence the investigator interested to find out whether there exists any relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children in Malappuram district, there fore the study is undertaken.

**METHODOLOGY**

 Methodology is the procedure or technique employed in a research study. It is the key of validity of any study. The accuracy of results of research work depends of the method adopted and the tools used for the collection of relevant data.

 The present study is intended to find out the extent of relation between attitude of girl children and their parents towards developing a lifestyle for girl children. The study is based on sub samples Religion, Locale and Socio-Economic Status. The design of the study is described under the following major sections

1. Variables

2. Objectives

3. Hypothesis

4. Sample used for the study

5. Tools used for the collection of data

6. Data collection procedure, Scoring, consolidation of data.

7. Statistical techniques used for analysis.

The details of each of above are given below

I. **VARIABLES**

 As the major objective of the study is to find out the extent of relation between attitudes of parents and their girl children towards developing a lifestyle, variables are

 Attitude of parents towards developing a lifestyle for girl children

 Attitude of girl children towards developing a lifestyle for them

**II OBJECTIVES**

Objectives of the study are following.

1. To find out the extent of relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. To find out the extent of relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**III HYPOTHESES**

 The following hypotheses were formulated for the present study

1. There will be significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. There will be significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. There will be significant relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. There will be significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

IV **SAMPLE USED FOR THE STUDY**

 Due to the limitation of conducting the study on total population, the investigator confined the study to a sample representing the total population.

 The population for present study covers girl children and their parents in Malappuram district and the study is carried out on a representative sample of girl children studying in IX th standard of Malappuram district of kerala state and of their parents. The following points were considered for selection of sample for the study

1. Educational districts in Malappuram

2. Type of management viz., Government, Aided and Unaided

3. Locale of the school institution viz., Urban and Rural

**SAMPLE SIZE**

 The population of the present study contains girl children of IX th standard of Malappuram district. Stratified Random Sampling technique was used on the basis of Educational Districts, Locale and Type of management. The study was conducted on 439 girl children from 22 schools of Malappuram district and on the same number of parents in Malappuram district. The sample selected was given in table below

**TABLE 1**

**DETAILS OF THE FINAL SAMPLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No | Name of School | Educational District | Locale | Type of Management | Sample size |
| 1. | M.S.P.H.S.S.Malappuram | Malappuram | Urban | Aided | 20 |
| 2 | H.M.Y.H.SMalappuram | Malappuram | Urban | Aided | 19 |
| 3 | G.H.S.SPerinthelmanna | Malappuram | Urban | Government | 22 |
| 4 | G.V.H.S.SNellikuthu | Malappuram | Rural | Government | 18 |
| 5 | Tarakan H.SAngadipuram | Malappuram | Urban | Aided | 20 |
| 6 | G.H.S.S Anamangad | Malappuram | Rural | Government | 23 |
| 7. | P.E.M.H.SPerinthelmanna | Malappuram | Urban | Unaided | 19 |
| 8. | G.H.S.SPookkottumpadam | Wandoor | Rural | Government | 24 |
| 9 | G.H.S.S Pullangode | Wandoor | Rural | Government | 23 |
| 10 | Marthoma H.S.SChungathara | Wandoor | Rural | Aided | 20 |
| 11 | Mannam SankaraNSS H.S, Nilambur | Wandoor | Rural | Aided | 20 |
| 12 | Rehmaniya college H.S Mampad | Wandoor | Rural | Unaided | 18 |
| 13 | G.H.S.SVaniyambalam | Wandoor | Rural | Government | 19 |
| 14 | G.M.H.S. C.U. Campus | Tirur | Rural | Government | 20 |
| 15 | S.S.M.H.STayyalingal | Tirur | Rural | Aided | 22 |
| 16 | G.H.S.S Tirur | Tirur | Urban | Government | 18 |
| 17 | S.M.M.H.S.SRayiramangalam | Tirur | Rural | Aided | 16 |
| 18 | G.H.S.S Trikkav | Tirur | Rural | Government | 21 |
| 19 | M.E.M.H.S Pukayoor | Tirur | Rural | Unaided | 20 |
| 20 | A.V.H.S, Ponnani | Tirur | Rural | Aided | 20 |
| 21 | N.E.M.H.S.SChemmad | Tirur | Rural | Unaided | 17 |
| 22 | H.S.M.E.M.H.S.STanoor | Tirur | Rural | Unaided | 18 |

**V. TOOLS USED FOR DATA COLLECTION**

 To carry out any type of research, data must be gathered to test the hypothesis. A research will require many data gathering tools or techniques which vary in researches complexity, design, administration and interpretation

The investigator used the following tools for the study

1. Scale of attitude of girl children towards developing a lifestyle for them.

2. Scale of attitude of parents towards developing a lifestyle for girl children

3. General data sheet

**Description of the tool**

1. Scale of attitude of girl children towards developing a lifestyle for them.

2. Scale of attitude of parents towards developing a lifestyle for girl children.

 The first scale developed to measure the attitude of girl children towards developing a lifestyle for themselves. The second one is to measure the attitude of parents towards developing a lifestyle for the girl children.

**PLANNING**

 The investigator initially considered various definitions available for the term 'Lifestyle' from different point of view that come from Education, Management, Psychology, Politics, Sociology etc. Each view point held the concept lifestyle in a different light. Of the various definition and subcomponent the investigator analysed and pooled a list of components which would comprehensively represent the concept of lifestyle as operationally defined for the present investigation.

 From reviewing many studies related with attitude of parents and girl children towards developing tastes and habits in girl children and also from discussion with many parents and senior teachers in Malappuram district, the investigator developed a final list of relevant components for the preparation of tool.

**PREPARATION**

 While the study is focused on attitudes of girl children and their parents towards developing a lifestyle for girl children. Same component was selected for explaining lifestyle and using in both tools.

 After planning it was decided to prepare a Likert type scale with five responses viz., Strongly agree, Agree, No decision, Disagree, Strongly disagree. The scale contain 56 items. The components identified for the scale are categorised in to six. They are

**1. EDUCATION**

 Education involves attitude of parents and girl children towards present education which the girls receives and their expectations about higher education.

**2. RELIGION**

 It involves values, belief, and traditions followed by different groups of society.

**3. MORAL VALUES**

 It involve parental and girl children attitude towards moral values that what we ought to do in a situation that permits one to choose.

**4. AESTHETIC SENSE**

 It involves attitude of parents and girl children towards beauty, its essential character and method of recognising, analysing and evaluating beauty.

**5. FREEDOM OF EXPRESSION**

 It involves parents' attitude towards giving freedom of expression to their girl children and the attitude of girl children about freedom of expression, which further includes extra curricular and social activities.

**6. CONCERN REGARDING MARRIAGE**

 Concern about early marriage, education before and after marriage, concepts regarding marriage are involved under the heading.

Illustration of items based on the components for both tool are given below

i) **Education**

**Girl child Scale:-**

I am interested in Higher education

**Parent scale:-**

 I encourage my daughter for higher studies by understanding her interest.

ii) **Religion**

**Girl Child Scale:**

 I doubt that when I was studying with students belong to other religion I may loose my religious values.

**Parent scale:**

 I fear that my daughter may loose religious values when she mingled with people belong to other religion.

**iii) Moral Values**

**Girl Child Scale:**

I inform my mistakes happened with or without my knowledge to my Parents.

**Parent Scale:**

My daughter talks to me whatever mistakes she has done.

**iv) Aesthetic Sense**

**Girl child Scale:**

 I decided my dress code.

**Parent Scale:**

I decided the dress code of my daughter.

**v) Freedom of expression**

**Girl Child Scale:**

 I myself take decision to participate in talent programmes.

**Parent Scale:**

I give complete freedom to my daughter for participating in talents programmes.

**vi)** **Concern regarding marriage**

**Girl child scale:**

I have the freedom to get married at the age I like to do.

Parent Scale:

I give freedom to my daughter to get married at the age she likes to do.

**TRY OUT**

 Try out of the first draft was done in order to select valid items for the final scale. The primary scale was administered to a sample of 370 students selected by using Stratified Random Sampling technique giving due representation to Educational district, Locale of the school and Type of school management. Proper instruction was given regarding the method of responding. The responses were converted in to scores and were arranged in descending order of the total score and highest 27 percent and the lowest 27 percent with respect to the total scores were separated.

 As the total number is 370 (27 Percent) the highest 100 scripts and the lowest 100 scripts were selected. The average of scores obtained for each item by the upper group as well as the lower group were calculated separately. The significance of difference between the two mean scores were calculated using the formula

 t =  ( Best& Khan, 2002)

Where,

= Means of upper group (for an item)

 = Mean of the lower group (for an item)

  = Variance of the upper group (for an item)

  = Variance of the lower group (for an item)

The critical ratio obtained for each item together with means and standard deviation of the scores from both scales are given on table 2&3

**TABLE 2**

**t values for scale of attitude of girl children**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No | Low Group mean | Low GroupS D | High groupMean | High groupS D | t value |
| 1 | 4.96 | .197 | 4.47 | .59 | 7.99 |
| 2 | 4.63 | .54 | 3.73 | .99 | 7.95 |
| 3 | 3.95 | 1.09 | 2.94 | 1.11 | 6.51 |
| 4 | 4.41 | 1.03 | 3.42 | 1.19 | 6.27 |
| 5 | 4.7 | .61 | 4.13 | 1.09 | 4.57 |
| 6 | 4.01 | 1.14 | 2.99 | 1.29 | 5.92 |
| 7 | 4.72 | .49 | 3.45 | 1.16 | 10.09 |
| 8 | 4.8 | .49 | 3.97 | 1.03 | 7.27 |
| 9 | 4.41 | .87 | 3.31 | 1.05 | 8.03 |
| 10 | 4.94 | .42 | 4.1 | .97 | 7.95 |
| 11 | 2.62 | 1.41 | 2.73 | 1.14 | -0.61 |
| 12 | 3.51 | 1.19 | 3.26 | 1.09 | 1.55 |
| 13 | 4.82 | .41 | 4.23 | .86 | 6.17 |
| 14 | 4.81 | .53 | 3.85 | 1.04 | 8.25 |
| 15 | 4.94 | .42 | 4.65 | .72 | 3.49 |
| 16 | 4.57 | .66 | 3.7 | 1.16 | 6.53 |
| 17 | 4.62 | .72 | 3.29 | 1.06 | 10.33 |
| 18 | 4.95 | .22 | 4.6 | .64 | 5.21 |
| 19 | 4.88 | .36 | 4.13 | .97 | 7.25 |
| 20 | 4.1 | 1.04 | 3.76 | 1.15 | 2.19 |
| 21 | 3.96 | 1.1 | 3.33 | 1.14 | 3.98 |
| 22 | 4.69 | .62 | 3.96 | .99 | 6.35 |
| 23 | 4.18 | 1.41 | 3.51 | 1.31 | 3.47 |
| 24 | 4.48 | .99 | 3.75 | 1.19 | 4.71 |
| 25 | 4.98 | .14 | 4.4 | .8 | 7.11 |
| 26 | 1.82 | .98 | 1.64 | .92 | 1.34 |
| 27 | 1.62 | .66 | 1.32 | .53 | 3.53 |
| 28 | 2.06 | 1.07 | 2.12 | 1.01 | -0.41 |
| 29 | 4.82 | .41 | 4.25 | .94 | 5.57 |
| 30 | 2.99 | 1.29 | 2.4 | 1.14 | 3.41 |
| 31 | 4.92 | .27 | 4.47 | .83 | 5.13 |
| 32 | 3.34 | 1.14 | 2.38 | 1.19 | 5.83 |
| 33 | 3.43 | 1.41 | 2.69 | 1.01 | 4.27 |
| 34 | 4.28 | 1.05 | 3.15 | 1.15 | 7.27 |
| 35 | 4.73 | .47 | 4.55 | .72 | 2.1 |
| 36 | 4.85 | .36 | 4.11 | 1.13 | 6.26 |
| 37 | 4.82 | .61 | 3.75 | .99 | 9.21 |
| 38 | 3.71 | 1.16 | 2.94 | 1.27 | 4.59 |
| 39 | 2.97 | 1.23 | 2.55 | 1.08 | 2.56 |
| 40 | 4.49 | .85 | 3.26 | 1.11 | 8.78 |
| 41 | 4.17 | 1.34 | 3.29 | 1.35 | 4.62 |
| 42 | 3.84 | 1.27 | 3 | 1.19 | 4.81 |
| 43 | 4.71 | .61 | 3.91 | 1.01 | 6.63 |
| 44 | 4.54 | .88 | 3.26 | 1.39 | 7.75 |
| 45 | 4.71 | .71 | 3.96 | 1.1 | 5.72 |
| 46 | 4.93 | .38 | 3.93 | 1.18 | 8.04 |
| 47 | 4.45 | .7 | 3.56 | .97 | 7.45 |
| 48 | 4.63 | .82 | 3.67 | 1.05 | 7.21 |
| 49 | 3.08 | 1.31 | 2.86 | 1.17 | 1.25 |
| 50 | 4.35 | 1.18 | 3.3 | 1.19 | 6.27 |
| 51 | 4.56 | .57 | 3.82 | 1.15 | 5.76 |
| 52 | 4.59 | .94 | 3.36 | 1.36 | 7.43 |
| 53 | 4.23 | 1.17 | 2.74 | 1.2 | 8.88 |
| 54 | 4.79 | .47 | 4.23 | .89 | 5.56 |
| 55 | 4.83 | .53 | 3.85 | .91 | 9.26 |
| 56 | 4.93 | .26 | 4.42 | .88 | 5.57 |

**TABLE 3**

**t values for scale of attitude of parents**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No | Low Group mean | Low GroupS D | High groupMean | High groupS D | t value |
| 1 | 4.87 | .37 | 4.55 | .69 | 4.11 |
| 2 | 2.49 | 1.42 | 2.1 | 1.26 | 2.06 |
| 3 | 4.74 | .5 | 3.83 | .94 | 8.5 |
| 4 | 4.3 | 1.13 | 3.05 | 1.31 | 7.23 |
| 5 | 4.47 | .77 | 4.09 | 1.07 | 2.87 |
| 6 | 2.16 | 1.19 | 1.62 | .79 | 3.79 |
| 7 | 3.54 | 1.39 | 2.86 | 1.29 | 3.79 |
| 8 | 4.77 | .57 | 3.97 | 1.12 | 6.86 |
| 9 | 4.55 | .88 | 3.4 | 1.24 | 7.57 |
| 10 | 4.59 | .79 | 3.94 | 1.08 | 4.85 |
| 11 | 2.48 | 1.31 | 2.54 | 1.41 | -0.31 |
| 12 | 4.39 | .83 | 3.36 | 1.11 | 7.46. |
| 13 | 4.43 | .29 | 4.61 | .65 | 4.49 |
| 14 | 4.83 | .53 | 4.71 | .97 | 6.03 |
| 15 | 4.96 | .2 | 4.81 | .51 | 3.12 |
| 16 | 4.78 | 5.07 | 3.64 | 1.18 | 2.19 |
| 17 | 4.33 | .99 | 3.19 | 1.24 | 7.18 |
| 18 | 4.71 | .62 | 4.32 | .84 | 3.72 |
| 19 | 4.96 | .99 | 4.6 | .74 | 4.71 |
| 20 | 2.14 | 1.15 | 1.49 | .87 | 1.49 |
| 21 | 3.66 | 1.19 | 2.66 | 1.16 | 6.02 |
| 22 | 4.54 | .73 | 3.87 | 1.03 | 5.3 |
| 23 | 4.88 | .54 | 4.11 | 1.29 | 5.49 |
| 24 | 1.27 | .58 | 1.58 | .79 | -3.15 |
| 25 | 4.95 | .22 | 4.43 | .74 | 6.72 |
| 26 | 2.04 | 1.18 | 1.84 | 1.02 | 2.56 |
| 27 | 2.34 | 1.34 | 1.44 | .79 | 5.77 |
| 28 | 4 | 1.31 | 2.73 | 1.25 | 7.02 |
| 29 | 4.6 | .65 | 4.28 | .77 | 3.18 |
| 30 | 3.23 | 1.29 | 2.67 | 1.33 | 3.02 |
| 31 | 4.66 | .52 | 4.04 | .97 | 5.62 |
| 32 | 3.96 | 1.13 | 2.47 | 1.11 | 9.39 |
| 33 | 3.73 | 1.17 | 2.8 | 1.08 | 5.83 |
| 34 | 3.96 | 1.33 | 3.01 | 1.31 | 5.11 |
| 35 | 4.66 | .69 | 4.21 | 1.03 | 3.62 |
| 36 | 4.18 | 1.02 | 3.2 | 1.31 | 5.9 |
| 37 | 4.83 | .4 | 4.06 | .76 | 8.92 |
| 38 | 3.63 | 1.33 | 2.68 | 1.12 | 5.47 |
| 39 | 3.69 | 1.3 | 2.69 | 1.28 | 5.49 |
| 40 | 4.42 | .92 | 3 | 1.23 | 9.22 |
| 41 | 4.23 | 1.2 | 3.79 | 1.13 | 2.66 |
| 42 | 1.91 | 1.21 | 1.83 | .95 | .52 |
| 43 | 4.59 | .71 | 3.95 | 1.09 | 4.93 |
| 44 | 4.46 | .94 | 3.21 | 1.26 | 7.97 |
| 45 | 4.6 | .72 | 3.44 | 1.15 | 8.54 |
| 46 | 4.73 | .66 | 4.15 | 1.07 | 4.61 |
| 47 | 4.19 | .8 | 3.3 | 1.11 | 6.52 |
| 48 | 3.08 | 1.38 | 2.26 | 1.19 | 4.49 |
| 49 | 2.68 | 1.39 | 2.75 | 1.41 | -.35 |
| 50 | 4.62 | .76 | 3.38 | 1.09 | 9.27 |
| 51 | 2.52 | .79 | 3.94 | 1.05 | 4.39 |
| 52 | 4.54 | .89 | 3.32 | 1.39 | 7.35 |
| 53 | 4.49 | .95 | 2.99 | 1.29 | 9.37 |
| 54 | 4.84 | .39 | 4.37 | .79 | 5.27 |
| 55 | 2.72 | 1.45 | 2.3 | 1.07 | 2.33 |
| 56 | 4.91 | .29 | 4.61 | .6 | 4.5 |

 Item with critical ratio greater than 2.58, the tabled value‘t’ required for significance at 0.01 level are selected for the final scale. From Girl child scale 48 items were selected and from parent scale 49 items were selected for the preparation of final scale (copies of English and Malayalam versions of attitude scales are given in Appendix I toVI).

**Reliability**

 Reliability of the test is its ability to yield consistent result from one set measure to another. According to Best (1996) “Reliability is the degree of consistency that the instrument or procedure demonstrates. Whatever it is measuring it does so consistently”

 The investigator used test-retest method to find out the reliability of the test.

 Preparation of a test is the simplest method of determining agreement between two sets of scores. The test is given and repeated on the same group and the correlation is computed between the first and second set of scores (Garret, 2004). The two set of scores thus obtained are tabulated and their statistical correlation determined.

Higher the correlation more the reliability. Here reliability is established by testing whether one two results reveal stability and equivalence in pupil performance. This is considered as the evidence of consistency.

 For determining the test-retest reliability the investigator selected 40 students who participated in the final test. The same test was administered to those students after 3 weeks. The reliability co-efficient was found by using the formula



Where r = Coefficient of correlation

 ΣX = Sum of the scores obtained in the first test.

 ΣY = Sum of the scores obtained in the second test.

 ΣX2 = Sum of the square of X

 ΣY2 = Sum of the square of Y

 N = Total number of scores.

 The reliability of the test was found to be .81 which indicates that reliability is very high.

**Validity**

 According to Best and Kahn (2002) validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure.

 Validity of the Present Scale was ensured using face validity “ a test is said to have face validity when it appears to measure what ever the author in mind, what he thought he was measuring ( Garrett 2005 P. 355)

3. **General data Sheet**

 The general data sheet was used to collect general information regarding the subjects such as name, religion, caste, locale of the residence etc. It was also used to calculate the Socio Economic Status scores of parents. For which proper weights are given to education, occupation and income as shown in Table 4

**TABLE 4**

**Weightage given to Educational level, Occupation and Income of parents**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Education | W | Occupation | W | Income/month | w |
| Masters Degree/Professional Degree and above | 10 | Professional | 10 | Above 8000 | 10 |
| Bachelors Degree | 8 | Semi-Professional | 8 | 6000-8000 | 8 |
| Pre Degree/ Plus two | 5 | Skilled workers | 7 | 4001-6000 | 6 |
| SSLC | 4 | Semi-skilled workers | 4 | 2401-4000 | 4 |
| UP-VIII | 2 | Unskilled laborers | 2 | 801-2400 | 2 |
| Literate | 1 |  |  | 800 and below | 1 |
| Illiterate | 0 | Unemployed | 0 |  |  |

**VI DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

a) **Administration of the tool**

 After selection of the sample, the investigator contacted the heads concerned of institution and sought permission to administer the tool. The heads of the institutions, teacher, other staffs and students co-operated very sincerely.

 The test material was distributed with the help of their concerned teachers. The method of response to items including general data sheet was explained. The investigator very carefully read out each statement loudly and asked students to make their response one by one. The investigator carefully clarified the doubts of the students. After recollecting the tool, Investigator given the Parent scale with proper instruction and ask students to get it scored by their parents.

b) **Scoring and consolidation**

 All responses are scored as per scoring scheme of the scale prepared. The incomplete data sheets were removed. The final sample of the study was confined girl child students of IX th standard of Malappuram district and their parents.

 The investigator scored the responses according to the scoring scheme prepared. Both parent and girl child scale contains positive and negative items. The responses are arranged for positive statements: Strongly agreed, Agreed, No decision, Disagree, Strongly disagree. Scores are assigned to each response as '5' '4' '3' '2' '1' respectively. The Negative statements were scored inversely.

 The general data sheet was also scored according to assigned weight. The scores obtained from parent scale and girl child scale were arranged for further calculations

VII **STATISTICAL TECHNIQUES USED IN THE STUDY.**

1) **Preliminary Analysis**

Preliminary analysis were calculated in order to arrive at a conclusion about the nature of the distribution.

Preliminary analysis involves the following statistical techniques

a. measures of central tendency

b. measures of dispersion

c. measure of standard deviation

d. measure of skewness

e. measure of kurtosis

2) Pearson’s Product moment co-efficient of correlation (GARRET, 1981)

The most often used and most precise coefficient of correlation is known as the PEARSON’S PRODUCT MOMENT CO-EFFICIENT OF CORRELATION (GARRET, 1981)

 The degree of relationship measured and represented by the co-efficient of correlation



Where r = Coefficient of correlation

 ΣX = Sum of the scores obtained in the first test.

 ΣY = Sum of the scores obtained in the second test.

 ΣX2 = Sum of the square of X

 ΣY2 = Sum of the square of Y

 N = Total number of scores.

3) **TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN TWO r’s**

 The correlation co-efficient ‘r’ obtained by using the Pearson’s product moment co-efficient of correlation is tested for significance by using the fisher’s t-test

 Zr1 - Zr2

t=

|  |
| --- |
| √ 1/N1-3 + 1/N2-3 |

 Z r1= Z Conversion of r1

 Zr2 = Conversion of r2

N1 = Number of samples

N2 = Number of samples

Using the above statistical techniques the collected data was analysed. The findings and conclusions of the study are presented in the following chapter.

**ANALYSIS AND INTERPRETATION**

The present study was intended to estimate the extent of relation between attitudes girl children and their parents towards developing a lifestyle for girl children. This chapter describes the details of statistical analysis of the data collected by means of standardised tools. The collected data was analysed statistically and the results are presented and discussed in this chapter

**OBJECTIVES**

Objectives of the study are following.

1. To find out the extent of relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. To find out the extent of relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**HYPOTHESES**

The following hypotheses were formulated for the present study

1. There will be significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. There will be significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. There will be significant relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. There will be significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**PRELIMINARY ANALYSIS**

As a preliminary analysis is the important statistical constants such as arithmetic mean, median, mode, standard deviation, skewness and kurtosis. The statistical values for variables are presented in the following tables.

**TABLE 5**

**descriptive statistics of attitude of**

**girl children towards developing a lifestyle for them**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | S.D | Skewness | Kurtosis |
| CHILD ATTITUDE  | 439 | 217.07 | 217 | 217 | 16.54 | -0.0145 | -0.223 |

**Discussions**

 From table 5 it can see that the values of Arithmetic mean, median, and mode were 217.07, 217 and 217 respectively. It shows that the mean, median and mode of this variable are exactly equal.

 The measure of dispersion, Standard Deviation is 16.54. The measure of symmetry skewness -0.0145. The measure of peakness, Kurtosis -0.223

Hence the distribution follow near normality.

TABLE 6

**Descriptive statistics of attitude**

**of parent towards developing a lifestyle for girl children**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | S.D | Skewness | Kurtosis |
| PARENTATTITUDE | 439 | 205.18 | 212 | 203 | 16.39 | 0.1099 | -0.0183 |

**Discussions**

From table 6 it can see that the values of Arithmetic mean, median, and mode were 205.18, 212 and 203 respectively. It shows that the mean, median and mode of this variable are almost equal.

 The measure of dispersion, Standard Deviation is 16.39. The measure of symmetry skewness 0.1099. The measure of peakness, Kurtosis is -0.0183

Hence the distribution follow near normality.

**RELATIONSHIP BETWEEN ATTITUDES OF GIRL CHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRL CHILDREN.**

 The collected data has been analysed to find out the coefficient of correlation between attitudes of girl children and their parents towards developing a lifestyle for girl children. The coefficients of correlation were calculated using Pearson’s product moment correlation method. The analysis and discussion of results with regard to correlation are follows

 The correlation coefficient obtained for the variables are presented in below tables

TABLE 7

**Correlation coefficient between**

**attitudes of girl children and their parents**

 **towards developing a lifestyle for girl children for the total sample**

|  |  |  |  |
| --- | --- | --- | --- |
| SAMPLE | N | ‘r’ | Level of significance |
| TOTAL | 439 | .485 | 0.01 |

**Discussion**

 From table 7 it can be seen that the coefficient of correlation between the attitudes of girl children and their parents towards developing a lifestyle for girl children is .485, for that total sample. It shows that the relationship is positively marked. It can be understood that the correlation is significant at 0.01 level.

TABLE 8

**Correlation coefficient between**

**attitudes of girl children and their parents**

**towards developing a lifestyle among relevant subsamples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample |  | N | ‘r’ | Level of significance |
| Religion | Hindu | 169 | .516 | 0.01 |
| Christian | 13 | -0.330 | NS |
| Muslim | 257 | .421 | 0.01 |
| Locale | Urban | 138 | .589 | 0.01 |
| Rural | 301 | .431 | 0.01 |
| SES | Above Average | 90 | .299 | 0.01 |
| Average | 297 | .484 | 0.01 |
| Below Average | 52 | .394 | 0.01 |

**Discussions**

 Table 8 shows that coefficient of correlation between the attitudes of girl children and their parents towards developing a lifestyle for girl children in Hindu Religion is .516, it shows that the relation is positively marked and the correlation is significant at 0.01 level. In Christian Religion the coefficient of correlation is -0.330. It shows that correlation is low and negative. It is not significant even at 0.05 level. In Muslim Religion the coefficient of correlation is .421 which shows that the relation is positively marked and it is significant at 0.01 level.

 Table 8 shows that coefficient of correlation between attitudes of girl children and their parents in urban area towards developing a lifestyle for girl children is .589. It indicates that the relation between attitudes of girl children and their parents are positively marked and it is significant at 0.01 level. In rural area, as shown in table 8 the coefficient of correlation between attitudes of girl children and their parents is .431. It shows that the relation is positively marked and the correlation is significant at 0.01 level.

 From the same table we can see that the coefficient of correlation between attitudes of girl children and their parents towards developing a lifestyle for girl children in above average Socio Economic group is .299 it shows that there is low positive correlation between attitudes of girl children and their parents in the above average group. It is significant at 0.01 level. For average Socio Economic group the coefficient of correlation between the attitudes of girl children and their parents is .484. It shows that the attitudes are positively marked and it is significant at 0.01 level. For the below average group the coefficient of correlation between attitudes of girl children and parents is .394, shows that the correlation between attitudes of girl children and parents are positive but low. The Coefficient of correlation is significant at 0.01 level.

**COMPARISON OF r’s BETWEEN ATTITUDES OF GIRL CHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRL CHILDREN FOR THE RELEVANT SUBSAMPLES**

 Values of coefficient of correlation obtained and the result of test of significance of difference between r’s for the relevant sub samples are given in Table 9.

TABLE 9

**Details of correlation**

 **coefficient and critical ratio for**

**developing a lifestyle for girl children among relevant sub samples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample | N | r | Critical ratio | Level of Significance |
| Hindu | 169 | 0.516 | 0.83 | NS |
| Christian | 13 | -0.330 |
| Hindu | 169 | 0.516 | 1.31 | NS |
| Muslim | 257 | 0.421 |
| Christian | 13 | -0.330 | -0.37 | NS |
| Muslim | 257 | 0.421 |
| Urban | 138 | 0.589 | 2.14 | 0.05 |
| Rural | 301 | 0.431 |
| Above Average | 90 | 0.299 | -1.83 | NS |
| Average | 297 | 0.484 |
| Above Average | 90 | 0.299 | -0.65 | NS |
| Below Average | 57 | 0.394 |
| Average | 297 | 0.484 | 0.76 | NS |
| Below average | 57 | 0.394 |

**Discussions**

 Table 9 shows that the critical ratio obtained for the difference between r’s of Hindus and Christians is 0.83 which is less than 1.96, the value required for significance even at 0.05 level. That is significance difference does not exist in the relationship of attitudes of Hindus and Christians for developing a lifestyle for girl children.

 Table 9 revealed that the obtained critical ratio for measuring the significance of difference between r’s of Hindus and Muslims is 1.31 which is less than 1.96, the value required for significance even at 0.05 level. That is significance difference does not exist in the relationship of attitudes of Hindus and Christians for developing a lifestyle for girl children.

 From Table 9 we can see that while testing the critical ratio between r’s of Christians and Muslims is -0.37. Which is less than 1.96, the value required for significance even at 0.05 level. That is significant difference does not exist in the relationship of attitude of Christians and Muslims towards developing a lifestyle for girl children.

 Table 9 shows that the critical ratio for significance difference of r’s between urban and rural people is 2.14 which is greater than 1.96, the value required for significance at 0.05 level. That is significant difference exist in the relationship of attitudes of urban and rural people towards developing a lifestyle for the girl children.

 Table 9 revealed that the significance of difference between r’s of above average and average socio-economic groups, the obtained critical ratio is -1.83 that is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between above average and average socio economic groups towards developing a lifestyle for girl children.

 From table 9 we can seen that the critical ratio for significance difference of r’s between above average and below average socio-economic groups is -0.65. That is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between above average and below average socio economic groups towards developing a lifestyle for girl children.

 Table 9 revealed that the r’s between average and below average socio-economic groups, the obtained critical ratio is .76 which is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between average and below average socio economic groups towards developing a lifestyle for girl children.

TABLE 10

**Correlation coefficient**

**Between attitudes of girl children**

**and their parents towards education as a relevent**

**component for developing a lifestyle among the sub samples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample |  | N | ‘r’ | Level of significance |
| Religion | Hindu | 169 | 0.107 | NS |
| Christian | 13 | 0.253 | NS |
| Muslim | 257 | 0.168 | 0.01 |
| Locale | Urban | 138 | 0.07 | NS |
| Rural | 301 | 0.17 | 0.01 |
| SES | Above average | 90 | .107 | NS |
| Average | 297 | .065 | NS |
| Below average | 52 | -0.05 | NS |

**Discussions**

 Table 10shows that coefficient of correlation between the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle, in Hindu religion is 0.107. It shows that the relation is positive and negligible. It is not significant at 0.05 level. In Christian religion the coefficient of correlation is 0.253. It shows that there is low and positive correlation. It is not significant at 0.05 level. In Muslim religion the coefficient of correlation is 0.168 which shows that the relation is positive and negligible. It is significant at 0.01 level.

 From table 10 It can be seen that coefficient of correlation between attitudes of girl children and their parents in urban area towards education is 0.07. It shows that the relation is positive and negligible. It is not significant at 0.05 level. In rural area as shown in the Table 9, the coefficient of correlation between attitude of girl children and their parents is 0.17, shows that the relation is positive and negligible. It is significant at 0.01 level.

 From the table 10we can seen that, the coefficient of correlation between attitudes of girl children and their parents in above average socio-economic group towards education is .107. It shows that there is positive and negligible correlation between attitudes of girl children and their parents. It is not significant at 0.05 level. For average socio-economic group the coefficient of correlation between attitude of girl children and the parents towards education is .065. It shows that there is positive and negligible correlation and is not significant at 0.05 level. For the below average group the coefficient of correlation between attitude of girl children and their parents towards education is -0.05. This shows that the correlation is negative and negligible and it is not significant at 0.05 level.

TABLE 11

**Details of correlation coefficient**

 **and critical ratio for education as a relevant**

 **component of developing a lifestyle among the sub samples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample | N | r | Critical ratio | Level of Significance |
| Hindu | 169 | 0.107 | 0.49 | NS |
| Christian | 13 | 0.253 |
| Hindu | 169 | 0.107 | -0.59 | NS |
| Muslim | 257 | 0.168 |
| Christian | 13 | 0.253 | -0.36 | NS |
| Muslim | 257 | 0.168 |
| Urban | 138 | 0.07 | -0.97 | NS |
| Rural | 301 | 0.17 |
| Above Average | 90 | 0.107 | -.39 | NS |
| Average | 297 | 0.065 |
| Above Average | 90 | 0.107 | -0.336 | NS |
| Below Average | 57 | -0.05 |
| Average | 297 | 0.065 | -0.069 | NS |
| Below average | 57 | -0.05 |

**Discussions**

 Table 11 shows that while testing the significance of difference between r’s of Hindus and Christians attitude towards education as a relevant component for developing lifestyle. the obtained critical ratio is 0.49. Which is less than 1.96, the value required for significance even at 0.05 level. That is there is no significance difference exist among the attitudes of Hindus and Christians towards education as a relevant component for developing lifestyle for girl children.

Table 11 revealed that the obtained critical ratio for measuring the significance of difference between r’s of Hindus and Muslims in the attitudes towards education is -0.59 which is less than 1.96, the value required for significance even at 0.05 level. That is significance difference does not exist in the relationship of attitude of Hindus and Christians for developing a lifestyle for girl children.

 From Table 11 it can seen that while testing the critical ratio between r’s of Christians and Muslims in the attitude towards education is -0.36. Which is less than 1.96, the value required for significance even at 0.05 level. That is significant difference does not exist in the relationship of attitude of Christians and Muslims towards developing a lifestyle for girl children.

 Table 11 shows that the critical ratio for significance difference of r’s between urban and rural people is -0.97 which is less than 1.96, the value required for significance at 0.05 level. That is no significant difference exists in the relationship of attitudes of urban and rural people towards developing a lifestyle for the girl children.

 Table 11 revealed that the significance of difference between r’s of above average and average socio-economic groups, the obtained critical ratio is -.39 that is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between above average and average socio economic groups towards developing a lifestyle for girl children.

 From table 11 we can seen that the critical ratio for significance difference of r’s between above average and below average socio-economic groups is -0.336. That is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between above average and below average socio economic groups towards developing a lifestyle for girl children.

 Table 11 revealed that the r’s between average and below average socio-economic groups, the obtained critical ratio is -0.069 which is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between average and below average socio economic groups towards developing a lifestyle for girl children.

**MAJOR FINDINGS**

1. The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample shows a positively marked correlation and found significant at 0.01 level.

2. The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children among relevant sub samples.

a) In Hindu religion the attitudes of girl children and their parents towards developing a lifestyle for girl children shows a positively marked correlation and is significant at 0.01 level. In Christian religion the attitudes of girl children and their parents shows negative and low correlation and is not significant even at 0.05 level. In Muslim religion the attitudes of girl children and their parents towards developing a lifestyle for girl children is positively marked and is significant at 0.01 level.

b) In Urban area the attitude of girl children their parents towards developing a lifestyle for girl children for positively marked correlation and is significant at 0.01 level. In rural area attitudes of girl children and their parents shows a positively marked correlation and is significant at 0.01 level.

c) The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children in above average socio-economic group shows a positive but low correlation and is significant at 0.01 level. In average socio-economic group the relationship between attitudes of girl children and their parents towards developing a lifestyle shows a positively marked correlation and is significant at 0.01 level. In below average socio-economic group the relationship of attitudes shows a positive low correlation and is significant at 0.01 level.

3. Test of significance of difference between r’s of attitudes between girl children and their parents towards developing a lifestyle for the relevant sub samples.

a) No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Christian religion. It is not significant even at 0.05 level. No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Muslim religion. It is not significant even at 0.05 level. Among Christian and Muslim religion no significant difference exists in relationship of attitudes of girl children and their parents towards developing a lifestyle for girls.

b) Significant difference exists in the relationship of attitudes of girl children and their parents among urban and rural area. It is significant at 0.05 level.

c) No significant difference exists among above average and average socio-economic groups and the attitudes of their girl children and their parents towards developing a lifestyle for girl children. It is not significant even at 0.05 level. Among above average and below average socio-economic groups no significant difference exists in the attitude of their girl children and their parents towards developing a lifestyle. It is significant at 0.01 level. No significant difference exists among average and below average groups in the attitude of their girl children and their parents towards developing a lifestyle for girl children. It is not significant even at 0.05 level.

4. The relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among relevant sub samples.

a) In Hindu religion the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive and negligent correlation and is not significant even at 0.05 level. In Christian religion the attitudes of girl children and their parents shows positive and low correlation and is not significant even at 0.05 level. In Muslim religion the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive negligent correlation. It is significant at 0.01 level.

b) In Urban area the attitude of girl children their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive negligent correlation and is not significant even at 0.05 level. In rural area attitudes of girl children and their parents shows a positive negligent correlation and is significant at 0.01 level.

c) The relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children in above average socio-economic group shows a positive negligent correlation and is not significant even at 0.05 level. In average socio-economic group the relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle shows a positive negligent correlation and is not significant even at 0.05 level. In below average socio-economic group the relationship of attitudes shows a positive negligent correlation and is not significant even at 0.05 level.

5. Test of significance of difference between r’s of attitudes between girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples.

a) No significant difference exists in relationship of attitudes of girl children and their parents towards education as a relevant component of developing a lifestyle for girl children among Hindu and Christian religion. It is not significant even at 0.05 level. No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Muslim religion. It is not significant even at 0.05 level. Among Christian and Muslim religion no significant difference exists in relationship of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even at 0.05 level.

b) No significant difference exists in relationship of attitudes of girl children and their parents among urban and rural area towards education as a relevant component for developing a lifestyle for girl children. It is not significant at 0.05 level.

c) No significant difference exists among above average and average socio-economic groups in the attitudes of their girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even at 0.05 level. Among above average and below average socio-economic groups no significant difference exists in the attitude of their girl children and their parents towards education as a relevant component for developing a lifestyle. It is not significant even at 0.01 level. No significant difference exists among average and below average groups in the attitude of their girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even t at 0.05 level.

**TENABILITY OF HYPOTHESES**

1. Hypothesis 1 states that there will be significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

The study found that there exists significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample. In sub sample locale there exists no significant relation between attitudes of girl children and there parents towards developing a lifestyle for girl children in Christian religion. Hypothesis 1 is partially substantiated.

2. Hypothesis 2 states that There will be significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

The study found that there exists no significant difference between correlation scores of attitudes of girl children and their parents towards developing a lifestyle for girl children except in sub sample locale. Hypothesis 2 is substantiated to a considerable extent.

3. Hypothesis 3 states that there will be significant relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

The study found that there exists significant relation between attitudes of girl children and parents towards education as a relevant component for developing lifestyle except in below average socio economic group. Hypothesis 3 is partially substantiated.

4. Hypothesis 4 states that there will be significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

The study found that there exists no significant difference between correlation scores of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle among sub samples. Hypothesis 4 is fully rejected.

**ANALYSIS AND INTERPRETATION**

The present study was intended to estimate the extent of relation between attitudes girl children and their parents towards developing a lifestyle for girl children. This chapter describes the details of statistical analysis of the data collected by means of standardised tools. The collected data was analysed statistically and the results are presented and discussed in this chapter

**OBJECTIVES**

Objectives of the study are following.

1. To find out the extent of relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. To find out the extent of relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**HYPOTHESES**

The following hypotheses were formulated for the present study

1. There will be significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. There will be significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. There will be significant relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. There will be significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**PRELIMINARY ANALYSIS**

As a preliminary analysis is the important statistical constants such as arithmetic mean, median, mode, standard deviation, skewness and kurtosis. The statistical values for variables are presented in the following tables.

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**descriptive statistics of attitude of**

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | S.D | Skewness | Kurtosis |
| CHILD ATTITUDE  | 439 | 217.07 | 217 | 217 | 16.54 | -0.0145 | -0.223 |

**Discussions**

 From table 5 it can see that the values of Arithmetic mean, median, and mode were 217.07, 217 and 217 respectively. It shows that the mean, median and mode of this variable are exactly equal.

 The measure of dispersion, Standard Deviation is 16.54. The measure of symmetry skewness -0.0145. The measure of peakness, Kurtosis -0.223

Hence the distribution follow near normality.

TABLE 6

**Descriptive statistics of attitude**

**of parent towards developing a lifestyle for girl children**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | S.D | Skewness | Kurtosis |
| PARENTATTITUDE | 439 | 205.18 | 212 | 203 | 16.39 | 0.1099 | -0.0183 |

**Discussions**

From table 6 it can see that the values of Arithmetic mean, median, and mode were 205.18, 212 and 203 respectively. It shows that the mean, median and mode of this variable are almost equal.

 The measure of dispersion, Standard Deviation is 16.39. The measure of symmetry skewness 0.1099. The measure of peakness, Kurtosis is -0.0183

Hence the distribution follow near normality.

**RELATIONSHIP BETWEEN ATTITUDES OF GIRL CHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRL CHILDREN.**

 The collected data has been analysed to find out the coefficient of correlation between attitudes of girl children and their parents towards developing a lifestyle for girl children. The coefficients of correlation were calculated using Pearson’s product moment correlation method. The analysis and discussion of results with regard to correlation are follows

 The correlation coefficient obtained for the variables are presented in below tables

TABLE 7

**Correlation coefficient between**

**attitudes of girl children and their parents**

 **towards developing a lifestyle for girl children for the total sample**

|  |  |  |  |
| --- | --- | --- | --- |
| SAMPLE | N | ‘r’ | Level of significance |
| TOTAL | 439 | .485 | 0.01 |

**Discussion**

 From table 7 it can be seen that the coefficient of correlation between the attitudes of girl children and their parents towards developing a lifestyle for girl children is .485, for that total sample. It shows that the relationship is positively marked. It can be understood that the correlation is significant at 0.01 level.

TABLE 8

**Correlation coefficient between**

**attitudes of girl children and their parents**

**towards developing a lifestyle among relevant subsamples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample |  | N | ‘r’ | Level of significance |
| Religion | Hindu | 169 | .516 | 0.01 |
| Christian | 13 | -0.330 | NS |
| Muslim | 257 | .421 | 0.01 |
| Locale | Urban | 138 | .589 | 0.01 |
| Rural | 301 | .431 | 0.01 |
| SES | Above Average | 90 | .299 | 0.01 |
| Average | 297 | .484 | 0.01 |
| Below Average | 52 | .394 | 0.01 |

**Discussions**

 Table 8 shows that coefficient of correlation between the attitudes of girl children and their parents towards developing a lifestyle for girl children in Hindu Religion is .516, it shows that the relation is positively marked and the correlation is significant at 0.01 level. In Christian Religion the coefficient of correlation is -0.330. It shows that correlation is low and negative. It is not significant even at 0.05 level. In Muslim Religion the coefficient of correlation is .421 which shows that the relation is positively marked and it is significant at 0.01 level.

 Table 8 shows that coefficient of correlation between attitudes of girl children and their parents in urban area towards developing a lifestyle for girl children is .589. It indicates that the relation between attitudes of girl children and their parents are positively marked and it is significant at 0.01 level. In rural area, as shown in table 8 the coefficient of correlation between attitudes of girl children and their parents is .431. It shows that the relation is positively marked and the correlation is significant at 0.01 level.

 From the same table we can see that the coefficient of correlation between attitudes of girl children and their parents towards developing a lifestyle for girl children in above average Socio Economic group is .299 it shows that there is low positive correlation between attitudes of girl children and their parents in the above average group. It is significant at 0.01 level. For average Socio Economic group the coefficient of correlation between the attitudes of girl children and their parents is .484. It shows that the attitudes are positively marked and it is significant at 0.01 level. For the below average group the coefficient of correlation between attitudes of girl children and parents is .394, shows that the correlation between attitudes of girl children and parents are positive but low. The Coefficient of correlation is significant at 0.01 level.

**COMPARISON OF r’s BETWEEN ATTITUDES OF GIRL CHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRL CHILDREN FOR THE RELEVANT SUBSAMPLES**

 Values of coefficient of correlation obtained and the result of test of significance of difference between r’s for the relevant sub samples are given in Table 9.

TABLE 9

**Details of correlation**

 **coefficient and critical ratio for**

**developing a lifestyle for girl children among relevant sub samples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample | N | r | Critical ratio | Level of Significance |
| Hindu | 169 | 0.516 | 0.83 | NS |
| Christian | 13 | -0.330 |
| Hindu | 169 | 0.516 | 1.31 | NS |
| Muslim | 257 | 0.421 |
| Christian | 13 | -0.330 | -0.37 | NS |
| Muslim | 257 | 0.421 |
| Urban | 138 | 0.589 | 2.14 | 0.05 |
| Rural | 301 | 0.431 |
| Above Average | 90 | 0.299 | -1.83 | NS |
| Average | 297 | 0.484 |
| Above Average | 90 | 0.299 | -0.65 | NS |
| Below Average | 57 | 0.394 |
| Average | 297 | 0.484 | 0.76 | NS |
| Below average | 57 | 0.394 |

**Discussions**

 Table 9 shows that the critical ratio obtained for the difference between r’s of Hindus and Christians is 0.83 which is less than 1.96, the value required for significance even at 0.05 level. That is significance difference does not exist in the relationship of attitudes of Hindus and Christians for developing a lifestyle for girl children.

 Table 9 revealed that the obtained critical ratio for measuring the significance of difference between r’s of Hindus and Muslims is 1.31 which is less than 1.96, the value required for significance even at 0.05 level. That is significance difference does not exist in the relationship of attitudes of Hindus and Christians for developing a lifestyle for girl children.

 From Table 9 we can see that while testing the critical ratio between r’s of Christians and Muslims is -0.37. Which is less than 1.96, the value required for significance even at 0.05 level. That is significant difference does not exist in the relationship of attitude of Christians and Muslims towards developing a lifestyle for girl children.

 Table 9 shows that the critical ratio for significance difference of r’s between urban and rural people is 2.14 which is greater than 1.96, the value required for significance at 0.05 level. That is significant difference exist in the relationship of attitudes of urban and rural people towards developing a lifestyle for the girl children.

 Table 9 revealed that the significance of difference between r’s of above average and average socio-economic groups, the obtained critical ratio is -1.83 that is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between above average and average socio economic groups towards developing a lifestyle for girl children.

 From table 9 we can seen that the critical ratio for significance difference of r’s between above average and below average socio-economic groups is -0.65. That is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between above average and below average socio economic groups towards developing a lifestyle for girl children.

 Table 9 revealed that the r’s between average and below average socio-economic groups, the obtained critical ratio is .76 which is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between average and below average socio economic groups towards developing a lifestyle for girl children.

TABLE 10

**Correlation coefficient**

**Between attitudes of girl children**

**and their parents towards education as a relevent**

**component for developing a lifestyle among the sub samples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample |  | N | ‘r’ | Level of significance |
| Religion | Hindu | 169 | 0.107 | NS |
| Christian | 13 | 0.253 | NS |
| Muslim | 257 | 0.168 | 0.01 |
| Locale | Urban | 138 | 0.07 | NS |
| Rural | 301 | 0.17 | 0.01 |
| SES | Above average | 90 | .107 | NS |
| Average | 297 | .065 | NS |
| Below average | 52 | -0.05 | NS |

**Discussions**

 Table 10shows that coefficient of correlation between the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle, in Hindu religion is 0.107. It shows that the relation is positive and negligible. It is not significant at 0.05 level. In Christian religion the coefficient of correlation is 0.253. It shows that there is low and positive correlation. It is not significant at 0.05 level. In Muslim religion the coefficient of correlation is 0.168 which shows that the relation is positive and negligible. It is significant at 0.01 level.

 From table 10 It can be seen that coefficient of correlation between attitudes of girl children and their parents in urban area towards education is 0.07. It shows that the relation is positive and negligible. It is not significant at 0.05 level. In rural area as shown in the Table 9, the coefficient of correlation between attitude of girl children and their parents is 0.17, shows that the relation is positive and negligible. It is significant at 0.01 level.

 From the table 10we can seen that, the coefficient of correlation between attitudes of girl children and their parents in above average socio-economic group towards education is .107. It shows that there is positive and negligible correlation between attitudes of girl children and their parents. It is not significant at 0.05 level. For average socio-economic group the coefficient of correlation between attitude of girl children and the parents towards education is .065. It shows that there is positive and negligible correlation and is not significant at 0.05 level. For the below average group the coefficient of correlation between attitude of girl children and their parents towards education is -0.05. This shows that the correlation is negative and negligible and it is not significant at 0.05 level.

TABLE 11

**Details of correlation coefficient**

 **and critical ratio for education as a relevant**

 **component of developing a lifestyle among the sub samples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample | N | r | Critical ratio | Level of Significance |
| Hindu | 169 | 0.107 | 0.49 | NS |
| Christian | 13 | 0.253 |
| Hindu | 169 | 0.107 | -0.59 | NS |
| Muslim | 257 | 0.168 |
| Christian | 13 | 0.253 | -0.36 | NS |
| Muslim | 257 | 0.168 |
| Urban | 138 | 0.07 | -0.97 | NS |
| Rural | 301 | 0.17 |
| Above Average | 90 | 0.107 | -.39 | NS |
| Average | 297 | 0.065 |
| Above Average | 90 | 0.107 | -0.336 | NS |
| Below Average | 57 | -0.05 |
| Average | 297 | 0.065 | -0.069 | NS |
| Below average | 57 | -0.05 |

**Discussions**

 Table 11 shows that while testing the significance of difference between r’s of Hindus and Christians attitude towards education as a relevant component for developing lifestyle. the obtained critical ratio is 0.49. Which is less than 1.96, the value required for significance even at 0.05 level. That is there is no significance difference exist among the attitudes of Hindus and Christians towards education as a relevant component for developing lifestyle for girl children.

Table 11 revealed that the obtained critical ratio for measuring the significance of difference between r’s of Hindus and Muslims in the attitudes towards education is -0.59 which is less than 1.96, the value required for significance even at 0.05 level. That is significance difference does not exist in the relationship of attitude of Hindus and Christians for developing a lifestyle for girl children.

 From Table 11 it can seen that while testing the critical ratio between r’s of Christians and Muslims in the attitude towards education is -0.36. Which is less than 1.96, the value required for significance even at 0.05 level. That is significant difference does not exist in the relationship of attitude of Christians and Muslims towards developing a lifestyle for girl children.

 Table 11 shows that the critical ratio for significance difference of r’s between urban and rural people is -0.97 which is less than 1.96, the value required for significance at 0.05 level. That is no significant difference exists in the relationship of attitudes of urban and rural people towards developing a lifestyle for the girl children.

 Table 11 revealed that the significance of difference between r’s of above average and average socio-economic groups, the obtained critical ratio is -.39 that is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between above average and average socio economic groups towards developing a lifestyle for girl children.

 From table 11 we can seen that the critical ratio for significance difference of r’s between above average and below average socio-economic groups is -0.336. That is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between above average and below average socio economic groups towards developing a lifestyle for girl children.

 Table 11 revealed that the r’s between average and below average socio-economic groups, the obtained critical ratio is -0.069 which is less than 1.96, the value required for significance even at 0.05 level. That indicates there is no significance difference exists in the relationship between average and below average socio economic groups towards developing a lifestyle for girl children.

**MAJOR FINDINGS**

1. The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample shows a positively marked correlation and found significant at 0.01 level.

2. The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children among relevant sub samples.

a) In Hindu religion the attitudes of girl children and their parents towards developing a lifestyle for girl children shows a positively marked correlation and is significant at 0.01 level. In Christian religion the attitudes of girl children and their parents shows negative and low correlation and is not significant even at 0.05 level. In Muslim religion the attitudes of girl children and their parents towards developing a lifestyle for girl children is positively marked and is significant at 0.01 level.

b) In Urban area the attitude of girl children their parents towards developing a lifestyle for girl children for positively marked correlation and is significant at 0.01 level. In rural area attitudes of girl children and their parents shows a positively marked correlation and is significant at 0.01 level.

c) The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children in above average socio-economic group shows a positive but low correlation and is significant at 0.01 level. In average socio-economic group the relationship between attitudes of girl children and their parents towards developing a lifestyle shows a positively marked correlation and is significant at 0.01 level. In below average socio-economic group the relationship of attitudes shows a positive low correlation and is significant at 0.01 level.

3. Test of significance of difference between r’s of attitudes between girl children and their parents towards developing a lifestyle for the relevant sub samples.

a) No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Christian religion. It is not significant even at 0.05 level. No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Muslim religion. It is not significant even at 0.05 level. Among Christian and Muslim religion no significant difference exists in relationship of attitudes of girl children and their parents towards developing a lifestyle for girls.

b) Significant difference exists in the relationship of attitudes of girl children and their parents among urban and rural area. It is significant at 0.05 level.

c) No significant difference exists among above average and average socio-economic groups and the attitudes of their girl children and their parents towards developing a lifestyle for girl children. It is not significant even at 0.05 level. Among above average and below average socio-economic groups no significant difference exists in the attitude of their girl children and their parents towards developing a lifestyle. It is significant at 0.01 level. No significant difference exists among average and below average groups in the attitude of their girl children and their parents towards developing a lifestyle for girl children. It is not significant even at 0.05 level.

4. The relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among relevant sub samples.

a) In Hindu religion the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive and negligent correlation and is not significant even at 0.05 level. In Christian religion the attitudes of girl children and their parents shows positive and low correlation and is not significant even at 0.05 level. In Muslim religion the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive negligent correlation. It is significant at 0.01 level.

b) In Urban area the attitude of girl children their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive negligent correlation and is not significant even at 0.05 level. In rural area attitudes of girl children and their parents shows a positive negligent correlation and is significant at 0.01 level.

c) The relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children in above average socio-economic group shows a positive negligent correlation and is not significant even at 0.05 level. In average socio-economic group the relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle shows a positive negligent correlation and is not significant even at 0.05 level. In below average socio-economic group the relationship of attitudes shows a positive negligent correlation and is not significant even at 0.05 level.

5. Test of significance of difference between r’s of attitudes between girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples.

a) No significant difference exists in relationship of attitudes of girl children and their parents towards education as a relevant component of developing a lifestyle for girl children among Hindu and Christian religion. It is not significant even at 0.05 level. No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Muslim religion. It is not significant even at 0.05 level. Among Christian and Muslim religion no significant difference exists in relationship of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even at 0.05 level.

b) No significant difference exists in relationship of attitudes of girl children and their parents among urban and rural area towards education as a relevant component for developing a lifestyle for girl children. It is not significant at 0.05 level.

c) No significant difference exists among above average and average socio-economic groups in the attitudes of their girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even at 0.05 level. Among above average and below average socio-economic groups no significant difference exists in the attitude of their girl children and their parents towards education as a relevant component for developing a lifestyle. It is not significant even at 0.01 level. No significant difference exists among average and below average groups in the attitude of their girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even t at 0.05 level.

**TENABILITY OF HYPOTHESES**

1. Hypothesis 1 states that there will be significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

The study found that there exists significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample. In sub sample locale there exists no significant relation between attitudes of girl children and there parents towards developing a lifestyle for girl children in Christian religion. Hypothesis 1 is partially substantiated.

2. Hypothesis 2 states that There will be significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

The study found that there exists no significant difference between correlation scores of attitudes of girl children and their parents towards developing a lifestyle for girl children except in sub sample locale. Hypothesis 2 is substantiated to a considerable extent.

3. Hypothesis 3 states that there will be significant relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

The study found that there exists significant relation between attitudes of girl children and parents towards education as a relevant component for developing lifestyle except in below average socio economic group. Hypothesis 3 is partially substantiated.

4. Hypothesis 4 states that there will be significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

The study found that there exists no significant difference between correlation scores of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle among sub samples. Hypothesis 4 is fully rejected.

**SUMMARY CONCLUSION AND SUGGESTIONS**

 This chapter provides an overview of the significant aspects of the study viz., study in retrospect, Major findings of the study, Educational implications and suggestions for further research in this area.

**STUDY IN RETROSPECT**

The present study is entitled **“RELATIONSHIP BETWEEN ATTITUDES OF GIRLCHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRLCHILDREN”**

**VARIABLES**

The variables for the present study are attitudes of girl children towards developing a lifestyle for them and attitude of parents towards developing a lifestyle for girl children.

**OBJECTIVES**

 Objectives of the study are following.

1. To find out the extent of relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. To find out the extent of relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**HYPOTHESES**

 The following hypotheses were formulated for the present study

1. There will be significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

 a) Religion

b) Locale

c) SES

2. There will be significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. There will be significant relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. There will be significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**METHODOLOGY**

**A. SAMPLE**

 The study was conducted on 439 girl children from 22 schools of Malappuram district and on the same number of their parents in Malappuram district. Stratified random sampling technique was used for data collection.

**B. TOOLS USED**

The investigator used the following tools for the study

1. Scale of attitude of girl children towards developing a lifestyle for them.

2. Scale of attitude of parents towards developing a lifestyle for girl children

3. General data sheet

**C**. **STATISTICAL TECHNIQUES USED**

1. Preliminary Statistics viz., Arithmetic mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.

2. Pearson’s Product moment co-efficient of correlation

3. Test of significance of difference between two r’s

**MAJOR FINDINGS**

1. The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample shows a positively marked correlation and found significant at 0.01 level.

2. The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children among relevant sub samples.

a) In Hindu religion the attitudes of girl children and their parents towards developing a lifestyle for girl children shows a positively marked correlation and is significant at 0.01 level. In Christian religion the attitudes of girl children and their parents shows negative and low correlation and is not significant even at 0.05 level. In Muslim religion the attitudes of girl children and their parents towards developing a lifestyle for girl children is positively marked and is significant at 0.01 level.

b) In Urban area the attitude of girl children their parents towards developing a lifestyle for girl children for positively marked correlation and is significant at 0.01 level. In rural area attitudes of girl children and their parents shows a positively marked correlation and is significant at 0.01 level.

c) The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children in above average socio-economic group shows a positive but low correlation and is significant at 0.01 level. In average socio-economic group the relationship between attitudes of girl children and their parents towards developing a lifestyle shows a positively marked correlation and is significant at 0.01 level. In below average socio-economic group the relationship of attitudes shows a positive low correlation and is significant at 0.01 level.

3. Test of significance of difference between r’s of attitudes between girl children and their parents towards developing a lifestyle for the relevant sub samples

a) No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Christian religion. It is not significant even at 0.05 level. No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Muslim religion. It is not significant even at 0.05 level. Among Christian and Muslim religion no significant difference exists in relationship of attitudes of girl children and their parents towards developing a lifestyle for girls.

b) Significant difference exists in the relationship of attitudes of girl children and their parents among urban and rural area. It is significant at 0.05 level.

c) No significant difference exists among above average and average socio-economic groups and the attitudes of their girl children and their parents towards developing a lifestyle for girl children. It is not significant even at 0.05 level. Among above average and below average socio-economic groups no significant difference exists in the attitude of their girl children and their parents towards developing a lifestyle. It is significant at 0.01 level. No significant difference exists among average and below average groups in the attitude of their girl children and their parents towards developing a lifestyle for girl children. It is not significant even at 0.05 level.

4. The relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among relevant sub samples.

a) In Hindu religion the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive and negligent correlation and is not significant even at 0.05 level. In Christian religion the attitudes of girl children and their parents shows positive and low correlation and is not significant even at 0.05 level. In Muslim religion the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive negligent correlation. It is significant at 0.01 level.

b) In Urban area the attitude of girl children their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive negligent correlation and is not significant even at 0.05 level. In rural area attitudes of girl children and their parents shows a positive negligent correlation and is significant at 0.01 level.

c) The relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children in above average socio-economic group shows a positive negligent correlation and is not significant even at 0.05 level. In average socio-economic group the relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle shows a positive negligent correlation and is not significant even at 0.05 level. In below average socio-economic group the relationship of attitudes shows a positive negligent correlation and is not significant even at 0.05 level.

5. Test of significance of difference between r’s of attitudes between girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) No significant difference exists in relationship of attitudes of girl children and their parents towards education as a relevant component of developing a lifestyle for girl children among Hindu and Christian religion. It is not significant even at 0.05 level. No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Muslim religion. It is not significant even at 0.05 level. Among Christian and Muslim religion no significant difference exists in relationship of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even at 0.05 level.

b) No significant difference exists in relationship of attitudes of girl children and their parents among urban and rural area towards education as a relevant component for developing a lifestyle for girl children. It is not significant at 0.05 level.

c) No significant difference exists among above average and average socio-economic groups in the attitudes of their girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even at 0.05 level. Among above average and below average socio-economic groups no significant difference exists in the attitude of their girl children and their parents towards education as a relevant component for developing a lifestyle. It is not significant even at 0.01 level. No significant difference exists among average and below average groups in the attitude of their girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even t at 0.05 level.

**CONCLUSION**

 This study shows that there exists a significant relation between the attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample. In a sub sample based on religion, there is no significant relation exists among the attitudes of girl children and parents belong to Christian religion.

 The study further reveals that in sub samples based on Religion, Locale, SES there is no significant difference exists among the correlation of attitudes of girl children and parents towards developing a lifestyle for girl children, except in the sub sample based on locale.

 The study found that among the sub samples there exists significant relation between attitudes of girl children and there parents towards education as a relevant component for developing a lifestyle for girl children except in below average socio economic group.

 The study also shows that there exists no significant difference between correlation among sub samples in the attitudes towards education as a relevant component for developing a lifestyle for girl children.

**EDUCATIONAL IMPLICATIONS**

The results of study can bring in to the field of education for developing better attitude towards the concept of lifestyle for children, especially for girl children since they are the most deprived group in all spheres of life.

Parents should try to realize and consider the likes and preferences of their girl children and they should take efforts to lead her to a better pattern of living. Every parent should take proper care to reduce the academic stress on their children, for which they should keep proper communication and interaction with their children.

Lack of communication between parent and child is the basic problem which may make a mischief life for the child.

For developing a better lifestyle and positive attitudes towards education, moral values, religion, freedom of expression, concern regarding marriage etc, for girl child, the attitudes of parent and girl child should be correspond with each other.

A girl started to develop concepts about her life begins from her earlier stage of life itself. Most of the girl children studying in secondary level have their own views and attitudes towards organizing their life. Therefore parents should encourage them to convey their visions and they should help them to develop a positive lifestyle.

Interaction among parents must be promoted in schools. In PTA meetings, discussions should be focused on parent child relations. The school should make use of a counsellor to gather information about family relations, and family background of a child. Based on the data gathered, the school should foster all the activities of children.

The school administration should promote awareness classes on child rights, and should arrange programmes for exhibiting notice about child rights on notice boards of schools.

 Teachers should ensure the presence of parents in extra-curricular activities of their children. Teachers should try to bring the family near to schools, through participating the family members in academic and non academic activities.

New programmes to identify the attitudes of girl children should be brought in websites especially for education like ‘school wicky’. If there are online programmes supporting to convey the preference and likings of girl child, the over all trend can be found out and the parents can take proper measures to develop a good life pattern for their girl children.

The government should also encourage the promotion of programmes and policies which support overall development of child. Government should award scholarships for achievers in extra-curricular activities. They should grant funds to school, which focused on talent developments of child.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The present study is confined to the girl children and their parents in Malappuram district, some problems which can be done in this area are the following

1) The study can be extended to higher secondary level.

2) The attitudes of parents can be compared in Religion, Locale and SES basis and like the attitudes of girl children also can compared.

3) The study can extended to other districts of Kerala especially in educationally backward districts.

4) Further attitude studies can be done towards lifestyle in the light of changing trends and tastes.

**SUMMARY CONCLUSION AND SUGGESTIONS**

 This chapter provides an overview of the significant aspects of the study viz., study in retrospect, Major findings of the study, Educational implications and suggestions for further research in this area.

**STUDY IN RETROSPECT**

The present study is entitled **“RELATIONSHIP BETWEEN ATTITUDES OF GIRLCHILDREN AND THEIR PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRLCHILDREN”**

**VARIABLES**

The variables for the present study are attitudes of girl children towards developing a lifestyle for them and attitude of parents towards developing a lifestyle for girl children.

**OBJECTIVES**

 Objectives of the study are following.

1. To find out the extent of relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

a) Religion

b) Locale

c) SES

2. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. To find out the extent of relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. To find out whether there exists any significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**HYPOTHESES**

 The following hypotheses were formulated for the present study

1. There will be significant relation between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample and relevant sub samples based on

 a) Religion

b) Locale

c) SES

2. There will be significant difference in the correlation of attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample with respect to the sub samples

a) Religion

b) Locale

c) SES

3. There will be significant relation between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

4. There will be significant difference in the correlation of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) Religion

b) Locale

c) SES

**METHODOLOGY**

**A. SAMPLE**

 The study was conducted on 439 girl children from 22 schools of Malappuram district and on the same number of their parents in Malappuram district. Stratified random sampling technique was used for data collection.

**B. TOOLS USED**

The investigator used the following tools for the study

1. Scale of attitude of girl children towards developing a lifestyle for them.

2. Scale of attitude of parents towards developing a lifestyle for girl children

3. General data sheet

**C**. **STATISTICAL TECHNIQUES USED**

1. Preliminary Statistics viz., Arithmetic mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.

2. Pearson’s Product moment co-efficient of correlation

3. Test of significance of difference between two r’s

**MAJOR FINDINGS**

1. The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample shows a positively marked correlation and found significant at 0.01 level.

2. The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children among relevant sub samples.

a) In Hindu religion the attitudes of girl children and their parents towards developing a lifestyle for girl children shows a positively marked correlation and is significant at 0.01 level. In Christian religion the attitudes of girl children and their parents shows negative and low correlation and is not significant even at 0.05 level. In Muslim religion the attitudes of girl children and their parents towards developing a lifestyle for girl children is positively marked and is significant at 0.01 level.

b) In Urban area the attitude of girl children their parents towards developing a lifestyle for girl children for positively marked correlation and is significant at 0.01 level. In rural area attitudes of girl children and their parents shows a positively marked correlation and is significant at 0.01 level.

c) The relationship between attitudes of girl children and their parents towards developing a lifestyle for girl children in above average socio-economic group shows a positive but low correlation and is significant at 0.01 level. In average socio-economic group the relationship between attitudes of girl children and their parents towards developing a lifestyle shows a positively marked correlation and is significant at 0.01 level. In below average socio-economic group the relationship of attitudes shows a positive low correlation and is significant at 0.01 level.

3. Test of significance of difference between r’s of attitudes between girl children and their parents towards developing a lifestyle for the relevant sub samples

a) No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Christian religion. It is not significant even at 0.05 level. No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Muslim religion. It is not significant even at 0.05 level. Among Christian and Muslim religion no significant difference exists in relationship of attitudes of girl children and their parents towards developing a lifestyle for girls.

b) Significant difference exists in the relationship of attitudes of girl children and their parents among urban and rural area. It is significant at 0.05 level.

c) No significant difference exists among above average and average socio-economic groups and the attitudes of their girl children and their parents towards developing a lifestyle for girl children. It is not significant even at 0.05 level. Among above average and below average socio-economic groups no significant difference exists in the attitude of their girl children and their parents towards developing a lifestyle. It is significant at 0.01 level. No significant difference exists among average and below average groups in the attitude of their girl children and their parents towards developing a lifestyle for girl children. It is not significant even at 0.05 level.

4. The relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among relevant sub samples.

a) In Hindu religion the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive and negligent correlation and is not significant even at 0.05 level. In Christian religion the attitudes of girl children and their parents shows positive and low correlation and is not significant even at 0.05 level. In Muslim religion the attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive negligent correlation. It is significant at 0.01 level.

b) In Urban area the attitude of girl children their parents towards education as a relevant component for developing a lifestyle for girl children shows a positive negligent correlation and is not significant even at 0.05 level. In rural area attitudes of girl children and their parents shows a positive negligent correlation and is significant at 0.01 level.

c) The relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children in above average socio-economic group shows a positive negligent correlation and is not significant even at 0.05 level. In average socio-economic group the relationship between attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle shows a positive negligent correlation and is not significant even at 0.05 level. In below average socio-economic group the relationship of attitudes shows a positive negligent correlation and is not significant even at 0.05 level.

5. Test of significance of difference between r’s of attitudes between girl children and their parents towards education as a relevant component for developing a lifestyle for girl children among sub samples

a) No significant difference exists in relationship of attitudes of girl children and their parents towards education as a relevant component of developing a lifestyle for girl children among Hindu and Christian religion. It is not significant even at 0.05 level. No significant difference exists in relationship of attitudes of girl children and their parents among Hindu and Muslim religion. It is not significant even at 0.05 level. Among Christian and Muslim religion no significant difference exists in relationship of attitudes of girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even at 0.05 level.

b) No significant difference exists in relationship of attitudes of girl children and their parents among urban and rural area towards education as a relevant component for developing a lifestyle for girl children. It is not significant at 0.05 level.

c) No significant difference exists among above average and average socio-economic groups in the attitudes of their girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even at 0.05 level. Among above average and below average socio-economic groups no significant difference exists in the attitude of their girl children and their parents towards education as a relevant component for developing a lifestyle. It is not significant even at 0.01 level. No significant difference exists among average and below average groups in the attitude of their girl children and their parents towards education as a relevant component for developing a lifestyle for girl children. It is not significant even t at 0.05 level.

**CONCLUSION**

 This study shows that there exists a significant relation between the attitudes of girl children and their parents towards developing a lifestyle for girl children for the total sample. In a sub sample based on religion, there is no significant relation exists among the attitudes of girl children and parents belong to Christian religion.

 The study further reveals that in sub samples based on Religion, Locale, SES there is no significant difference exists among the correlation of attitudes of girl children and parents towards developing a lifestyle for girl children, except in the sub sample based on locale.

 The study found that among the sub samples there exists significant relation between attitudes of girl children and there parents towards education as a relevant component for developing a lifestyle for girl children except in below average socio economic group.

 The study also shows that there exists no significant difference between correlation among sub samples in the attitudes towards education as a relevant component for developing a lifestyle for girl children.

**EDUCATIONAL IMPLICATIONS**

The results of study can bring in to the field of education for developing better attitude towards the concept of lifestyle for children, especially for girl children since they are the most deprived group in all spheres of life.

Parents should try to realize and consider the likes and preferences of their girl children and they should take efforts to lead her to a better pattern of living. Every parent should take proper care to reduce the academic stress on their children, for which they should keep proper communication and interaction with their children.

Lack of communication between parent and child is the basic problem which may make a mischief life for the child.

For developing a better lifestyle and positive attitudes towards education, moral values, religion, freedom of expression, concern regarding marriage etc, for girl child, the attitudes of parent and girl child should be correspond with each other.

A girl started to develop concepts about her life begins from her earlier stage of life itself. Most of the girl children studying in secondary level have their own views and attitudes towards organizing their life. Therefore parents should encourage them to convey their visions and they should help them to develop a positive lifestyle.

Interaction among parents must be promoted in schools. In PTA meetings, discussions should be focused on parent child relations. The school should make use of a counsellor to gather information about family relations, and family background of a child. Based on the data gathered, the school should foster all the activities of children.

The school administration should promote awareness classes on child rights, and should arrange programmes for exhibiting notice about child rights on notice boards of schools.

 Teachers should ensure the presence of parents in extra-curricular activities of their children. Teachers should try to bring the family near to schools, through participating the family members in academic and non academic activities.

New programmes to identify the attitudes of girl children should be brought in websites especially for education like ‘school wicky’. If there are online programmes supporting to convey the preference and likings of girl child, the over all trend can be found out and the parents can take proper measures to develop a good life pattern for their girl children.

The government should also encourage the promotion of programmes and policies which support overall development of child. Government should award scholarships for achievers in extra-curricular activities. They should grant funds to school, which focused on talent developments of child.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The present study is confined to the girl children and their parents in Malappuram district, some problems which can be done in this area are the following

1) The study can be extended to higher secondary level.

2) The attitudes of parents can be compared in Religion, Locale and SES basis and like the attitudes of girl children also can compared.

3) The study can extended to other districts of Kerala especially in educationally backward districts.

4) Further attitude studies can be done towards lifestyle in the light of changing trends and tastes.

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**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**SCALE OF ATTITUDE OF GIRL CHILDREN TOWARDS DEVELOPING A LIFESTYLE FOR THEM (FINAL)**

**Dr. MANOJ PRAVEEN G. ANEESH C. N.**

Lecturer, Sel. grade M. Ed. student

Farook Training College Farook Training College

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Xmsg ]d-bp¶ Hmtcm {]kvXm-h-\bpw {i²m-]qÀÆw hmbn¨ tijw Ah \n§sf kw\_-Ôn-¨n-S-t¯mfw F{X am{Xw icn-bm-sW¶v Xocp-am-\n-¡p-I. Hmtcm {]kvXm-h-\bv¡v t\scbpw ]qÀ®-ambpw tbmPn-¡p-¶p, tbmPn-¡p-¶p, A`n-{]m-b-an-Ã, hntbm-Pn-¡p-¶p, ]qÀ®-ambpw hntbm-Pn-¡p¶p F¶o A©v {]Xn-I-c-W-§Ä X¶n-«p-­v. AXmXv {]kvXm-h-\bv¡v t\sc-bpÅ tImf-¯nÂ \n§-fpsS {]Xn-I-cWw () AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸-Sp-¯p-hm³ {]tXyIw {i²n-¡p-I.

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| --- | --- | --- | --- | --- | --- | --- |
| **Sl.** **No** |  **{]kvXm-h\** | ]qÀ®-ambpw tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p¶p | ]qÀ®-ambpw hntbm-Pn-¡p¶p |
| 1 | D]-cn-]-T-\-¯n\v F\n¡v hf-sc-b-[nIw XmÂ]-cy-ap-­v. |  |  |  |  |  |
| 2 | {]mb-]qÀ¯n-bm-hp-t¼mÄ GXv Xcw tPmen sXc-sª-Sp-¡-W-sa¶v Xocp-am-\n-¡m-\pÅ kzmX-{´yw F\n-¡p-­v. |  |  |  |  |  |
| 3 | Iem-]-c-amb {]hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-¶-Xn-\pÅ Xocp-am-\-§Ä Rm³ kzb-sa-Sp-¡m-dmWv ]Xn-hv.  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 4  | Fsâ k¦Â]-¯n-\-\p-k-cn-¨pÅ Hcp hnhmlmtem-N\ hcn-I-bm-sW-¦nÂ Ct¸mÄ Xs¶ AXn\p k½-Xn-¡m-sa¶v Rm³ hnNm-cn-¡p-¶p. |  |  |  |  |  |
| 5 | Adntªm Adn-bm-sXtbm sXäp-IÄ sNbvXp-t]m-bmÂ AXv Rm³ c£n-Xm-¡sf Adn-bn-¡m-dp-­v. |  |  |  |  |  |
| 6 | Fsâ hkv{X-[m-cW coXn-IÄ F§-s\-bm-h-W-sa¶v Rm³ Xs¶-bmWv Xocp-am-\n-¡p-¶-Xv. |  |  |  |  |  |
| 7 | aäv aX-§-sf-¡p-dn¨v a\-Ên-em-¡m³ F\n¡v XmÂ]-cy-ap-­v. |  |  |  |  |  |
| 8 | Fsâ Iem-]-c-amb Ign-hp-IÄ¡v t{]mÂkm-l\w e`n-¡m-dp-­v. |  |  |  |  |  |
| 9 | IqSp-XÂ ]Tn-¨mÂ ]n¶oSv \Ã hnhm-lm-tem-N-\-I-sfm¶pw hcnÃ F¶v Rm³ hnNm-cn-¡p-¶p. |  |  |  |  |  |
| 10 | GXv aX-¯nÂs¸«-Xm-sW¶ Xcw-Xn-cnhv CÃm-sX-bmWv Rm³ kulr-Z-§Ä D­m-¡m-dp-Å-Xv. |  |  |  |  |  |
| 11 | hnZym-`ym-k-]-c-amb Fsâ Bh-iy-§-sfÃmw \nd-thän In«p-sa¶v Rm³ hniz-kn-¡p-¶p. |  |  |  |  |  |
| 12 | hnhm-l-¯n\v ap¼v Hcp tPmen thW-sa-¶Xv F\n¡v \nÀ\_Ô-am-Wv. |  |  |  |  |  |
| 13 | Ft¶-¡mÄ {]mb-ta-dnb Bfp-IÄ ho«nÂ hcp-t¼mÄ Rm\-hsc \_lp-am-\n-¡m-dp-­v. |  |  |  |  |  |
| 14 | hn]-Wn-bn-en-d-§p¶ ]pXnb ^mj-\p-I-fpsS KpW-tZm-j-§Ä a\-Ên-em-¡m³ Rm³ {i²n-¡m-dp-­v.  |  |  |  |  |  |
| 15 | Fsâ hnZym-`ym-k-t¯-¡mÄ Fsâ hnhmlw \S-¡ptam F¶-Xn-s\-¡p-dn-t¨mÀ¯mWv Fsâ DXvI-WvT. |  |  |  |  |  |
| 16 | ]mh-s¸« Bfp-IÄ¡v GsX-¦nepw hn[-¯n-epÅ klm-b-§Ä sNbvXp-sIm-Sp-¡m³ F\n¡v B{K-l-ap-­v. |  |  |  |  |  |
| 17 | DbÀ¶ hnZym-`ym-k- tbm-Ky-X-IÄ t\S-W-sa¶v Rm³ B{K-ln¡p-¶p. |  |  |  |  |  |
| 18 | Iem-]-c-amb Fsâ Ign-hp-IÄ hfÀ¯n-sb-Sp-¡p-¶-Xn-\pÅ ]cn-io-e-\-¢m-kp-I-fnÂ Rm³ ]s¦-Sp-¡m-dp-­v. |  |  |  |  |  |
| 19 | IpSpw-\_n-\n-bm-bn-¯oÀ¶mepw Ign-bp-¶{X hnZym-`ymkw t\Sm³ Rm³ {ian-¡pw. |  |  |  |  |  |
| 20 | Rm³ aäp-Å-h-cpsS hkvXp-h-I-IÄ B{K-ln-¡m-dn-Ã. |  |  |  |  |  |
| 21 | aäp-Å-h-tcm-SpÅ Fsâ s]cp-am-ä-co-Xn-IÄ F§-s\-bm-h-W-sa¶v Rm³ Xs¶-bmWv Xocp-am-\n-¡p-¶-Xv. |  |  |  |  |  |
| 22 | C\nbpw Hcp-]mSv ]Tn-¡-W-sa¶v F\n¡v B{K-l-ap-­v. |  |  |  |  |  |
| 23 | F\n¡v ]qÀ®-ambpw Fsâ amXm-]n-Xm-¡-fpsS XmÂ]-cy-§Ä¡-\p-k-cn¨v Pohn-¡m-\mWv CjvSw. |  |  |  |  |  |
| 24 | Iq«p-Im-cn-I-fpsS hnj-a-§Ä Fsâ hnj-a-§Ä Xs¶-bmbn IcpXn Ahbv¡v ]cn-lmcw ImWm³ Rm³ {ian-¡m-dp-­v. |  |  |  |  |  |
| 25 | ]pXnb Ne-¨n-{X-§Ä Bkz-Zn-¡p-¶-XnÂ F\n¡v XmÂ]-cy-an-Ã. |  |  |  |  |  |
| 26 | Fsâ ]T-\-Im-cy-§-fnÂ c£n-Xm-¡Ä {i² ]peÀ¯m-dp-­v. |  |  |  |  |  |
| 27 | kvIqÄ hnZym-`ym-k-t¯-¡mÄ aX-]-c-amb hnZym-`ym-k-¯n\v Rm³ {]m-[m\yw \ÂIp-¶p |  |  |  |  |  |
| 28 | kmaqly tkh-\-§Ä sN¿p¶ k¶² kwL-S-\-I-fnÂ tNÀ¶v {]hÀ¯n-¡m³ F\n¡v XmÂ]-cy-an-Ã. |  |  |  |  |  |
| 29 | GXv {]mb-¯nÂ hnhmlw Ign-¡-W-sa¶v Xocp-am-\n-¡m-\pÅ kzmX{´yw F\n-¡p-­v. |  |  |  |  |  |
| 30 | hnt\m-Z-bm-{X-IÄ¡v t]mIp-¶Xv Rm³ hf-sc-b-[nIw Bkz-Zn-¡p¶ Imcy-am-Wv. |  |  |  |  |  |
| 31 | Fsâ A`n-cp-Nn-¡-\p-k-cn-¨pÅ D]-cn-]-T\w Rm³ sXc-sª-Sp-¡pw. |  |  |  |  |  |
| 32 | aX-]-c-amb NS-§p-I-fnÂ ]s¦-Sp-t¡-­-h-cp-¶Xv sIm­v Nne Znh-k-§-fnse ¢mkp-IÄ apS-§n-bmepw AsXmcp {]iv\-aÃ F¶v Rm³ hnNm-cn-¡p-¶p. |  |  |  |  |  |
| 33 | D]-cn-]-T-\-¯n-\pÅ km¼-¯nI ]cn-an-Xn-IÄ DÅ-Xmbn a\-Ên-em-¡p-¶Xv sIm­v Rm³ DSs\ hnhmlw sNbvXp t]mIm³ X¿m-dm-Wv. |  |  |  |  |  |
| 34 | Fsâ Gä-hp-a-Sp¯ Iq«p-Imcn Hcp sXäp sNbvXmÂ Rm\Xns\ ]n³Xp-W¨v kwkm-cn-¡p-I-bn-Ã. |  |  |  |  |  |
| 35 | F{X-t\cw sSen-hn-j³ ImW-W-sa-¶pw, GsXÃmw ]cn-]m-Sn-IÄ ImW-W-sa¶pw Rm³ Xs¶-bmWv Xocp-am-\n-¡p-I. |  |  |  |  |  |
| 36 | F\n¡v A\p-tbm-Py-amb D]-cn-]-T\ km[y-X-I-sf-¡p-dn¨v Rm³ At\z-jn-¡m-dp-­v. |  |  |  |  |  |
| 37 | hnhn[ aX-¯nÂs]« Ip«n-I-fp-ambn k¼À¡w ]peÀ¯ns¡m­v hnZym-`ymkw sN¿p-t¼mÄ Fsâ aX-aq-ey-§Ä \jvS-am-hptam F¶v Rm³ kwi-bn-¡p-¶p. |  |  |  |  |  |
| 38 | Iem-]-c-amb Fsâ Ign-hp-IÄ {]ZÀin-¸n-¡m³ e`n-¡p¶ Ah-k-c-§-fnÂ c£n-Xm-¡-fpsS klmbw D­m-Ip-sa¶v F\n-¡p-d-¸p-­v. |  |  |  |  |  |
| 39 | Rm³ {]mb-¯n-tâ-Xmb Nm]-ey-§-fnÂ sN¶p-Nm-Sp-I-bnÃ F¶v Rm³ Dd-¨p-hn-iz-kn-¡p-¶p. |  |  |  |  |  |
| 40 | kaq-l-hp-ambn ]cn-N-bn-¡m\pw CS-]-g-Im-\p-ap-Å FÃm Ah-k-c-§fpw Rm³ D]-tbm-Kn-¡m-dp-­v. |  |  |  |  |  |
| 41 | Rm³ F´p ]Tn-¡-W-sa¶v Xocp-am-\n-¡m-\pÅ kzmX{´yw F\n-¡p-­v. |  |  |  |  |  |
| 42 | F\n¡v Ign-hp-I-fpÅ taJ-e-I-fnÂ Rm³ D¶-X-Øm-\-§-fn-se-¯p-¶Xv sIm­v F\n¡v Hcp {]tbm-P-\hpw D­m-Im³ t]mIp-¶n-Ã. |  |  |  |  |  |
| 43 | Pohn-X-s¯-¡p-dn¨v hyXykvX ImgvN-¸m-Sp-IÄ ]cn-N-b-s¸-Sp-¶-Xn\v Rm³ hmb\ Hcp ioe-am-¡n-bn-cn-¡p-¶p. |  |  |  |  |  |
| 44 | F\n¡v \Ã hnZym-`ymkw e`n-¨mÂ Fsâ c£n-Xm-¡Ä¡v th­n AXv GsX-¦nepw hn[-¯nÂ {]tbm-P-\-s¸-Sp-¯m-\m-Ip-sa¶v F\n¡v tXm¶p-¶n-Ã. |  |  |  |  |  |
| 45 | \Ã IpSpw-\_-¯n-te¡v hnhmlw sNbvX-b-bv¡-s¸-Sp-I-bm-sW-¦nÂ F\n¡v A[nI ]Tn¸pw \_ncp-Z-§fpw Bh-iy-an-Ã. |  |  |  |  |  |
| 46 | F\n¡v cpNn-I-chpw t]mj-I-Kp-W-hp-apÅ Blmcw e`n-¡m-dp-­v. |  |  |  |  |  |
| 47 | F\n¡v GXv Xc-¯n-epÅ tPmen thW-sa¶ Fsâ k¦Â¸-¯n-\-\p-k-cn¨v Rms\sâ hnZym-`ymkw cq]-s¸-Sp-¯pw. |  |  |  |  |  |
| 48 | \¶mbn ]Tn-¡m-\pÅ kuI-cy-§-sfÃmw Rm³ ]c-am-h[n D]-tbm-Kn-¡mdp­v |  |  |  |  |  |
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**APPENDIX IV**

**FAROOK TRAINING COLLEGE, CALICUT**

**SCALE OF ATTITUDE OF PARENTS TOWARDS DEVELOPING A LIFESTYLE FOR GIRL CHILDREN (FINAL)**

**Dr. MANOJ PRAVEEN G. ANEESH C. N.**

Lecturer, Sel.grade M. Ed. student

Farook Training College Farook Training College

**\nÀt±-i-§Ä**

Xmsg ]d-bp¶ {]kvXm-h-\IÄ 9þmw ¢mknÂ ]Tn-¡p¶ \n§-fpsS aI-fpsS Pohn-X-ssien cq]-s¸-Sp-¯p-¶-Xp-ambn \_Ô-s¸-«p-Å-Xm-Wv. Ch {i²m-]qÀÆw hmbn¨ tijw Ah \n§sf kw\_-Ôn-¨n-S-t¯mfw F{X am{Xw icn-bm-sW¶v Xocp-am-\n-¡p-I. Hmtcm {]kvXm-h-\bv¡v t\scbpw ]qÀ®-ambpw tbmPn-¡p-¶p, tbmPn-¡p-¶p, A`n-{]m-b-an-Ã, hntbm-Pn-¡p-¶p, ]qÀ®-ambpw hntbm-Pn-¡p¶p F¶o A©v {]Xn-I-c-W-§Ä X¶n-«p-­v. AXmXv {]kvXm-h-\bv¡v t\sc-bpÅ tImf-¯nÂ \n§-fpsS {]Xn-I-cWw () AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸-Sp-¯p-hm³ {]tXyIw {i²n-¡p-I.

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| **Sl.** **No** |  **{]kvXm-h\** | ]qÀ®-ambpw tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p¶p | ]qÀ®-ambpw hntbm-Pn-¡p¶p |
| 1 | D]-cn-]-T-\-¯n-epÅ Fsâ aI-fpsS XmÂ]cyw a\-Ên-em¡n Rm\-hsf t{]mÂkm-ln-¸n-¡m-dp-­v. |  |  |  |  |  |
| 2 | GXp tPmen sXc-sª-Sp-¡-W-sa¶p Xocp-am-\n-¡m-\pÅ kzmX{´yw Fsâ aIÄ¡v Rm³ \ÂIpw. |  |  |  |  |  |
| 3 | Iem-]-c-amb {]hÀ¯-\-§-fnÂ ]s¦-Sp-¡m-\pÅ ]qÀ® kzmX{´yw Rm³ Fsâ aIÄ¡v sImSp-¯n-«p-­v. |  |  |  |  |  |
| 4  | Fsâ aIÄ¡-\p-tbm-Py-amb Hcp hnhm-lm-tem-N\ hcn-I-bm-sW-¦nÂ DSs\ AXv \S-¯m-sa¶v Rm³ hnNm-cn-¡p-¶p. |  |  |  |  |  |
| 5 | Fsâ aIÄ F´v sXäv sNbvXmepw AXv Ft¶mSv h¶p kwkm-cn-¡m-dp-­v. |  |  |  |  |  |
| 6 | Fsâ aI-fpsS hkv{X-[m-cW coXn-IÄ F§-s\-bm-h-W-sa¶v Rm³ Xs¶-bmWv Xocp-am-\n-¡p-¶-Xv. |  |  |  |  |  |
| 7 | aäv aX-§-sf-¡p-dn¨v Ah-t\_m[w hfÀ¯n-sb-Sp-¡m³ Fsâ aIsf Rm³ klm-bn-¡pw. |  |  |  |  |  |
| 8 | Fsâ aI-fpsS Iem-]-c-amb Ign-hp-Isf Rm³ Xncn-¨-dnªp t{]mÕm-ln-¸n-¡m-dp-­v. |  |  |  |  |  |
| 9 | Fsâ aIÄ IqSp-XÂ ]Tn-¡p-¶Xv AhÄ¡v \Ã hnhm-lm-tem-N-\-IÄ hcm-\pÅ km[yX Ipd-bv¡pw. |  |  |  |  |  |
| 10 | FÃm aX-§-sfbpw Htc I®n-eqsS t\m¡n-¡m-W-W-sa¶v Fsâ aI-tfmSv Rm³ A`n-{]m-b-s¸-Sm-dp-­v. |  |  |  |  |  |
| 11 | Fsâ aI-fpsS Imbn-I-]-c-amb Ign-hp-IÄ apX-em-bh {]ZÀin-¸n-¡m-\pÅ Ah-k-c-§-fnÂ Ah-bnÂ ]s¦-Sp-¡m³ Rm\-hsf A\p-h-Zn-¡m-dp-­v. |  |  |  |  |  |
| 12 | Fsâ aI-fpsS hnZym-`ym-k-]-c-amb FÃm Bh-iy-§fpw Rm³ \nd-th-än-s¡m-Sp-¡m-dp-­v. |  |  |  |  |  |
| 13 | Fsâ aI-fpsS hnhm-l-¯n\p ap¼v AhÄs¡mcp tPmen-bp-­m-Ip-¶Xv \Ã-Xm-Wv. |  |  |  |  |  |
| 14 | ho«nÂ hcp¶ {]mb-ta-dnb Bfp-Isf \_lp-am-\n-¡-W-sa¶v Fsâ aI-tfmSv Rm³ ]d-bm-dp-­v. |  |  |  |  |  |
| 15 | aI-fpsS hnZym-`ym-k-t¯-¡mÄ Ah-fpsS hnhm-l-s¯-¡p-dn-¨mWv Fsâ DXvI-WvT. |  |  |  |  |  |
| 16 | Zcn-{ZÀ¡pw tcmKn-IÄ¡pw klmbw sN¿m³ Rm³ Fsâ aIsf t{]mÂkm-ln-¸n-¡m-dp-­v. |  |  |  |  |  |
| 17 | Fsâ aIÄ DbÀ¶ hnZym-`ymktbmKy-X-IÄ t\SWsa¶v Rm³ B{Kln-¡p-¶p. |  |  |  |  |  |
| 18 | hnip² {KÙ-§Ä Ønc-ambn hmbn-¡p-¶-Xn\v Rm³ Fsâ aIsf \nÀ\_-Ôn-¡m-dp-­v. |  |  |  |  |  |
| 19 | Iem-cw-K-§-fnse Fsâ aI-fpsS Ign-hp-IÄ hfÀ¯n-sb-Sp-¡p-¶-Xn\mbn Rm\-hÄ¡v ]cn-io-e\ ¢mkp-IÄ kÖ-am¡n sImSp-¡m-dp-­v. |  |  |  |  |  |
| 20 | hnhm-ln-X-bm-b-Xn\v tijhpw Fsâ aIÄ AhÄ¡v Ign-bp¶ ]c-am-h[n hnZym-`ymkw t\S-Ww. |  |  |  |  |  |
| 21 | Hcn-¡epw aäp-Å-h-cpsS hkvXp-h-I-IÄ B{K-ln-¡-cp-sX¶v Rm³ Fsâ aI-tfmSv ]d-bm-dp-­v. |  |  |  |  |  |
| 22 | Fsâ aIÄ¡v AhÄ B{K-ln-¡p-¶-{Xbpw hnZym-`ymkw sImSp-¡m³ Rm³ X¿m-dm-Wv. |  |  |  |  |  |
| 23 | Fsâ aIÄ ]qÀ®-ambpw Fsâ XmÂ]-cy-§Ä¡-\p-k-cn¨v Pohn-¡p-¶Xv ImWm-\mWv F\n-¡n-jvSw. |  |  |  |  |  |
| 24 | hnhmltijw Fsâ aI-fpsS hnZym-`ym-k-Im-cy-§Ä Ah-fpsS `À¯mhpw IpSpw-\_hpw Gsä-Sp-¡p-sa¶ hnizm-k-¯nÂ Ah-fpsS hnhmlw s]s«¶v \S-¯m-sa¶v Rm³ hnNm-cn-¡p-¶p. |  |  |  |  |  |
| 25 | Iq«p-Im-cn-I-fpsS ZpxJ-§Ä kz´w ZpxJ-§Ä F¶ t]mse Fsâ aIÄ ho«nÂ h¶p ]d-bm-dp-­v. |  |  |  |  |  |
| 26 | Fsâ aIÄ ]pXnb Ne-¨n-{X-§Ä Bkz-Zn-¡p-¶-Xn-t\mSv F\n¡v XmÂ]-cy-an-Ã. |  |  |  |  |  |
| 27 | Fsâ aI-fpsS ]T-\-Im-cy-§Ä {i²n-¡m-\pÅ kabw Rm³ Is­-¯m-dp-­ |  |  |  |  |  |
| 28 | kvIqÄ hnZym-`ymkw t\Sp-¶-Xn-t\-¡mÄ, aX-s¯-¡p-dn¨pw aXm-\p-jvTm-\-§-sf-¡p-dn-¨p-apÅ Adn-hmWv Fsâ aIÄ¡v th­-Xv. |  |  |  |  |  |
| 29 | Fsâ aIÄ k¶² kwL-S-\-I-fnÂ AwK-ambn kmaqly tkh-\-§Ä \S-¯p-¶-Xn-t\mSv F\n¡v XmÂ]-cy-an-Ã. |  |  |  |  |  |
| 30 | GXv {]mb-¯nÂ hnhmlw Ign-¡-W-sa¶v Xocp-am-\n-¡m-\pÅ kzmX{´yw Fsâ aIÄ¡v Rm³ \ÂIpw. |  |  |  |  |  |

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| 31 | Fsâ aIÄ Cfb ktlm-Z-c-§-fpsS Imcy-§Ä t\m¡n \S-¯p-Ibpw ASp-¡f tPmen-I-fnÂ Ah-fpsS amXm-hns\ klm-bn-¡p-Ibpw sN¿m-dp-­v. |  |  |  |  |  |
| 32 | hnt\m-Z-bm-{X-IÄ¡v t]mIm³ Fsâ aIÄ¡v Rm³ A\p-hmZw sImSp-¡m-dp-­v. |  |  |  |  |  |
| 33 | Fsâ aI-fpsS A`n-cp-Nn-¡-\p-k-cn-¨pÅ D]-cn-]-T\w Rm\-hÄ¡v \ÂIpw. |  |  |  |  |  |
| 34 | aX-]-c-amb NS-§p-I-fnÂ ]s¦-Sp-t¡­n hcp-¶Xv sIm­v Nne Znh-k-§-fnse aI-fpsS hnZym-`ymkw apS-§p-¶-XnÂ Ipg-¸-an-Ã. |  |  |  |  |  |
| 35 | Fsâ aIÄ s]mXp-N-S-§p-I-fnÂ ]s¦-Sp¯v kwkm-cn-¡p-¶-Xn-t\mSv F\n¡v XmÂ]-cy-an-Ã. |  |  |  |  |  |
| 36 | aI-fpsS D]-cn-]-T-\-¯n-\pÅ km¼-¯nI ]cn-an-Xn-IÄ DÅXv sIm­v Ahsf hnhmlw sNbvX-b-bv¡p-I-bmWv \ÃXv F¶v Rm³ Icp-Xp-¶p. |  |  |  |  |  |
| 37 | Fsâ aI-fpsS Gä-hp-a-Sp¯ Iq«p-Im-cn- Hcp sXäv sNbvXmÂ AXns\ Fsâ aIÄ ]n´p-W-bv¡p-I-bn-sÃ¶v Rm³ Dd-¨p hniz-kn-¡p-¶p. |  |  |  |  |  |
| 38 | Fsâ aIÄ¡v A\p-tbm-Py-amb D]-cn-]-T-\-km-[y-X-I-sf-¡p-dn¨v Rm³ At\z-jn-¡m-dp-­v. |  |  |  |  |  |
| 39 | hnZym-`ymk Pohn-X-¯n-\n-S-bnÂ Fsâ aIÄ¡v hnhn[ aX-Ø-cp-ambn k¼À¡w ]peÀt¯-­n-h-cp¶p F¶p-Å-XpsIm­v Ah-fpsS aX-aq-ey-§Ä \jvS-s¸-Sptam F¶v Rm³ `b-¡p-¶p. |  |  |  |  |  |
| 41 | Iem-]-c-amb cwK-§-fn-epÅ Fsâ aI-fpsS Ign-hp-IÄ {]ZÀin-¸n-¡m³ e`n-¡p¶ Ah-k-c-§-fnÂ AhÄ¡v Rm³ FÃm klm-bhpw sNbvXp-sIm-Sp-¡m-dp-­v. |  |  |  |  |  |
| 42 | Fsâ aIÄ {]mb-¯n-tâ-Xmb Nm]-ey-§-fnÂ sN¶p-Nm-Sp-I-bn-sÃ¶v Rm³ Dd-¨p-hn-iz-kn-¡p-¶p. |  |  |  |  |  |

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| 43 | kaq-l-hp-ambn ]cn-N-bn-¡m\pw CS-]-g-Im-\p-apÅ Hcp]mSp Ah-k-c-§Ä Rm³ Fsâ aIÄ¡v Hcp-¡n-s¡m-Sp-¡m-dp-­v. |  |  |  |  |  |
| 44 | Fsâ aIÄ GXv hnj-bw ]Tn-¡-W-sa¶v Xocp-am-\n-¡m-\pÅ Ah-Imiw F\n-¡p-­v. |  |  |  |  |  |
| 45 | Fsâ aIÄ¡v Ign-hp-I-fpÅ taJ-e-I-fnÂ AhÄ D¶-X-Øm-\-§-fn-se-¯p-¶Xv AhÄ¡v Hcp {]tbm-P-\-hp-ap-­m-¡n-Ã. |  |  |  |  |  |
| 46 | Pohn-X-s¯-¡p-dn¨v hyXykvX ImgvN-¸m-Sp-IÄ ]cn-N-b-s¸-Sp-¶-Xn\v Fsâ aIsf Rm³ ]pkvXIhmb\ ioen-¸n-¡m-dp-­v. |  |  |  |  |  |
| 47 | Fsâ aIÄ hnZym-`ymkw sNbvXXv sIm­v F\n-¡Xv GsX-¦nepw hn[-¯nÂ {]tbm-P-\-s¸-Sp-sa¶v Rm³ Icp-Xp-¶n-Ã. |  |  |  |  |  |
| 48 | \Ã IpSpw-\_-¯n-te-¡mWv hnhmlw sNbvX-b-bv¡p-¶-sX-¦nÂ Fsâ aIÄ¡v A[nIw ]Tn¸pw \_ncp-Z-§fpw Bh-iy-an-Ã. |  |  |  |  |  |
| 49 | \¶mbn ]Tn-¡m-\pÅ FÃm kuI-cy-§fpw Fsâ aIÄ¡v Rm³ Hcp-¡n-s¡m-Sp-¡m-dp-­v. |  |  |  |  |  |
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