

## CHAPTER II

### METHOD AND PROCEDURE



### Sample

The first step in securing subjects was to obtain information about education, income, occupation, status of marital partners, nationality, ethnic background and religion of mothers in randomly selected schools in Bangkok and Dhonburi by using questionnaires asking about this information. The second step involved selection according to the following criteria: (1) subjects must be Thai, (2) they must be middle or lower class, (3) their parents must live together and have been with the children from infancy up to the present and (4) they must be studying in grades 9 or 10 at the present moment. The following definition of terms might help to clarify the above criteria:-

#### Middle and lower class

In Thailand, at the present time, no standard for classifying individuals into class categories exists. Thus, on the basis of the research literature, several sociology books and the advice of a number of individuals, the author operationally defined these terms as follows:-

#### Middle class

A mother who would be called a middle class mother must have the following characteristics:

- (1) her education must not be lower than mathayom sukse three (grade 10) and not higher than a Bachelor's degree from a university.
- (2) her family income must not be lower than 1,200 bahts and not higher than 3,500 bahts a month
- (3) her occupation might be any one of the following:
  - government official having a rank of 2<sup>nd</sup> class or 3<sup>rd</sup> class in civil service
  - doctor
  - pharmacist
  - lawyer
  - architect
  - private trader
  - employee of large business
  - skilled worker

#### Lower class

A mother who would be called a lower class mother must have the following characteristics:

- (1) her education must not be higher than mathayom sukse three (grade 10)
- (2) her family income must be less than 1,200 bahts a month
- (3) her occupation must be one of the following:
  - government official having a rank of 3<sup>rd</sup> or 4<sup>th</sup> class in civil service
  - gardener, farmer
  - salesman
  - employee of small business
  - semi skilled, unskilled worker

### Thai children

Children must have grandparents and parents who are Buddhists and who have Thai nationality and ethnic background. They must be pupils who have lived with both parents from infancy until they are in grade nine or ten of schools in Bangkok and Dhonburi at the present time.

When all of these criteria were fulfilled, the sample consisted of 120 children equally divided according to class and sex differences 30 in each group, 60 boys and 60 girls, 41 middle class mothers and 60 lower class mothers were employed.

### Instrument

For questionnaire, using in this research, the author used the CRPBI<sup>1</sup> (Schaefer, 1961). This inventory consists of 26 scales with a median reliability of .76 ranges from .38 to .94 as follows:

#### Maternal behavior

1. Extreme autonomy
2. Lax discipline
3. Moderate autonomy
4. Encouraging sociability
5. Positive evaluation
6. Sharing

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<sup>1</sup>Earl S. Schaefer. "Children's Reports Of Parental Behavior: An Inventory". Child Development, Vol. 36, No. 2, June, 1965, 413 - 424.

7. Expression of affection
8. Encouraging independent thinking
9. Emotional support
10. Equalitarian treatment
11. Intellectual stimulation
12. Child-centeredness
13. Possessiveness
14. Protectiveness
15. Intrusiveness
16. Suppression of aggression
17. Strictness
18. Punishment
19. Control through guilt
20. Parental direction
21. Nagging
22. Negative evaluation
23. Irritability
24. Rejection
25. Neglect
26. Ignoring

Since Thais are not accustomed to questionnaires, especially children, the author used a sampling technique in selecting three of the ten items under each scale with three choices each to make the task less boring and to prevent errors due to the unfamiliarity with questionnaires. This was done by using the two sample items provided by Schaefer under each scale and selection of a third item by the shifting lots technique among the remaining eight items.



for all negative scales she would have a score of 150. This would indicate that the mother had a perception of behaving in a favorable way towards her children. If subjects were uncooperative or unwilling to provide much information, they might select "some times" for all items. In this case, the score would be 156. In addition, to make the presentation of results easier to understand, the author classified the 26 major concepts into 8 molar dimensions as suggested by Schaefer<sup>2</sup>. These are as follows:

Molar Dimensions	Concepts
Autonomy	Extreme autonomy Lax discipline
Autonomy and Love	Moderate autonomy Encouraging sociability Encouraging independent thinking Equalitarian treatment
Love	Positive evaluation Sharing Expression of affection Emotional support

<sup>2</sup>Ibid.

Molar Dimensions	Concepts
Love and control	Intellectual stimulation Child-centeredness Possessiveness Protectiveness
Control	Intrusiveness Suppression of aggression Control through guilt Parental direction
Control and Hostility	Strictness Punishment Nagging
Hostility	Irritability Negative evaluation Rejection
Hostility and autonomy	Neglect Ignoring

The arrangement of items in the questionnaire was carried out in the following way: item numbers 1, 2 and 3 were placed under the first scale ("Extreme autonomy"); items 4, 5 and 6 were under the

second scale ("Lax discipline"). This procedure was continued until items 76, 77 and 78 were placed under the twenty-sixth scale ("Ignoring").

From the above classifications of concepts the author then separated the scales into positive and negative. Therefore, the scales which were under the molar dimensions of "autonomy and love", "love" and "love and control" would be at the positive side. The remaining scales were at the negative side. Therefore, if one group received higher scores on the positive scales, it showed that particular group was more positively perceived than the other group. In contrast, if one group received higher scores on the negative scales, that particular group was more negatively perceived than the other group. For example, on the scale of "Intellectual stimulation" if a group of mothers received a higher score, this indicated that they stimulated their children to learn more than did other group of mothers. Likewise, on the scale of "Rejection", if a group of mothers obtained a higher score, it showed that they rejected their children more than did other group of mothers.

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#### Procedure

After the data was collected, the following comparisons were made:

- (1) comparisons of perceptions towards maternal behavior of both classes and sexes with some comparisons made between the same class but different sexes and grades.
- (2) Similar comparisons were done with regard to paternal behavior.
- (3) Comparisons of perceptions towards maternal and paternal behavior from children in different classes were done by controlling



class and sex.

(4) To check the accuracy of reports from children, comparisons were then made between reports of perceptions towards maternal behavior from children and reports of maternal behavior towards children from mothers by controlling classes and sexes, and

(5) Finally the differences of maternal behavior towards children from mothers' reports were then made through analyses similar to those for children.

The data was statistically analyzed by the t-test method. The formulas employed can be found in Appendix B.