PERCEIVED PARENTAL REARING STYLE CORRELATES OF PSYCHOSOCIAL DIFFERENTIATION : A STUDY ACROSS MIZO AND KHASI ADOLESCENTS

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CERTIFICATE

This is to certify that the present piece of research titled "PERCEIVED PARENTAL REARING STYLE CORRELATES OF PSYCHOSOCIAL DIFFERENTIATION: A STUDY ACROSS MIZO AND KHASI ADOLESCENTS" is the bonafide research conducted by Ms. H.K. Laldinpuii Fente under my supervision. Ms. H.K. Laldinpuii Fente worked methodically for her dissertation being submitted for the Degree of Doctor of Philosophy in Psychology of the Mizoram University.

This is to further certify that the research conducted by Ms. H.K. Laldinpuii Fente has not been submitted in support of an application of this or any other University or an institute of learning.

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DECLARATION

I, H. K. Laldinpuii Fente, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis for the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University or Institute.

This is being submitted to Mizoram University for the Degree of Doctor of Philosophy in Psychology.

2/5/03

(H. K. LALDINPUII FENTE)

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(H. K. LALDINPUII FENTE)

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INTRODUCTION

The claim of scientific psychology that human behaviour is a changing phenomenon, and that the task of scientific psychology to establish how and why human behaviour change and how and by what it is conditioned (as a function of the behaviour of the surrounding society) has remained the inherent objective of the great many endeavours in the field of psychology. As it follows, psychological researches on individualism and collectivism, cognitive styles, intellectual ability and conformity behaviour have been the focal theme of social scientists in order to gain empirical basis for explanation of psychic unity of mankind and time differences across cultures. These constructs are herein collectively referred to as psychosocial differentiation - which is a progression or differentiation of behaviour that are both social and psychological from simple, less differentiated to more complex, differentiated forms of functioning. Cross-cultural studies (Barry, Child, & Bacon, 1959; Berry, 1979; Hofstede, 1980; Kagitcibasi, 1997; Poortinga, 1989; Smith & Bond, 1993; Schwartz, 1992,1994; Triandis, 1990, 1994; Triandis & Berry, 1980) provide substantial empirical foundations pertaining to the distinctions of cultures. Culture-specific (emic) and cross-cultural (etic) studies provide insights for generalization of the findings in these realm, except that recent studies appear to be equivocal with regard to the measurement and generalization of individualism and collectivism constructs. Explanations of these constructs that comprise the **psychosocial differentiation**, and at least a parsimonious attempt at reviewing the literature pertaining to these, is called for in an effort to bring forth the genesis for the target research problem of the study.

That societies, cultures, and nations differ in many subtle and perceptible ways is well known. There has been a long sociological tradition of contrasting individual and collective focus (Durkheim, 1887/1933; Tönnies, 1887/1957; Weber, 1930), and there has been a large collection of literature that can be organized around individualism and collectivism dimensions

in socio-cultural and psychological perspectives. Studies of morality (Shweder & Bourne, 1982), religion (Bakan, 1966), work related values (Hofstede, 1980), the concept of limited good (Foster, 1965), broad value orientations (Kluckhohn & Strodtbeck, 1961), ecology and child-rearing patterns (Barry *et al.*, 1959; Berry, 1979), cognitive differentiation (Witkin & Berry, 1975), economic development (Adelman & Morris, 1967), modernity (Berger, Berger, & Kellner ,1973; Inkeles & Smith, 1974), and analyses of cultural patterns (Hsu, 1981) have used variations of these dimensions.

The recent upsurge of interest in contrasting societies on the basis of differences in **individualism (I)** and **collectivism (C)** is in large part because of the highly influential work of Geert Hofstede. In his widely cited book, *Culture's Consequences* (1980), the specific questions Hofstede used to assess country level individualism – collectivism focused on the workplace, contrasting the extent that workers valued personal time and choice with the extent they valued job security and on-the-job training. A host of interests in the constructs followed with most notable works from Triandis (1989, 1990, 1994, 1995), Triandis & Gelfand (1998), Hui (1988), Kim, Triandis, Kagitcibasi, Choi, & Yoon (1994), and an invaluable meta-analysis by Oyserman, Coon, & Kemmelmeier (2002), followed by Bond (2002), Fiske (2002), Kitayama (2002), and Miller (2002) in highlighting the limitations of the individualism—collectivism model of culture.

The core element of individualism is the assumption that individuals are independent of one another. Hofstede (1980) defined individualism as a focus on rights above duties, a concern for oneself and immediate family, an emphasis on personal autonomy and self-fulfilment, and the basing of one's identity on one's personal accomplishments. Waterman (1984) defined normative individualism as a focus on personal responsibility and freedom of choice, living up to one's potential, and respecting the integrity of others. Schwartz (1990) defined individualistic

societies as fundamentally contractual, consisting of narrow primary groups and negotiated social relations, with specific obligations and expectations focusing on achieving status. These definitions all conceptualise individualism as a worldview that centralizes the personal–personal goals, personal uniqueness, and personal control–and peripheralizes the social (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985; Hsu, 1983; Kagitcibasi, 1994; Kim *et al.*, 1994; Markus & Kitayama, 1991; Sampson, 1977; Triandis, 1995).

The core element of collectivism is the assumption that groups bind and mutually obligate individuals. According to Schwartz (1990) collectivist societies are communal societies characterized by diffuse and mutual obligations and expectations based on ascribed statuses. In these societies, social units with common fate, common goals, and common values are centralized; the personal is simply a component of the social, making the in-group the key unit of analysis (Triandis, 1995). This description focuses on collectivism as a social way of being, oriented toward in-groups and away from out-groups (Oyserman & Markus, 1993). Because in-groups can include family, clan, ethnic, religious, or other groups, Hui (1988) and Triandis (1995), among others, have proposed that collectivism is a diverse construct, joining together culturally disparate foci on different kinds and levels of referent groups. In this way, collectivism may refer to a broader range of values, attitudes, and behaviours than individualism.

At the psychological level, Triandis, Leung, Villareal, & Clack (1985) propose the personality dimensions of **idiocentrism** and **allocentrism** to parallel individualism and collectivism at the cultural level respectively. Markus & Kitayama (1991) similarly propose the independent view and interdependent view of the self. This allows discussion of allocentrics and independent selves in individualist cultures and idiocentrics and interdependent view of the self in collectivist cultures.

Usually, researchers conceptualise individualism as the opposite of collectivism (Chan, 1994; Hui, 1988; Kitayama, Markus, Matsumoto, & Norasakkunkit, 1997; Yamaguchi, 1994). However, individual factor level analyses suggest that the two can coexist and are simply emphasised more or less in each culture depending on the situation. All of us carry both individualist and collectivist tendencies; the difference is that in some cultures, the probability that the individualist or collectivist selves, attitudes, norms, values and behaviours will be sampled or used is higher than in others. If individuals in a culture sample collectivist elements most of the time, across most situations, then we call the culture collectivist and vice versa for individualism (Kim *et al.*, 1994). Although sometimes seen as simple opposites, it is probably more accurate to conceptualise individualism and collectivism as worldviews that differ in the issues they make salient (Kagitcibasi, 1987, 1997).

Triandis (1990,1995) suggested that there are many kinds of individualism and collectivism. For instance, he argued that American individualism is different from Swedish individualism; likewise, the collectivism of the Israeli kibbutz is different from Korean collectivism. He contended that the most important attributes that distinguish among different kinds of individualism and collectivism are the relative emphases on horizontal and vertical social relationships. Generally speaking, horizontal patterns assume that one self is more or less like every other self. By contrast, vertical patterns consist of hierarchies, and one self is different from other selves. The ways in which these relative emphases combine with individualism and collectivism produce four distinct patterns: **horizontal individualism (HI), vertical individualism (VI), horizontal collectivism (HC), and vertical collectivism (VC).** More specifically, in HI, people want to be unique and distinct from groups, are likely to say "I want to do my own thing," and are highly self-reliant, but they are not especially interested in becoming distinguished or in having high status. In VI, people often want to become distinguished and acquire status, and they do this in individual competitions with others. They are likely to say, "I

want to be the best." In HC, people see themselves as being similar to others (e.g., one person, one vote) and emphasize common goals with others, interdependence, and sociability, but they do not submit easily to authority. In VC, people emphasize the integrity of the in-group, are willing to sacrifice their personal goals for the sake of in-group goals, and support competitions of their in-groups with out-groups. If in-group authorities want them to act in ways that benefit the in-group but are extremely distasteful to them, they submit to the will of these authorities.

This four-way typology fits well with some of the literature that has examined varieties of cultural patterns. Fiske (1992) discussed cultural patterns that correspond to collectivism (which was referred to as "communal sharing"), vertical (authority ranking) and horizontal relationships (equality matching), and individualism (market pricing). The typology also is consistent with Rokeach's (1973) analysis of political systems. He discussed political systems that highly value both "equality and freedom," which correspond to HI (social democracy, such as in Australia, Sweden). Systems that he discussed as valuing equality but not freedom correspond to our conceptualisation of HC (collectivism as in Israeli kibbutz). Those systems that value freedom but not equality correspond to our notion of VI (competitive capitalism and market economies such as in the United States). Finally, those societies that neither value equality nor freedom correspond to VC (fascism or the communalism of traditional societies with strong leaders).

In a preliminary attempt to demonstrate the viability of these constructs, Singelis, Triandis, Bhawuk, & Gelfand (1995) provided 32 items, 8 for each of HI, VI, HC, and VC. Using factor analysis, Singelis *et al.*, (1995) demonstrated that the structure is found in the United States. Triandis & Gelfand (1998) provided further evidence of the viability of the constructs in a non-Western culture, Korea. Confirmatory factor analyses also established the measurement equivalence among U.S, Taiwan and Argentina (Chiou, 2001).

Though most studies have used attitude items to measure I and C, the constructs have been regarded as a significant **value** dimension for cultural variation (Bond & Forgas, 1984; Hofstede, 1980; Kagitcibasi & Berry, 1989; Leung, 1988). Human values are defined as desirable goals varying in importance, that serve as guiding principles in peoples' lives (Schwartz, 1992), and subjects from individualistic culture tend to have individualist value and behaviour, and subjects from collectivistic culture tend to have collectivistic value and behaviour (Triandis, 1994). Further, the interests that values serve are also expected to structure their relations. By definition, achievement, enjoyment, and self-direction values serve individualistic interests; pro-social and restrictive conformity values serve collective interests. Maturity values are mixed. Security values serve collective interests, but one individualistic value (inner harmony) is also included in this domain (Schwartz & Bilsky, 1990).

Chan (1994) used both attitude and value items: **individualistic attitude (IA), collectivistic attitude (CA)** and **individualistic value (IV), collectivistic value (CV)**, as well as measurement of social content of the self to arrive at a single collectivism index (COLINDEX), following Campbell & Fiske's (1959) work, emphasising the importance of using multi-method approach in social science research. However, they obtained relatively low alphas, explaining that the items tapped the constructs of IC across very different aspects of life. Although this diversity of items can certainly increase the generality of the construct, the scale is less likely to be highly internally consistent because of the very different domains of life these items reflect (unless the construct is so basic that it is manifested in every aspect of life). In a sense, this problem of generality versus internal consistency is a conflict of essentials. Measures that attempt to increase either criterion virtually guarantee a lower level of the other. In fact alphas reported in studies using these types of attitude items in the collectivism and individualism literature are in general relatively low. Only through the use of multiple measures can these flaws be offset (Chan, 1994).

The individualism-collectivism or idiocentric-allocentric constructs are regarded as reflecting both normative and value assessments (Hofstede, 1980; Triandis, 1989). They are supposed to reflect both common practices in a target culture and preferences expressed by individuals. Bierbrauer, Meyer, & Wolfradt (1994) noted the importance of clearly separating the two levels of analysis because the perception of norms and the personal evaluation of these norms do not necessarily coincide. Norms are defined as widely shared standards of conduct that are suitable for controlling the behaviour of members of society. They reflect society's expectancies of individual's behaviour, and those who transgress norms are liable for social sanctions. Values, on the other hand, are desirable standards of orientation in a person's life. Cialdini, Reno, & Kallgren (1990) distinguish norms with regard to their descriptive meaning (what is typical or normal) and with regard to their injunctive meaning (what ought to be done). They conclude that the two meanings of norms are easily confused, because what is approved is often what is typically done. Hofstede (1980) distinguishes the normative aspects of values (what is desirable) and the deontological aspect (what ought to be desired). This definition of norms includes a value aspect, and the definition of value includes a normative aspect. Taken together, norms reflect the perceived degree to which certain behaviours or practices are common in a given culture, whereas value involve personal evaluations of the behaviour or practice in question and thus reflect the degree to which the latter are desirable or not. The Cultural Orientation Scale (**COS**; Bierbrauer *et al.*, 1994) was specifically designed to tap the normative and evaluative aspects of collectivism: **normative collectivism (NORC) and evaluative collectivism (EVAC)** in cultural or cross-cultural perspectives.

Plausible consequences of individualism for psychology are evident in–self-concept, well - being, attribution style, and relationality (Triandis & Gelfand, 1998). First, with regard to self-concept, individualism implies that (a) creating and maintaining a positive sense of self is a basic human endeavour (Baumeister, 1998); (b) feeling good about oneself, personal success, and

having many unique or distinctive personal attitudes and opinions are valued (Oyserman & Markus, 1993 ; Triandis, 1995); and (c) abstract traits (as opposed to social, situational descriptors) are central to self-definition (Fiske, Kitayama, Markus, & Nisbett, 1998). Second, with regard to well - being, individualism implies that open emotional expression and attainment of one's personal goals are important sources of well-being and life satisfaction (Diener & Diener, 1995; Markus & Kitayama, 1991). Third, individualism implies that judgment, reasoning, and causal inference are generally oriented toward the person rather than the situation or social context because the decontextualized self is assumed to be a stable, causal nexus (Choi, Nisbett, & Norenzayan, 1999; Miller, 1984; Morris & Peng, 1994; Newman, 1993). Consequently, individualism promotes a decontextualized, as opposed to a situation-specific, reasoning style, one that assumes social information is not bound to social context. Last, with regard to relationality, individualism implies a somewhat ambivalent stance. Individuals need relationships and group memberships to attain self-relevant goals, but relationships are costly to maintain (Kagitcibasi, 1997; Oyserman, 1993). Theorists assume that individualists apply equity norms to balance relationships' costs and benefits, leaving relationships and groups when the costs of participation exceed the benefits and creating new relationships as personal goals shift. Therefore, theorists assume that for individualists, relationships and group memberships are impermanent and non-intensive (Bellah *et al.*, 1985; Kim, 1994; Shweder & Bourne, 1982).

Plausible consequences of collectivism for psychology, first with regard to the self, implies that (a) group membership is a central aspect of identity (Hofstede, 1980; Hsu, 1983; Kim, 1994; Markus & Kitayama, 1991); and (b) valued personal traits reflect the goals of collectivism, such as sacrifice for the common good and maintaining harmonious relationships with close others (Markus & Kitayama, 1991; Oyserman, 1993; Triandis, 1995). Second, with regard to well-being and emotional expression, collectivism implies that (a) life satisfaction derives from successfully carrying out social roles and obligations and avoiding failures in these

domains (Kim, 1994; Markus & Kitayama, 1991); and (b) restraint in emotional expression, rather than open and direct expression of personal feelings, is likely to be valued as a means of ensuring in-group harmony. Third, with regard to judgment, causal reasoning, and attributions, definitions of collectivism suggest that (a) social context, situational constraints, and social roles figure prominently in person perception and causal reasoning (Miller, 1984; Morris & Peng, 1994); and (b) meaning is contextualized and memory is likely to contain richly embedded detail. Last, with regard to relationality, definitions of collectivism imply that (a) important group memberships are ascribed and fixed, viewed as "facts of life" to which people must accommodate; (b) boundaries between in-groups and out-groups are stable, relatively impermeable, and important, and (c) in-group exchanges are based on equality or even generosity principles (Kim, 1994; Morris & Leung, 2000; Sayle, 1998; Triandis, 1995).

Social scientists assume that individualism is more prevalent in industrialized Western societies than in other societies, especially more traditional societies in developing countries. Protestantism and the process of civic emancipation in Western societies resulted in social and civic structures that championed the role of individual choice, personal freedom, and self-actualisation (Inglehart, 1997; Sampson, 2001). Researchers assume that these processes led to a Western cultural focus on individualism that is more salient in countries and ethnic groups with a Protestant heritage, applying the idea of Western individualism to both cross-regional and within-country comparisons of ethnic groups with different cultural heritages. Thus, within the United States it is commonly assumed that European Americans are higher in individualism and lower in collectivism than are members of ethnic minority groups (Freeberg & Stein, 1996; Rhee, Uleman, & Lee, 1996). Taken together, current theorizing in cultural psychology portrays European Americans as the most individualistic group.

Individualism has been found to be associated with high levels of GNP (Adelman & Morris, 1967; Hofstede, 1980), but extreme individualism may be linked to several forms of social pathology, such as high crime, suicide, divorce, child abuse, emotional stress, and physical and mental illness rates (Naroll, 1983). Allocentric persons tend to have happy marriages (Antill, 1983) and are more likely to receive social support that acts as a buffer of life change stresses (Cohen & Hoberman, 1983; Cohen & Syme, 1985). Low levels of social support make a person more vulnerable to mental illness (Sarason, Sarason & Lindner, 1983) while high levels of social support are likely to protect a person's health (Gottlieb, 1983), and make it more likely that a person will stop smoking, lose weight (Janis, 1983).

An important implication of research in individualism and collectivism is that currently available measures of collectivism and individualism should not be treated as either equivalent or adequate. At the very least, there is an urgent need for scales that measure collectivism and individualism as separate dimensions and that do so with regard to specific referent in-groups at the individual level. Research results indicate that these distinctions are essential for capturing the variance in participants' responses across cultures (Rhee *et al.*, 1996). Because the nature of the dimensions found in some study may be dependent on the items used, others should attempt to replicate and extend the findings with other scale items. Furthermore, replications of findings should be conducted with other cultural groups and samples and, at the cultural level, with cultures as the unit of analysis rather than individuals (Hofstede, 1980; Leung, 1989). Further, although it may be too early to identify the defining features of collectivism and individualism because in each culture they may have unique features, common features should be identified from past research and theory, and scales should be developed that use multiple cultures and populations to measure each one. This calls for a research strategy different from the typical exploratory factor analyses that result in multiple scales, each with a name that reflects heterogeneous content. The literature is full of suggestions and good beginnings, but there has

been inadequate follow-up in terms of cross-validation, convergent and discriminant validation, and all of the other issues for which confirmatory factor analysis is so well suited (Rhee *et al.*, 1996). Finally, multiple methods should be used to assess these I-C orientations.

Beyond the issue of developing more adequate scales, Rhee *et al.*, (1996) also suggests the potential impact of assessment situations on responses to I-C scales. Because collectivism and individualism fundamentally concern one's relations to groups, and because there is a large literature on the malleable and multiple nature of the self (Kihlstrom & Klein, 1994; Linville & Carlston, 1994), the inter-group context in which these scales are completed is likely to affect responses. Future research should investigate the independent effects of assessment settings and cultures on responses to such scales. Further, I and C should be explored as both stable dispositions and as variably accessible aspects of the self, beliefs, values, and norms.

Rhee *et al.* (1996) also noted that populations that are in cultural transition are particularly interesting for research on I-C because individuals may experience cultural, social, and psychological changes (Berry, Kim, Minde, & Mok, 1987). They may experience changes in their political, economic, religious, social, and linguistic systems. They may also experience changes in social relationships, with new relationships requiring redefinitions of in-group and out-group and assigning different significance to ethnicity. Finally, psychological changes may occur, including shifts in attitudes, values, behaviours, and lifestyles. Asian Americans are exposed to both collectivistic cultures and individualistic American culture, as are many other recent immigrant groups to the United States. How these individuals negotiate the two cultural systems may be reflected in various modes of acculturation (Berry, 1980; LaFromboise, Coleman, & Gerton, 1993). Those who are exposed to more than one culture may adopt (a) assimilation, in which they overshoot the norms of the dominant culture, (b) rejection, which leads to ethnic affirmation, or (c) integration, which leads to accommodation of both cultural

norms (Triandis, Kashima, Shimada, & Villareal, 1986). What are the differences in in-group and out-group distinctions among those who adopt each of these modes of acculturation? Do the criteria for in-group membership change depending on mode of acculturation? For instance, do assimilators, who may be crossing ethnic barriers, view the members of the mainstream (i.e., Whites) as an in-group and their own and other ethnic groups as out-groups? These questions suggest that more adequate scales with explicit in-group referents would allow us to study how such people navigate between two cultures and whether they ignore, blend, or transcend the conflicts between them.

Finally, Collectivism and individualism are broad approximations of cultural dimensions that need to be refined and elaborated further. More important, they are not the only dimensions of cultural difference. In addition, the crucial role of relational contexts within which these orientations are expressed must be taken into account. Only then will we begin to understand how manifestations of collectivism and individualism depend on both the broader culture and the specific kind and quality of relationships between the individual and the group.

Social psychologists have long been interested in social influence and **conformity**. The body of experimental research in the area has spanned more than half a century, dating back to Sherif's (1935) pioneering research on the auto-kinetic effect. Over this time, researchers have established that a wide range of personality and situational variables affect conformity, including group size (Wilder, 1977), fear (Darley, 1966), unanimity (Asch, 1956), ethnicity (Malof & Lott, 1962), group cohesiveness (Back, 1951), status in group (Berkowitz & Macaulay, 1961), judgment difficulty (Deutsch & Gerard, 1955), and task importance - how much pressure participants feel to offer accurate judgements on the task in question (Baron, Vandello, & Brunsman, 1996) to name a few. The social group is a critical source of identity and

individuality, and social influence research has been, and remains, the defining hallmark of social psychology (Crano, 2000).

Solomon Asch is typically acknowledged as the father of social influence research, and there can be little doubt that his impressive series of reports in the 1950s called attention to the intriguing and not easily explicable phenomenon of compliance, providing an upsurge in the study of conformity behaviour and an invaluable impression to the studies conducted by Muzafer Sherif 20 years earlier (Sherif, 1935, 1936). Although Asch's (1952, 1956) seminal research is often interpreted as demonstrating that conformity is fundamental to group processes (Friend, Rafferty, & Bramel, 1990), Asch (1952) was as much concerned with those factors that enabled individuals to resist group pressure, factors which he saw as rooted in a society's values and **socialization** practices . He felt that conformity can "pollute" the social process and that it is important for a society to foster values of independence in its citizens.

The view has long been held that conformity is to some extent a product of cultural conditions, and it is a stable feature of popular stereotypes that some national groups are conforming and submissive, whereas others are independent and self-assertive (Peabody, 1985). Cross-cultural studies of conformity can be generally divided into three types: (a) comparisons of subsistence economies, (b) comparisons of developed economies; and (c) comparisons of cultural groups within a society. Comparisons of subsistence economies are almost entirely due to Berry (1967, 1974, 1979; Berry & Annis, 1974), who has proposed a link between the mode of subsistence and a society's values and social behaviour. He builds on work by Barry *et al.* (1959), who found that the socialization practices of high food-accumulating societies (pastoral or agricultural peoples) emphasized obedience and responsibility, whereas those of low food-accumulating societies (hunting and fishing peoples) emphasized independence, self-reliance, and individual achievement. They argued that this difference resulted from the different needs of

these two types of economy: High food-accumulating societies need individuals who are conscientious and compliant, whereas low food-accumulating societies need individuals who are individualistic and assertive. Berry (1967) argued that these differences should also be reflected in conformity behaviour and, consistent with this hypothesis, he found higher rates of conformity among the Temne of Sierra Leone, a high food-accumulating society with strict disciplinarian socialization practices, compared with the Eskimo of Baffin Island, a low food-accumulating society whose socialization practices are lenient and encourage individualism. His subsequent research in Australia and New Guinea (Berry, 1974) and among North American Indians (Berry & Annis, 1974) obtained weaker support for the theory (Berry, 1979), although additional support comes from Munroe, Munroe, & Daniels (1973) who compared three Kenyan samples.

Whereas Berry's (1967, 1974, 1979) theory suggests a link between cultural values and conformity, its scope is limited to subsistence economies whose culture is relatively free from outside influence. When he compared "traditional" samples with samples having greater exposure to Western society (i.e., with experience of European education, urbanization, and wage employment), there were indications that exposure to Western values leads to a weakening of traditional norms and to less cross-cultural variation in conformity (Berry, 1979). Among developed economies, several studies report cross-cultural differences that had been anticipated from the relative value attached to conformity in the societies concerned (Milgram, 1961; Whittaker & Meade, 1967; McKissack, 1971; Huang & Harris, 1973). However, some studies on conformity across cultures have been inconclusive (Deutsch & Gerard, 1955; Frager, 1970; Matsuda, 1985), and only a few studies have compared cultural groups within a society (Boldt, 1976; Chandra, 1973; Iscoe, Williams, & Harvey, 1964; Perrin & Spencer, 1981; Sistrunk, 1971). Further, anticipated differences have not always emerged (Whittaker & Meade, 1967; Claeys, 1967), and some authors have remarked on the concerns regarding the replicability and cross-cultural stability of the Asch (1952, 1956) experiments (Amir, 1984; Neto, 1995).

A large body of experimental literature in the area of **perceptual functions** demonstrate relationships between the individual's attitudinal, motivational, or emotional characteristics and the performance of subjects on perceptual or cognitive tasks (Anastasi, 1988; Rapaport *et al.*, 1968). And among the manifestations identified in early factorial analysis of perception, flexibility of closure emerged as a crucial factor in personality research (Pemberton, 1952; Thurstone, 1944). A common type of test for this factor requires identification of a figure amid distracting and confusing details. For this purpose, the Gottschaldt Figures (and its adaptations) has been one of the tests thoroughly investigated. Studies evince possible relationships between this perceptual factor (flexibility of closure) and personality traits. That persons who excelled in flexibility of closure had high self-ratings on such traits as socially retiring, independent of opinion of others, analytically interested in theoretical and scientific problems, and disliking rigid systematisation and routine (Pemberton, 1952).

Several investigators have employed adaptations of Gottschaldt Figures on both cognitive and non-cognitive behaviour. Approaching the problem from different angle, Witkin, Lewis, Hertzman, Machover, Meissner, & Wapner (1954) identified the ability to resist the disruptive influences of conflicting contextual cues as an important variable in study of perceptual spatial orientation. Through various tests, utilising a Rod-and-Frame Test (Oltman, 1968) and the portable version, Embedded Figures Test (Witkin, 1950), it was observed that individuals differ widely in their **'field-dependence'**, or the extent to which their perception of the upright is influenced by the surrounding visual field. A substantial body of data indicated that 'field-dependence' is relatively stable, consistent trait, having certain amount of generality. Both odd-even and retest reliabilities were high, and the inter-correlations among the different spatial orientation tests.

Among the prominent feature was the significant correlation between these orientation tests and the Embedded Figures Test (**EFT**), now regarded as measuring 'field-dependence' **(cognitive style)** in purely visual paper-and-pencil situations (Witkin *et al.*, 1971). Cognitive styles refer essentially to one's preferred and typical mode of perceiving, remembering, thinking, and problem solving (Messick & French, 1975). The field-dependent cognitive style includes limited analytic and structuring skills in perception and cognition , a with-people orientation , and a sensitivity to social situations . On the other hand , the field-independent cognitive style includes structuring and analytic approach to perceptuaral and cognitive materials, social distancing, and limited social sensitivity. They are regarded as broad stylistic behavioural characteristics that cut across abilities and personality. An extensive literature has accumulated on various cognitive styles (Goldstein & Blackman, 1978; Kagan & Klein, 1973; and Messer, 1970).

As more research accumulated, field-dependence came to be regarded as the perceptual component of a broader personality dimension, designated as global versus articulated cognitive style, or **psychological differentiation** (Witkin, Dyk, Faterson, Goodenough, & Karp, 1962; Witkin *et al.*, 1954). Evidences suggest that this cognitive style exhibits considerable stability through childhood and early adulthood and is related to a number of personality variables and social conformity (Witkin, Price-Williams, Bertini, Christiansen, Oltman, Ramirez, & Van Meel, 1974). Researches in field-dependence have involved a variety of psychological processes ranging from interpersonal relations (Witkin & Goodenough, 1977) to learning and memory (Goodenough, 1976), choice of field specialization in college and graduate school (Raskin, 1985), and cross-cultural differences (Anastasi, 1988; Witkin & Berry, 1975). Review of literature on characteristics of differentiation across cultures provide evidences on generality of differentiation on self-consistency, sex differences, age changes, and stability in measures of differentiation over time (cf. Berry, 1967; Witkin & Berry, 1975; Witkin & Goodenough, 1977).

Nisbett, Peng, Choi, and Norenzayan (2001) recently argued that the thinking styles or the cognitive tools and processes humans use can be important in preserving cultural patterns. They argued that early on, ecological and economic factors such as the development of large-scale agriculture in China meant "substantial cooperation with neighbours was necessary to carry out economic activities in an effective way" (*p.* 303). In contrast, ancient Greek societies, based on herding and fishing, had fewer constraints, with far less need for maintaining harmony. These social ways of life, they argued, had implications for the "metaphysical beliefs" and "tacit epistemologies" (*p.* 293) of the two cultures, affecting the tendencies of early Chinese and Greeks to focus either on the field versus the object; on relationships versus on categories and rules; on "dialectics," compromise, and "the Middle Way" (*p.* 295) versus formal logic; on the continuity versus on the discreteness of objects in the world; and generally, on holism versus on analysis in cognition (Miller, 1984; Peng & Nisbett, 1999). Consistent with the work of Witkin (1967), Nisbett *et al.* (2001) argued that the relative field dependence of Easterners compared with Westerners on cognitive tasks could result from Easterners' habitually attending to the social environment and from the greater need in collectivistic cultures to pay attention to others and to relationships.

Nisbett *et al.* (2001) argued that the resulting cognitive styles–broadly emphasizing either analytic tendencies or holism–may then reinforce the social syndromes of independence, legalism, and rationalism (in the West) or those of interdependence, compromise, and relational focus (in the East) that gave rise to the thinking styles in the first place (Bendix, 1962, *pp.* 68-69, 385-416). For example, an emphasis on confrontation versus compromise may be reinforced by Western beliefs in a single right answer versus Eastern beliefs in multiple truths and that contradiction is natural (Peng & Nisbett, 1999). Or the Western emphasis on the person versus the situation may be reinforced by the Western tendency to focus on the central actor or object

versus the Eastern tendency to focus on the field of forces (Ji, Peng, & Nisbett, 2000; Norenzayan & Nisbett, 2000).

Quoting Resnick (1994, *pp.* 476-477), Nisbett *et al.* (2001) proposed that "the tools of thought ... embody a culture's intellectual history. ... Tools have theories built into them, and users accept these theories–albeit unknowingly–when they use these tools" (*p.* 306). The feedback loop between thinking styles (which embody theories and models of the social world) and the theories and models themselves is such that within a given intracultural niche the cognitive styles, belief systems, and social practices support one another (Nisbett *et al.*, 2001).

Different cultures have many words for different aspects of intellectual power and cognitive skill and the few attempts to compare concepts of **intelligence** across cultures face difficulties because even within a given society, different cognitive characteristics are emphasized from one situation to another and from one subculture to another (Okagaki & Sternberg, 1993; Super, 1983; Wober, 1974). At the same time, cultural environment–how people live, what they value, what they do–has a significant effect on the intellectual skills developed by individuals (Gay & Cole, 1967; Dube, 1982); and practical intelligence can be relatively independent of school performance or scores on psychometric tests, even those designed to be "culture-fair." (Carraher, Carraher, & Schliemann, 1985; Ceci, 1990; Lave, 1988).Within all this however, what is clear is that intelligence is the joint product of genetic and environmental variables. Given that individuals vary in intellectual ability, one can ask what fraction of that variation is associated with differences in their genotypes (this is the heritability of the trait) as well as what fraction is associated with differences in environmental experience. Many twin and adoption studies have implied an effect of children's rearing environment on intelligence, including of course the parents' child rearing methods (Maccoby, 2000).

One of the most striking of the environmental effects is the steady rise in intelligence test performance in Western industrialized countries. Although many psychometricians had noted these gains, it was James Flynn (1984, 1987, 1991) who first described them systematically. His analysis shows that performance has been going up ever since testing began and the periods of time are much too short to reflect any genetic changes. The "Flynn effect" is now very well documented. The average gain is about 3 IQ points per decade–more than a full standard deviation since, say, 1940 (Neisser *et al.*, 1996). These increases have been attributed to the complexity of modern life that have produced corresponding changes in complexity of mind (Kohn & Schooler, 1973), improvement in nutrition (Lynn, 1990), restandardization of intelligence tests (Neisser *et al.*, 1996), or that it is only a minor sort of "abstract problem solving ability" that has risen and not intelligence itself (Flynn, 1987). The issue remains unresolved.

Nevertheless, the sheer extent of these increases is remarkable, and the rate of gain may even be increasing. The scores of 19-year-olds in the Netherlands, for example, went up more than 8 points–over half a standard deviation–between 1972 and 1982. What's more, the largest gains appear on the types of tests that were specifically designed to be free of cultural influence (Flynn, 1987). One of these is Raven's Progressive Matrices, an untimed nonverbal test that many psychometricians regard as a good measure of Spearman's *g* factor. It is recommendable that such culture fair tests of intelligence are used to study variations in intelligence in different cultures.

Raven's Standard Progressive Matrices **(RSPM)** consists of 60 matrix problems, which are separated into five sets of 12 designs each. Within each set of 12, the problems become increasingly difficult, and each of the five sets is progressively more difficult. Each individual design has a missing piece. The participant's task is to select the correct piece to complete the design from among six to eight alternatives. Because the stimuli of Raven's Standard Progressive

Matrices (Raven, Court, & Raven, 1992) and other Raven Progressive Matrices problems are visually presented, it is easy to mistake the test as one of visual perception or spatial reasoning. It is neither (Saccuzzo & Johnson, 1995). As Cherkes-Julkowski, Stolzenberg, & Segal (1990) have noted, "The Raven is as close to a study of pure thinking processes in the absence of the influence of specific content acquisition as is available" (p. 7). As Snow, Kyllonen, & Marshalek (1984) have shown using radex and hierarchical models, the SPM is among the best available measures of general intelligence and complex reasoning. As a measure of general intelligence, the SPM correlates highly with verbal measures of ability, even though the stimuli themselves are completely nonverbal (Carpenter, Just, & Shell, 1990). In fact, positron emission tomography (PET) scans, which produce computer-generated images of the brain, have shown that the entire brain is involved in solving SPM problems, with the three most used areas being the right cerebral hemisphere, the left temporal lobes, and the left frontal lobes (Haier *et al.*, 1988). The left temporal lobe involvement is most likely due to the use of verbal codes in solving SPM problems. Because its stimuli are nonverbal, the SPM can be administered fairly to individuals who speak a language other than English. Because stimuli are visually presented, rather than spoken, they are not transitory. Thus, the stimulus remains in front of the individual, which reduces the role of memory and even attentional factors in performance (Cherkes-Julkowski *et al.*, 1990). Solving SPM problems does not depend heavily, as do all language-based tests, on acquired knowledge, specific cultural experiences, or reading ability. As Carpenter *et al.* (1990) have noted, "The Raven measures the ability to reason and solve problems involving new information, without relying extensively on an explicit base of declarative knowledge derived either from schooling or previous experience." In sum, the Raven Progressive Matrices Tests measure general intelligence and correlate with measures of linguistic ability. These tests use nonverbal stimuli and do not require a specific knowledge base.

Previous investigations have found that the SPM has not only been effective in identifying traditionally underrepresented children for gifted programs but also correlates with their success in school (Baska, 1986). In one study, Powers, Barkan, & Jones (1986) found no significant differences between Hispanic and Anglo-American children's mean scores, score variability, and test reliability for the SPM. Other studies have supported the validity of the SPM for Hispanic (Powers & Barkan, 1986) and Navajo students (Sidles & MacAvoy, 1987). In these studies, the SPM was found to be predictive of success in a program for gifted students. A number of other studies provide insights on this measurement of the eductive intellectual ability (Raven, 1989; Court, 1988; Court & Raven, 1977, 1982; Kaplan & Saccuzzo, 1989 , 1993; Raven & Summers, 1986; Jensen, 1980; Hoffman, 1986).

Chapter – II

STATEMENT OF THE PROBLEM

Child rearing has always been considered a cornerstone of society and it has a long history both as to its practice and its history. Thinkers and philosophers have, down the ages, expressed their views regarding child rearing. (Baumrind, 1971; Bronfenbrenner, 1958; Freud, 1933; Plato, 428-348 B. C.; Rousseau, 1762; Wesley, 1872;). Freud focussed his attention on many developmental concepts such as libido, infantile sexuality, Oedipus or castration complex as related to and developed out of the relationship of the family. Differences between one family and another then came to be viewed as a major source of variation from individual to individual in the aspects of personality and social psychological development of children.

The neo-Freudian thinkers (Erikson, 1950; Horney, 1937; Kardiner, 1945; Sullivan, 1963) recognised this shift in the understanding of child **socialization** and indicated the implications of the familial and parental antecedent variables as of invaluable contribution to the study of human development. Subsequent studies revealed two basic principles underlying the studies of parental factors: parents act differentially towards their children depending on the sex of the child, and the pattern of socialization differ according to the socio-cultural processes factors. A host of studies (Bandura & Walters, 1959; Baumrind, 1971, 1973, 1991a & b; Bell & Chapman, 1986; Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Forehand & Nousiainen, 1993; Grusec & Lytton, 1988; Kohlberg, 1966; Lytton & Romney, 1991; Maccoby, 2000; Maccoby & Martin, 1983; Rothbaum & Weisz, 1994; Sears, Maccoby & Levin, 1957; Steinberg, 2001; Vandell, 2000; Zigler & Child, 1975) provide theoretical and methodological foundations pertaining to the measurement of the process of socialisation, particularly child rearing practices and its attendant effects on the social development, personality, attitude, value and a variety of behavioural problems of children and adolescents, both in culture-specific and cross-cultural perspectives.

In the context of child rearing practices, cultural influences cannot be disregarded since socialization practices are, to a large extent, culture- bound. Minturn & Lambert (1964) concluded from their study of six different cultures (spread around the globe) that child-rearing practices are determined more by family's living pattern and economic activity than by psychological factors in the mother or her pre-conceived theories of child rearing. Barry, Child, & Bacon (1959) found that societies with a high accumulation of food resources stressed compliance as a child-rearing value, whereas those for whom hunting was a pre-eminent need, showed predominant pressure toward assertion. Although these findings are suggestive, it is worthwhile to mention that the reliability of ethnographic accounts of vastly different societies is unknown (Grusec & Lytton, 1988).

A common strategy to assess parenting styles, particularly with adolescents, has been to obtain adolescents' reports of parents' parenting styles (Dornbusch *et al.*, 1987; Durban *et al.*, 1993; Steinberg *et al.*, 1989, 1991). Latest studies on socialization have shown a lean towards **perceived parental rearing styles**, assessing parenting practices from the point of view of those reared (Arrindel *et al.*, 1986 a & b; Dornbusch *et al.*, 1987; Gerlsma *et al.*, 1991; McCrae & Costa, 1994; Perris *et al.*, 1980, 1989, 1988; Steinberg *et al.*, 1991, 1992). Characteristically, the behaviour of others affect us in different ways, depending on the meaning we assign to that behaviour. This meaning, in turn, is conditioned by our perceptions of the behaviour itself and also by our perceptions of the motives, intentions and broader personal dispositions of the persons so behaving (Kimble *et al.*, 1980). Though not solely, what is perceived about another person is certainly a determinant of the interaction (Lindzey & Aronson, 1975). The same appears to hold true for determining the influences that parental rearing styles have on children.

A product of this inclination, the **EMBU** (Egna Minnen Betraffande Uppfostran - My memories of upbringing) developed by Perris *et al.* (1980) is a psychometrically sound self-report measure to assess adults' recollections of their parents' child rearing behaviour in four

primary factors: **Rejection (R), Emotional Warmth (EW), Overprotection (OP),** and **Favouring Subject (FS).** However, in the context of internal validity, it has been argued that memory is notoriously faulty and that data based on memories should be cautiously interpreted (Haiverson, 1988; Holden, 1989), the argument leading to the adaptation of the EMBU for adolescents (Gerlsma *et al.*, 1991).

In more recent years, investigators have begun examining how parenting behaviours relate to the functioning of children and adolescents. Fauber, Forehand, Thomas, & Wierson (1990) reported that maternal rejection (the absence of warmth or acceptance) is associated with problems in adolescence. However, warmth is not the only parenting characteristic to emerge as important in adolescent functioning. Capaldi & Patterson (1991) found that inadequate supervision and a low level of parent—child involvements are important contributors to poor adjustment in elementary-school-aged and young adolescent boys. Research has not been restricted to examining one or two parenting variables in isolation, but rather some investigators have examined parenting styles, which are composed of multiple, distinct parenting constructs (Schludermann & Schludermann, 1970). Although a literature is beginning to emerge suggesting relationships between parents' behaviours and various adolescent outcome measures, most studies have exclusively examined maternal parenting characteristics, as fathers have been excluded from these investigations (Phares & Compas, 1992). However, there is accumulating evidence for the importance of also assessing fathers, as recent researches suggest that they may play an integral role in determining the functioning of their children and adolescents (Almeida & Galambos, 1991; Collins & Russell, 1991; Phares & Compas, 1992; Wierson, Armistead, Forehand, Thomas, & Fauber, 1990).

Given the available data, there is at least preliminary evidence that mothers and fathers differ in the degree of involvement and conflict with their adolescents. However, there is not enough evidence regarding differences in specific parenting styles and whether these potentially

differing styles between mothers and fathers are related to different adolescent outcomes. Adolescents and their parents should be studied independently of younger children, as major changes in parent—child relationships occur during this age because of physical, behavioural, and social changes in offspring (Collins & Russell, 1991). The parent—adolescent relationship is appropriate as an outcome measure because it is frequently characterized as stormy in this age group and because such a relationship may forecast difficulties or adjustments in various areas of functioning (Montemayor, 1983). Studies by Forehand & Nousiainen (1993) and Phares & Compas (1992) provided further insights on the role of fathers and mothers on social development of children and adolescents.

Cultures play an important role in child development, and many researchers are now aware that the cross-cultural study provides an opportunity to investigate variation in some worldwide phenomena such as parenthood (Chao 1994, 1995; Rothbaum, Morelli, Pott, & Liu-Constant, 2000). *Developmental Psychology* recently published a special issue dedicated to the role of culture in developmental processes (Rubin, 1998). Harkness and Super (1995) suggested that in each culture "children are shaped by the physical and social settings within which they live, culturally regulated customs and child-rearing practices, and culturally based belief systems" (p. 226). Studies reveal that cultures vary along the dimension of "individualism—collectivism," which reflects differences in the way the self is seen in relation to others (Markus & Kitayama, 1991; Triandis, 1989). The prototypical collectivistic cultures are those from Eastern Asia (Schwartz & Ros, 1995), whereas many Western cultures are considered to be individualistic. A number of studies (Chen *et al.*, 1998; Fuligni, 1998; Schneider, 1998) together with the seminal article on the role of parents in the socialisation of children: a historical overview (Maccoby, 1992), on the contemporary research on parenting: the case of nature and nurture (Collins *et al.*, 2000), on parents, peer groups and other socialising agents (Vandell, 2000) as well as the parent effects on children (Maccoby, 2000) provide theoretical,

methodological and applied dimensions of the parenting styles on the psychosocial development of children and adolescents.

Current findings on parental influences provide more sophisticated and less deterministic explanations than did earlier theory and research on parenting (Maccoby, 2000). Contemporary research approaches include (a) behaviour-genetic designs, augmented with direct measures of potential environmental influences; (b) studies distinguishing among children with different genetically influenced predispositions in terms of their responses to different environmental conditions; (c) experimental and quasi-experimental studies of change in children's behaviour as a result of their exposure to parents' behaviour, after controlling for children's initial characteristics; and (d) research on interactions between parenting and non-familial environmental influences and contexts, illustrating contemporary concern with influences beyond the parent-child dyad. These approaches indicate that parental influences on child development are neither as unambiguous as earlier researchers suggested nor as insubstantial as current critics claim (Harris, 1998; Vandell, 2000). Many findings suggest that adolescents' perceptions of parenting are of critical importance in assessing the impact that parenting has on adolescent adjustment (Harold, Fincham, Osborn, & Conger, 1997; Powers, Welsh, & Wright, 1994).

A host of ethnographic findings has resulted in the awareness of the role of socialisation as the mechanism of cultural transmission and survival. Child-rearing practices is a major factor here, with parents and caregivers determining to a great extent how individuals differ within and across cultures. Researches in cross-cultural psychology revealed that the constructs of individualism and collectivism are important etic dimensions on which specific nations and cultures can be compared; and there are research evidences pointing to variation in individualism and collectivism which has been explained in terms of ecologically, culturally determined

different socialisation patterns (Barry *et al.*, 1959; Berry, 1979). Child-rearing patterns are different in **collectivist** and **individualist** cultures. The primary concern of parents in collectivist cultures is obedience, reliability, and proper behaviour. The primary concern of parents in individualistic cultures is self-reliance, independence, and creativity. In simple, agricultural societies, socialization is severe and conformity is demanded and obtained (Berry, 1967, 1979). Similarly, in working-class families in industrial societies, the socialization pattern leads to conformity (Kohn, 1969, 1987). In more individualist cultures such as food gatherers (Berry, 1979) and very individualistic cultures such as the United States, the child-rearing pattern emphasizes self-reliance and independence; children are allowed a good deal of autonomy and are encouraged to explore their environment. Similarly, creativity and self-actualisation are more important traits and are emphasized in child rearing in the professional social classes (Kohn, 1987).

Child-rearing patterns also follow a curvilinear pattern with complexity. Simple food gathering and hunting cultures tend to socialize their children with emphasis on independence and self-reliance; agricultural, more complex cultures, tend to emphasize obedience; very complex industrial cultures, particularly among cognitive complex (professionals, upper class) sub-samples, emphasize, again, independence and self reliance (Berry, 1967, 1979; Kohn, 1969, 1987). Such child rearing increases the complexity of the private self, and because there are more elements of the private self to be sampled, more are sampled. Thus, the probability that the private rather than the other selves will be sampled increases with individualism. Conversely, in collectivist cultures, child - rearing emphasizes the importance of the collective; the collective self is more complex and more likely to be sampled. Further, the patterns of child - rearing in collectivistic cultures are usually associated with rewards for conformity to in-group goals, which leads to conceptualisation of the in-group goals. Thus, people do what is expected of them, even if that is not enjoyable.

The looser the culture, the more the individual can choose what self to sample. If several kinds of collective self are available, one may choose to avoid norm and role conflict by rejecting all of them and developing individual conceptions of proper behaviour. Thus, sampling of the private self is more likely in loose cultures and sampling of the collective self is more likely in tight cultures. Also, tight cultures tend to socialize their children by emphasizing the expectations of the generalized other. Hence, the public self will be complex and will be more likely to be sampled. In other words, tight cultures tend to sample the public and collective self, whereas loose cultures tend to sample the private self.

The more complex the culture, the more confused is likely to be the individual's identity. Katakis (1976, 1978) found that the children of farmers and fisherman, when asked what they would be when they are old, unhesitatingly said *farmer* or *fisherman,* whereas in the large cities the responses frequently were of the "I will find myself" variety. Given the large number of in-groups that are available in a complex environment and following the logic presented here, individuals may well opt for sampling their private self and neglect the public or collective selves. The expected lower rates of sampling of the collective self in individualistic cultures was obtained by Triandis (1989). In families in which children are urged to be themselves, in which "finding yourself" is valued, or in which self-actualisation is emphasized (individualist), the private self is likely to be complex. In cultures in which families emphasize, "what other people will think about you"(collectivist) the public self is likely to be complex. In cultures in which specific groups are emphasized during socialization ("remember you are a member of this family," "you are a Christian"), the collective self is likely to be complex, and the norms, roles, and values of that group acquire especially great emotional significance (Triandis, 1989).

Social class also moderate the sampling of the collective self. One expects upper-middle and upper-class individuals to sample the collective self less frequently than lower class

individuals, although lower lower-class individuals may again sample more the private self. This expectation derives from reliable differences in child-rearing patterns (Kohn, 1969, 1987), which indicate that in many societies (Italy, Japan, Poland, the U.S.) child rearing emphasizes conformity to family norms in the lower classes and self-direction, creativity, and independence from the in-group in the upper social classes. The lower class might be an exception, because the evidence (Triandis, 1976) is that, in that case, the social environment often appears to them to be chaotic. It seems difficult to sample chaos.

The smaller the family size, the more the child is allowed to do his or her own thing. In large families, rules must be imposed, otherwise chaos will occur. As societies become more affluent, they also reduce the size of the family, which increases the opportunity to raise children to be individualists. Autonomy in child - rearing also leads to individualism. Exposure to other cultures (through travel or because of societal heterogeneity) also increases individualism, inasmuch as the child becomes aware of different norms and has to choose his or her own standards of behaviour. Affluence is related to having small families, including having only one child. Small families allow parents to raise their children individualistically, and children of such families tend to be idiocentric (Triandis, 1990).

Perceptions of parenting are also seen to differ depending on the I-C patterns. Research has revealed, for example, that whereas among European American populations' increased perceived parental control is associated with greater perceived parental hostility, among Korean populations increased perceived parental control is associated with greater perceived parental warmth (Rohner & Pettengill, 1985). Such trends appear to arise from the greater sense in Korean as compared with European American cultural communities that it is legitimate for parents to exert authority over their children as part of promoting the family's welfare. Contributing to cultural psychology, findings of this type highlight the positive affective

associations that may be linked with meeting role-related social responsibilities to family members in certain collectivistic cultures, as well as underscore the need to broaden theories of parental control to account for this type of fundamental cultural variation (Chao, 1994).

One of the most important factors of **socialisation** in any culture is the family in which parents are the key players in cultural transmissions, including **conformity**. A number of studies (Bellah *et al.*, 1985; Chao, 1994; Crystal, 1994; Grusec & Goodnow, 1994; Langfeldt, 1992; kim & Markus, 1999; Markus *et al.*, 1997; Markus, Kitayama, & Heiman, 1996; Moscovici, 1985; Perry & Perry; 1983; Smetana, 1988; Stevenson & Stigler, 1992; Stropes-Roe & Cochrane, 1990; Suh, Diener, Oishi, & Triandis, 1998; Vandell, 2000; White & LeVine, 1986) provide theoretical and methodological foundations pertaining to the measurement of the theoretical construct and the plausible influence of socio-cultural variables on conformity.

When looking for cross-cultural variations in conformity behaviour, one should look to the value placed in different societies on the group as compared with the individual. This seems to be best reflected in the concept of individualism—collectivism, which numerous authors have found useful in describing cultural differences (Kagitcibasi & Berry, 1989; Kim, Triandis, Kagitcibasi, Choi, & Yoon, 1994; Triandis, 1990). Individuals from collectivist cultures are more likely to yield to the majority, given the higher value placed on harmony in person-to-group relations. Studies (Bond, 1986; Hofstede, 1980, 1983, 1991; Schwartz, 1990, 1992, 1994; Triandis *et al.*, 1986; Trompenaars, 1993; Bond and Smith, 1996) provide strong support for the hypothesis that cultural values are significant moderators of responses in in-group pressure; conforming the general hypothesis that conformity would be higher in collectivist cultures than in individualist cultures. Just how individualism—collectivism relates to the process of social influence, *and* the extent to the effects that socialisation has on conformity behaviour requires further clarification (Triandis, 1989).

Exploration of **cognitive styles** suggests that the mode of **socialization** experienced by the child is likely to be a critical factor (Witkin *et al.*, 1962), although some suggest that genetic determinants may also be involved (Goodenough & Eagle, 1963). In general terms, permissive form of child rearing make for more differentiation (field-independent cognitive style) and strict ones for less differentiation (field-dependent style). Witkin (1969) observed that when ratings were made of mother-child interaction as to whether in its total impact it has tended to foster or interfere the child's development of differentiation, the results showed a pattern of significant correlations with measures of differentiation of the children. Boys whose mothers were judged to have interacted with them in ways that fostered differentiation tended to have an articulated body concept, a developed sense of separate identity and specialized structured defences.

Other cross-cultural researches (Witkin, 1967; Berry, 1979) have also been concerned with the question of whether socialization into different cultures has an impact on skills such as field-dependent / independent cognitive styles. Suggesting that there is indeed such a relation, Berry (1979) argues that in cultures where the subsistence activity in hunting, adults encourage in certain field-independent cognitive skills (extracting information from the total content) which provide an important advantage in their quest for food.

Specifically linked to greater **differentiation** in the child has been encouragement of separation, imparting standards for internalisation and for regulation of impulse. Studies have also shown sex differentiation in cognitive styles, with this difference becoming regular or significant only in early adolescence. Other considerable incidences also exist that support that individual differences in the extent of differentiation are to a large extent the end products of differentiation in socialization experiences (Dyk, 1969; Witkin *et al.*, 1962, 1975); and such individual variations are also in accordance with the eco-cultural and acculturative experiences (Berry *et al.*, 1987).

It has long been observed that from conception onwards, parents play an important role in determining the **intellectual** capabilities of their children (Fitzgerald *et al.*, 1982; McCrae *et al.*, 2000). Longitudinal and cross-sectional studies have confirmed that maternal nurturance is one important correlate of the child's intellectual development. Maternal nurturance correlates positively with the intellectual development of boys (Bayley & Schaefer, 1964), whereas maternal restrictiveness has a negative influence on the IQ test performance of daughters (Kagan & Moss, 1962). Beckwith (1971) examined the relationship between maternal **child-rearing** attitudes and infant IQ scores and found lower test scores among infants whose mothers restricted exploration of the home and who had relatively little verbal or physical contact with their infants. Mothers with high school education (as compared to those with college education) were found to be particularly restrictive with their sons.

The most general statement that can be made concerning father's influence on their children's cognitive development is that absence of a father or low father involvement in child rearing is related to poor performance on such measures of cognitive skill as achievement tests, IQ tests, and/or school grades (Shinn, 1978). However, whether or not one had a sibling made a difference. Father's absence was most strongly related to poor performance for boys without brothers, only girls, and girls with younger brothers (Sutton-Smith, Rosenberg, & Landy, 1968). Another factor to be considered when evaluating the effects of father's absence is that children receive less attention from total adults. Further, it has been found that fathers have greater influence on their son's cognitive development than they do on that of their daughters, and that nurturant fathers tend to have a more positive influence than do restrictive fathers (Radin, 1976).

Nakao *et al.* (2000), in their study on influences of family environment (parental participation in child rearing, child-rearing style, parental relationship, sibling relationship, number of siblings, birth order, and socio-economic status) on the development of personality

traits, found that the intellect was related to high socio-economic status and maternal participation in child rearing. Ten percent of variance in intellect was due to family environment. Children with high intellect had stronger influences from family environment than did those with low intellect. The studies by Zhang & Yu (2002) and Maccoby (2000) find special mention in this context.

No one doubts that normal child development requires a certain minimum level of responsible care. Severely deprived, neglectful, or abusive environments must have negative effects on a great many aspects–including intellectual aspects–of development. Beyond that minimum, however, one is faced with a problem to disentangle causation from correlation (Baumrind, 1993; Jackson, 1993; Scarr, 1992,1993). Though such variables as resources of the home (Gottfried, 1984) and parents' use of language (Hart & Risley, 1992) are correlated with children's IQ scores, it is probable that such correlations may be mediated by genetic as well as environmental factors.

Given the theoretical and methodological foundations pertaining to the measurement of **(a)** individualism and collectivism: (i) Horizontal and Vertical Individualism and Collectivism Scale (HVIC; Singelis *et al.*, 1995), (ii) Collectivistic and Individualistic Attitude and Value Scale (CIAV; Chan, 1994), and (iii) Cultural Orientation Scale (COS; Bierbrauer *et al.*, 1994), **(b)** psychological differentiation (field–dependence/independence): Embedded Figures Test (EFT; Witkin, 1971), **(c)** intellectual ability: Raven's Standard Progressive Matrices (RSPM; Raven *et al.*, 1992), **(d)** conformity behaviour: Asch's Line Judgement Task (ALJT; Asch, 1952), and **(e)** Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma *et al.*, 1991): a measure of socialisation, in culture specific and cross-cultural perspectives, the study is designed with manifold objectives to highlight the interplay and effects of parenting styles on individualism and collectivism, psychological differentiation and intellectual ability, as well as

an exploratory study on conformity behaviour across the samples: 'culture' (**Mizo** and **Khasi** respectively representing the patrilineal and matrilineal cultural groups of the North-East India) and 'sex' (boys and girls).

The first objective of study aimed to elucidate the psychometric adequacy of the behavioural measures of (a) PPRSQ (Gerlsma *et al.*, 1991), (b) HVIC (Singelis *et al.*, 1995), (c) CIAV (Chan, 1994), and (d) COS (Bierbrauer *et al.*, 1994). The analysis of psychometric adequacy of the behavioural measures included the analysis of (i) item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), (ii) reliability coefficient (Cronbach alpha and split-half reliability), (iii) inter-scale relationship; and (iv) predictive validity of the test scales by highlighting the 'sex' differences on each of the sub-scale/sub-factor measures and the significant interaction effects of 'adolescent sex' and 'parental sex' on the sub-factors of PPRSQ separately among Mizo and Khasi adolescents with the objective (i) to find consistency in results, (ii) to evolve theoretical foundations regarding the measurement of the theoretical construct(s), and (iii) to find empirical basis for comparability of the test scales for cross-cultural comparisons.

Experiences of cross-cultural psychology suggest that the measures of theoretical constructs (with proven psychometric adequacy in a given population) may not be treated as reliable and valid measures for comparability unless specific checks are made (Berry, 1974; Eysenck & Eysenck, 1983; Witkin & Berry, 1975). By theory, cross-cultural research is predicated on the fundamental assumptions that the data from each culture are equivalent and that the study is free of systematic bias in favour of one or another of the cultures sampled (Poortinga, 1989). Furthermore, the constructs studied must be appropriate in the cultures studied. Common instruments must measure the same construct in different cultures and must contain adequate sampling of the relevant behaviours and constituent domains. The results must not be biased in some of the cultures sampled because of differential social desirability, different

response styles (such as a tendency to use or avoid extremes), samples that differ in important ways other than culture (especially socio-economic status), or the many difficulties inherent in translation (van de Vijver & Poortinga, 1997). Rating-scale data are limited in that they portray relative differences in behaviour within the framework of comparisons available to the respondent (van de Vijver & Leung, 1997). This led to the foundation for the first objective of the study on the psychometric adequacy of the behavioural measures for Mizo and Khasi adolescents (for boys, for girls and for the whole sample) separately, and to evolve empirical foundation for comparability of the test scores across the samples: 'culture' (Mizo and Khasi) and 'sex' (boys and girls).

Embedded within this was the objective to elucidate the relationship between the measures of the behavioural gamut (to form basis for factor analysis) with the objective to elucidate the cluster(s) of behavioural gamut that would be accounted for the parenting style correlates of individualism and collectivism. Furthermore, the study aimed to check the predictability of parenting styles on individualism and collectivism. For this purpose, a step-wise (backward) regression analysis was aimed to check the predictability of the test scores. This part of analysis was selectively aimed for Mizo and Khasi adolescents separately in an effort to evolve consistency in results, and empirical foundations for comparability of the test scores across the samples: 'culture' (Mizo and Khasi) and 'sex' (boys and girls). This constituted the second objective of the study.

The study further aimed to elucidate the significant independent and interaction effects of 'culture' (Mizo and Khasi) and 'sex' (boys and girls) on each of the sub-scale/sub-factor measures of individualism and collectivism and parenting styles. It may be recalled that alongside the 'culture' and 'sex' variables, the adolescents were required to indicate their perception regarding parenting styles of both their parents (fathers and mothers), a pre-requisite for repeated measures analysis (Winer *et al.*, 1991, *pp.*509-512).

In the final count, the study aimed to supplement with cause-and-effect relationship, in addition to the correlational inferences, by way of incorporating three-way classification of variables of 'culture' (Mizo and Khasi), 'sex' (boys and girls), and 'level of rejection' (low and high scorers) on the various sub-scale/sub-factor measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT, and RSPM) in order to address to the target research problem of the study of psychosocial differentiation across cultures. For this purpose, the subjects scoring below the 30th percentile (low scorers) and above the 70th percentile (high scorers) were screened out and their corresponding scores on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT, and RSPM) were computerised. Similarly, the significant independent and interaction effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls), and 'level of emotional warmth' (low and high scorers) on measures of the dependent variables may well reasonably be conceptualised. The Rejection (R) and Emotional warmth (EW) sub-factors of PPRSQ were selectively aimed for analysis in view of the fact that the two scales (R and EW) are significantly negatively correlated (Arrindell *et al.*, 1988; Gerlsma *et al.*, 1991; Perris *et al.*, 1980; Singh & Fente, 1998), generally with positive and moderate coefficients of correlation with the other two scales of 'Overprotection' (OP) and 'Favouring Subject' (FS); and that the OP and FS scales are positively correlated. Additionally, the independent and interaction effects of 'culture' and 'sex' variables were aimed to be highlighted for the study on conformity behaviour.

The overall theoretical and methodological considerations may be restated in the form of the following hypotheses:

(i) The behavioural measures of (a) PPRSQ (Gerlsma *et al.*, 1991), (b) HVIC (Singelis *et al.*, 1995), (c) CIAV (Chan, 1994), and (d) COS (Bierbrauer *et al.*, 1994) would find replicability across the samples: Mizo and Khasi (respectively representing patrilineal and matrilineal cultural groups). It was expected that the outcomes of the

psychometric analyses of the behavioural measures would find empirical basis sufficient enough for comparability of the test scores across the cultures (Mizo and Khasi).

(ii) It was expected that the parenting styles (a measure of socialisation) would predict individualism-collectivism across cultures (Mizo and Khasi). It was expected in consonance with the hypothesis that socialisation (the parenting styles) determines and shapes behaviour, and that the parenting styles and individualism-collectivism are culture-specific (the measures of cultural distinctions).

(iii) As the present endeavour is perhaps the first endeavour in the project populations (the author has not come across any evidence otherwise on the same line), the expectations with regard to the significant independent and interaction effects of 'culture' (Mizo and Khasi) and 'sex' (boys and girls) variables on measures of the dependent variables (including conformity behaviour) are broadly exploratory in nature. However, in the light of studies and the long history of acculturation process (long history of exposure to the modern technological world and interaction to other recessive and/or dominant cultural groups) in Khasi than in Mizo, Khasi were expected to be more individualistic as compared to Mizo. Converse were the expectations with regard to collectivism. In the two-factor interactions on measures of the dependent variables (measures of individualism and collectivism, field-dependence, intellectual ability and conformity behaviour), the trend of differences were expected in conformity to the significant independent effects of the main variables.

(iv) In the analysis of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 R level), the trends of mean differences in significant 'culture' and 'sex' effects were expected in conformity to the earlier analysis. Low as compared to high scorers on R sub-factor

of PPRSQ were expected to be more collectivistic. The expectations with regard to the two-factor, and three-factor interactions were exploratory in nature. However, the trend of differences were expected in conformity to the significant independent effects of the main variables on measures of the dependent variables.

(v) In the analysis of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 EW level), the trends of mean differences in significant 'culture' and 'sex' effects were expected in conformity to the earlier analysis. Low as compared to high scorers on EW sub-factor of PPRSQ were expected to be more individualistic. The expectations with regard to the two-factor, and three-factor interactions were exploratory in nature; the trends of differences were expected in conformity to the significant independent effects of the main variables on measures of the dependent variables.

The methods and procedure as employed to achieve the objectives of the study are outlined in the chapter to follow.

Chapter – III

METHODS AND PROCEDURE

Sample

316 Mizo (158 boys and 158 girls) and 258 Khasi (121 boys and 137 girls) adolescents, respectively representing patrilineal and matrilineal cultural groups, were randomly sampled by following a multi-stage sampling procedure. First, the higher secondary schools situated in and around Aizawl (Capital City of Mizoram), and Shillong (Capital City of Meghalaya) were listed. Second, 5(five) schools from each of the capital cities of Mizoram (Aizawl) and Meghalaya (Shillong) were selected with due considerations of quality of schooling (like educational qualification of teachers, play and recreational facilities available, medium of instruction). Third, 400 adolescents (200 boys and 200 girls) from both the cultural groups (Mizo and Khasi) were randomly sampled and their background information like age, sex, and birth order of the adolescents, the size and structure (joint or nuclear) of their families, the educational qualification and employment status of both their parents, parenting (single/dual) as well as the lineage (as clarified by surnames of both the parents) were recorded. In the final count, 316 Mizo (158 boys and 158 girls) and 258 Khasi (121 boys and 137 girls) adolescents served as subjects for the conduct of the final study. Here it deserves mention that 21% Mizo (84 out of 400) and 35.5% Khasi (142 out of 400) adolescents were screened out because of the following: (i) uncompleted questionnaires, (ii) adolescents of single parents, and (iii) adolescents of intermarriages (to ensure the representativeness of the two cultural groups). The age of the subjects ranged between 16 – 19 years.

The Mizo and Khasi adolescents were compared in terms of the extraneous variables. Analysis revealed that the extraneous variables were relatively homogeneously distributed across the samples: 2 culture (Mizo and Khasi) x 2 sex (boys and girls).

Design of the Study

The study aimed (i) to ascertain the psychometric adequacy of the behavioural measures of (a) Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma *et al.*, 1991), (b) Horizontal-Vertical Individualism-Collectivism Scale (HVIC; Singelis *et al.*, 1995), (c) Collectivistic and Individualistic Attitude and Value Scales (CIAV; Chan, 1994), (d) Cultural Orientation Scale (COS; Bierbrauer *et al.*, 1994) for measurement purposes of the theoretical construct(s); and (ii) to study the relationship between the measures of the behavioural gamut (coefficient of correlation matrices) in order to form the basis for factor analysis with the objective to elucidate the cluster(s) of behavioural gamut that would be accounted for the parenting style correlates of individualism and collectivism. Embedded within these were the objectives of regression analyses to check the predictability of perceived parental rearing styles (predictors) on each sub-scale/sub-factor measure of individualism and collectivism (criterion). The analysis was aimed for boys, for girls, and for the whole sample (boys + girls) for Mizo and Khasi adolescents separately in an effort to evolve consistency in results, incorporating separate group design. The inherent objective of this part of analysis was to form empirical bases for cross-cultural comparisons (2 culture x 2 sex) on measures of the dependent variables.

The study further aimed to elucidate the significant independent and interaction effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls), and 'level of rejection' (low and high) on measures of the dependent variables: horizontal individualism (HI), vertical individualism (VI), horizontal collectivism (HC), vertical collectivism (VC), collectivistic attitude (CA), individualistic attitude (IA), collectivistic value (CV), individualistic value (IV), normative collectivism (NORC), evaluative collectivism (EVAC) and cultural orientation (COS). It may be recalled that the adolescents were required to indicate the parenting styles of both their parents (father and mother) separately. Therefore, the composite scores on 'rejection' sub-factor of PPRSQ (the total sum of rejection from father and mother) for each subject with considerations

of 'culture' (Mizo and Khasi) and 'sex' (boys and girls) variables were computerised, and the subjects scoring low (below 30th percentile) and high (above 70th percentile) on the 'R' sub-factor of PPRSQ were screened out and their corresponding scores on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS) were aimed for analysis, each at a time. In the final count, 2 x 2 x 2 factorial design (2 culture x 2 sex x 2 level of rejection) was employed .The subjects were screened as envisaged in the foregoing and individually investigated for studies on field-dependence (EFT; Witkin *et al.*, 1971) and intellectual ability (RSPM; Raven *et al.*, 1992) in an effort to address to the target research problem on psychosocial differentiation. A series of ANOVA (2 culture x 2 sex x 2 level of rejection) were aimed to elucidate the significant independent and interaction effects of the independent variables on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT and RSPM).

Similarly, analyses were simultaneously aimed to elucidate the significant independent and interaction effects of 'culture', 'sex' and 'level of emotional warmth' on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT and RSPM).

The 'Rejection'(R) and 'Emotional Warmth' (EW) sub-factors of PPRSQ, alongside the 'culture' and 'sex' variables, were selectively aimed for analyses in view of the fact that the two scales are significantly negatively correlated (Arrindell *et al.*, 1988; Gerlsma *et al.*, 1991; Perris *et al.*, 1980; Singh & Fente, 1998), generally having positive and moderate coefficients of correlation with the other two scales of 'Overprotection' (OP) and 'Favouring Subject' (FS); and that the OP and FS scales are significantly positively correlated. The overall considerations of 'culture', 'sex' and 'level of rejection' are portrayed in Figure-1.

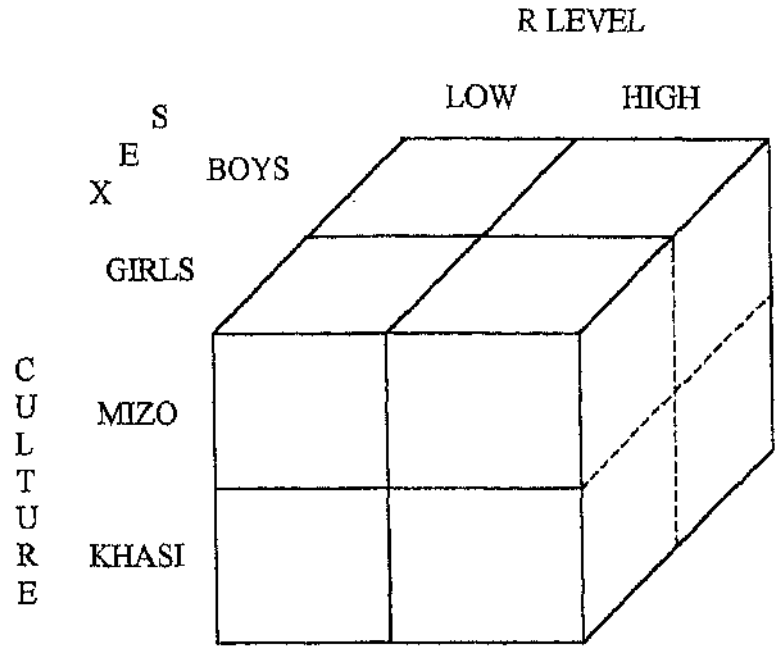


Figure-1: 2 x 2 x 2 (2 culture x 2 sex x 2 level of R) factorial design for studies on measures of the dependent variables.

Under the 8-cells of the design (2 culture x 2 sex x 2 level of rejection), an unequal proportion of subjects would remain as an outcome, as their selection are based on strict statistical criteria.

Similarly, the significant independent and interaction effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls) and "level of emotional warmth' (low and high) may be conceptualised for studies on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT and RSPM). Additionally, a small but representative sample of the four groups of adolescents (2 culture x 2 sex: 25 Mizo boys, 25 Mizo girls, 20 Khasi boys and 30 Khasi girls) was randomly drawn to serve as subjects for the study on conformity behaviour. It has been postulated that conformity is to some extent a product of cultural conditions, and is rooted in a society's values and socialisation practices (Bond & Smith, 1996). Earlier studies revealed that conformity and collectivism are positively correlated (Bond & Smith, 1996), and that cross-cultural differences in conformity correspond to the relative value

attached to conformity in the societies concerned (Milgram, 1961; McKissack, 1971; Huang & Harris, 1973; Sistrunk et al., 1971).

Test Materials

The psychological test instruments as incorporated in the study: (i) Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma *et al.*, 1991), (ii) Horizontal-Vertical Individualism-Collectivism Scale (HV-IC; Singelis *et al.*, 1995), (iii) Individualistic and Collectivistic Value and Attitude Scales (CIAV; Chan, 1994), (iv) Cultural Orientation Scale (COS; Bierbrauer *et al.*, 1994), (v) Raven's Standard Progressive Matrices (RSPM; Raven *et al.*, 1992), (vi) Embedded Figures Test (EFT; Witkin *et al.*, 1971); and (vi) Asch's Line Judgement Task (Asch, 1952) are selectively described in the following to make lucid the behavioural gamut that are aimed to be investigated across the samples under study.

Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma et al., 1991).

The PPRSQ is a measure to assess adolescent's current perception of their parent's child-rearing behaviour in four primary factors: Rejection (R) -19 items, Emotional Warmth (EW) - 19 items, Overprotection (OP) - 11 items and Favouring Subject (FS) - 5 items. The 54 items are to be rated on 4-point Likert - type scales by adolescents for each parent (father and mother) separately. The theoretical range of scores for Rejection (R), Emotional Warmth (EW), Overprotection (OP) and Favouring Subject (FS) are 19 – 76, 19 – 76, 11 – 44, and 5 – 20 respectively. A specimen copy of the PPRSQ may be seen at Appendix-3

Measurements of Individualism – Collectivism

The individualism (I) – collectivism (C) construct has become a focal theme of social scientists in differentiating cultures (Hui, 1986). Three representative measures of individualism–

collectivism: (i) Horizontal-Vertical Individualism-Collectivism Scale (HVIC; Singelis *et al.*, 1995), (ii) Collectivistic and Individualistic Attitude and Value Scale (CIAV; Chan, 1994); and (iii) Cultural Orientation Scale (COS; Bierbrauer *et al.*, 1994) are described to make lucid the behavioural gamut that are aimed to be investigated.

(i) Horizontal-Vertical Individualism-Collectivism Scale (HVIC; Singelis et al., 1995).

The HVIC is a 32-item questionnaire with four sub-scales: (a) Horizontal Collectivism (HC) – perceiving the self as part of the collective, but seeing all members as the same; equality is stressed (8-items), (b) Vertical Collectivism (VC) – perceiving the self as a part / an aspect of a collective, and accepting inequalities within the collective (8-items), (c) Horizontal Individualism (HI) – conception of an autonomous individual and emphasis on equality (8-items), and (d) Vertical Individualism(VI) – conception of an autonomous individual and acceptance of inequality (8-items). Each item is to be rated on a 9-point scale ranging from 'never' (1) to 'always' (9). The higher the score on each of the sub-scale, the higher the degree of individualism or collectivism as the case may be. A specimen copy of the HVIC may be seen at Appendix – 4.

(ii) Collectivistic and Individualistic Attitude and Value Scale (CIAV; Chan, 1994).

The CIAV (Chan, 1994) of Collectivism and Individualism Index (COLINDEX; Chan, 1994) were selectively incorporated in the present study. The *Attitude Scale* consists of 13 attitude items: 6 of which are designed to measure collectivistic attitude (CA) and 7 are for individualistic attitude (IA). Subjects are to indicate, on a 7-point scale, the extent to which they agree or disagree with each attitude item. The *Value Scale* consists of 13 items: 6 of which are designed to measure collectivistic value (CV) and 7 are for individualistic value (IV). Subjects are to judge each value item on the extent to which they constitute "a guiding principle in my

life" on a 7-point scale. The higher the score on each dimension, the more the individualism or collectivism. A specimen copy of the CIAV may be seen at Appendix – 5.

(iii) Cultural Orientation Scale (COS; Bierbrauer et al., 1994).

The COS (Bierbrauer *et al.*, 1994) consists of 26 items, measuring general cultural orientation towards collectivism with separate assessment of normative (NORC; 13 items) and evaluative (EVAC; 13 items) aspects. Each normative assessment is followed by a corresponding evaluative assessment, which is to be rated on 7-point scale. The higher the score on each dimension, the higher the degree of perceived collectivism. A specimen copy of the COS may be seen at Appendix – 6.

Raven's Standard Progressive Matrices (Raven et al., 1992).

Raven's Standard Progressive Matrices (RSPM) consists of 60 problems divided into five sets (A, B, C, D, and E), each made up of 12 problems. Each problem in the set is a diagrammatic puzzle having a part missing, which the person taking the test has to find among the options provided and mark the answer in the answer sheet provided. In each set the first problem is nearly self-evident and those that follow become progressively more difficult. The order of the items provides the standard training in the method of working. The five sets provides five opportunities to grasp the method of thought required to solve the problem and five progressive assessments of a person's capacity for intellectual processes. Correct responses are based on various organizing principles, such as increasing size, reduced or increased complexity and number of elements. The processing characteristic common to all subjects is an incremental reiterative strategy for encoding and inducing the regularities in each problem. The processes that distinguish among individuals are primarily the ability to induce abstract relations and the ability to dynamically manage a large set of problem-solving goals in working memor

(Carpenter, Just & Shell, 1990) and goal management or rule coordination (Saccuzzo and Johnson, 1995). The RSPM has shown high reliability and validity across cultures (Raven *et al.*, 1992).

Embedded Figures Test (EFT; Witkin et al., 1971).

The Embedded Figures Test (Witkin *et al.*, 1971) is a perceptual test. The subject's task on each trial is to locate a previously seen simple figure within a larger complex figure which has been so organised as to obscure or embed the sought-after simple figure. At a relatively early stage of research with the test, when EFT performance was related to performance in a broad array of other perceptual tasks requiring disembedding, Witkin (1971) conceived of the underlying stylistic dimension as a narrowly perceptual one, and the construct *"field-dependence-independence"* was formulated. Later with the demonstration that competence at disembedding in perceptual test is strongly associated with competence at disembedding in non-perceptual problem-solving tasks, the underlying stylistic construct was broadened to encompass both perceptual and intellectual activities, and termed the *"global-articulated"* dimension. More recently, additional evidence on self-consistency, extending to the areas of body concept, sense of self, and controls and defences, let the author to use the construct *"differentiation"* to conceptualise the dimension of individual functioning at issue. While the later concept is most comprehensive, and is based on the most extensive evidence of self-consistency now available, the earliest interpretation of these scores as reflecting competence at perceptual disembedding remains valid for such competence may be taken as an observable perceptual manifestation of developed differentiation (Witkin, 1971; Witkin & berry, 1975; Berry, 1996).

The EFT material consists of three sets of cards: two sets of 12 cards with Complex Figures, numbered consecutively in order of test presentation, and a set of eight cards with Simple Forms, designated by letters A to H. Next to the number on the reverse side of each

Complex Figure is printed the letter identifying the Simple Form which is embedded in that Complex Figure. There is also one Practice Complex Figure card (labelled P-X) and an accompanying card (labelled P) with the Simple Form. The subject is to trace out the Simple Figure from the Complex Figure as soon as he/she has found it by using the rubber-tipped stylus provided. The time taken to find the Simple Figure is recorded, and the mean solution time (in seconds) per item is the subject's score for the test. The higher the score, the more field-dependent, and the lower the score, the more field-independent.

Conformity Behaviour

The Asch's Line Judgement Task (ALJT; Asch, 1952) was employed to study conformity behaviour. The task involves 12 trials, each having a different length of standard line ranging from 1 inch (2.54 cm) to 9 inches (22.86 cm) and a different set of comparison lines (vide Appendix – 7). On 5 of the 12 trials, the majority gave the correct response; the remaining 7 were the critical trials on which the majority gave the incorrect answer. The magnitude of the error made by the majority ranged from 0.25 inches (0.64 cm) to 1.75 inches (4.45 cm). The majority (confederates) comprised of three adolescents of the same age group and were more or less of the same educational standard (higher secondary students) of either sex (boys and girls in different ratios) as were available in the subject's own locality. Here, one theoretical and methodological concern deserves mention. That one of the confederates was the same sex as the subject, thus taking care of such variables as the minimum size of the majority (at least three as per Asch, 1951), relation of participants to the majority, availability of the subject's response to the majority, the magnitude of error, and gender of participants (more or less equal number of boys and girls)

Procedure

The subjects were tested on (i) PPRSQ (Gerlsma *et al.*, 1991), (ii) HVIC (Singelis *et al.*, 1995), (iii) CIAV (Chan, 1994) and (iv) COS (Bierbrauer, 1994) in their classrooms, with 30 to 40 subjects of either sex in each group in the presence of the researcher. After a careful explanation of instructions for completing the questionnaires, the researcher demonstrated the tasks of the subjects by citing one common example for each questionnaire. The subjects were required to fill out their questionnaire sets anonymously in order to minimise the potential influence of social desirability response sets. In other words the subjects were assured to give free and unbiased expressions. The background demographic sheets (copy given in Appendix - 7) were then distributed and filled up by each subject. Each testing session lasted for about half an hour.

The outcomes of the overall analyses are presented in the chapter to follow.

Chapter – IV

RESULTS AND DISCUSSION

Subject-wise scores on the specific items of Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma *et al.*, 1991), the Horizontal and Vertical Individualism and Collectivism Scale (HVIC; Singelis *et al.*, 1995), Individualistic and Collectivistic Attitude and Value Scale (CIAV; Chan, 1994), and Cultural Orientation Scale (COS; Bierbrauer *et al.*, 1994) were separately prepared and analysed to check their psychometric adequacy for measurement purposes across the samples: Mizo and Khasi adolescents (boys and girls). The psychometric adequacy of the behavioural measures was analysed by employing SYSTAT 7.0.1 (SPSS Inc., 1997) in a step-wise manner: for Mizo and for Khasi adolescents (for boys, for girls, and for the whole sample) separately in an effort to evolve consistency in results (emic approach), and to derive empirical bases for cross-cultural comparisons (etic approach). For this purpose, response matrix of the four groups (2 culture x 2 sex) for each of the behavioural measures was scrutinised to check response endorsement for each item. Analysis revealed that the specific items of the behavioural measures were endorsed within the optimal limits ($p = < 5\ \%$ or $p = > 95\ \%$), thus ensuring for further psychometric analyses.

The preliminary psychometric checks of the behavioural measures included (i) item-total coefficient of correlation (and the relationship between the specific items of the sub-scales/sub-factors as an index of internal consistency). The items showing substantial item-total coefficient of correlation (= or > than 0.30) in the analysis of the whole sample, but some items showing identical trends in the analyses for boys and girls separately but of slightly lower strength (lower than 0.30) were retained for further analyses, (ii) reliability coefficient (Cronbach alpha and split-half reliability for the sub-scales/sub-factors), (iii) relative interdependence of the sub-scales/sub-factors; and (iv) the predictive validity of the test scores by highlighting 'sex' differences (boys versus girls) on each of the sub-scale/sub-factor measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS) , and the significant independent and interaction effects of 'parental sex' (fathers and mothers) and 'adolescent sex'

(boys and girls) variables on R, EW, OP and FS scales of PPRSQ among Mizo adolescents (the first objective). Following these observations, the relationship between the various measures of individualism and collectivism (and factor analysis) was computerised with the objective to elucidate the external criterion of validation of individualism and collectivism. Furthermore, the study aimed to elucidate the predictability of R, EW, OP, and FS sub-factors (independent variables) of PPRSQ on HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS (dependent variables), each at a time. The outcomes of the overall analyses among **Mizo** adolescents (for boys, for girls, and for the whole sample) together with the relevant discussions are presented in Appendices – 8.1.1 to 8.7.13.

Similarly, the preliminary psychometric checks of the behavioural measures, the relationship between the various measures of individualism and collectivism (and factor analysis), and the predictability of the of R, EW, OP, and FS sub-factors of PPRSQ (independent variables) on HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS (dependent variables), each at a time, were computerised. The outcomes of the overall analysis among **Khasi** adolescents (for boys, for girls, and for the whole sample) together with the relevant discussions are presented in Appendices – 9.1.1 to 9.7.13.

The preliminary psychometric analyses of the behavioural measures (PPRSQ, HVIC, CIAV and COS) in Mizo (vide Appendices 8.1.1 to 8.7.13) and Khasi (vide Appendices 9.1.1 to 9.7.13) cultural groups separately revealed their trustworthiness, but some of the items of the specific behavioural measures which failed to satisfy the statistical criterion (= or > 0.30 item-total coefficient of correlation), were deleted (and the results shown were based on the items so finally retained for the Mizo and Khasi cultures). A comparative evaluation of the results among Mizo (vide Appendices 8.1.1 to 8.7.13) and Khasi (vide Appendices 9.1.1 to 9.7.13) cultures revealed that (a) item 1 and 4 of R sub-scale, 21 and 36 of EW sub-scale, and 49 of OP sub-scale of PPRSQ failed to satisfy the statistical criterion (= or > 0.30 item-total coefficient of

correlation) among the Mizo; whereas items 1, 8, and 18 of R sub-scale, 27, 32, and 33 of EW sub-scale, and 40 and 49 of OP sub-scale of the PPRSQ failed to satisfy statistical criterion among the Khasi; (b) item 16 of VI sub-scale, and 32 of VC sub-scale of HVIC scale failed to satisfy the statistical criterion among the Mizo; whereas item 16 of VI sub-scale of HVIC scale failed to satisfy the statistical criterion among the Khasi adolescents; (c) item 13 of IA sub-scale and item 21 of IV sub-scale among the Mizo, and items 10 and 13 of IA sub-scale of CIAV scale for Khasi failed to satisfy the statistical criterion; and (d) items 6 and 8 of NORC sub-scale and items 14, 18, and 21 of EVAC sub-scale of COS among the Mizo; and item 8 of NORC sub-scale and items 18, 19 and 21 of EVAC sub-scale of COS among the Khasi failed to satisfy the statistical criterion. Besides, the inter-scale relationships between the various sub-scales of I and C (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS) showed different patterns of relationship between individualism and collectivism sub-scales across the cultural groups (Mizo and Khasi). For instance, significant negative coefficient of correlation emerged between CA versus HI and EVAC versus IA among the Mizo (vide Appendix – 8.5.1); whereas the same were found to be positively correlated among the Khasi (Appendix – 9.5.1).

Furthermore, the three-factor structure of the sub-scale/sub-factor measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC and EVAC) among the Mizo revealed that (a) HC and VC (sub-scales of HVIC) and CV and CA (sub-scales of CIAV) loaded on the first factor (explaining 27.96 % of variance), (b) HI (sub-scale of HVIC), and IA and IV (sub-scales of CIAV) loaded on the second factor (explaining 19.09 % of variance), and (c) EVAC and NORC (sub-scales of COS) and VI (sub-scales of HVIC) loaded to the third factor (explaining 9.77 % of variance). The results are shown in Appendix - 8.6.1 a, b, c, d, e, f and Figure - 2). Similar analysis among the Khasi revealed that (a) VC, HI, HC and VI (sub-scales of HVIC) loaded on the first factor (explaining 34.26 % of variance), (b) NORC and EVAC (sub-scale of COS) loaded on the second factor (explaining 14.38 % of variance), and (c)

IA, CV and IV (sub-scales of CIAV) loaded to the third factor (explaining 11.57 % of variance). The results are shown in Appendix - 9.6.1. a, b, c, d, e, f and Figure - 3. These observations (as presented in the foregoing) suggest that the test scores as such are not comparable.

Therefore, it became imperative to work out the (a) common items showing identical loadings; and (b) identical factor structures for comparability of the test scores in view of the theoretical and methodological foundations pertaining to the measurement and comparability of the test scores across cultures (Witkin & Berry, 1975; Berry, 1974; Eysenck & Eysenck, 1983; Poortinga, 1989; van de Vijver & Poortinga, 1997; van de Vijver & Leung, 1997). Keeping in view the observations: (i) item-total coefficient of correlation of the common items with the defined criterion (loading = or > 0.30), (ii) reliability coefficient (Cronbach alpha and split-half reliability), (iii) the inter-scale relationships between the behavioural measures, and (iv) the predictive validity of the test scores among Mizo and Khasi adolescents were re-analysed (and presented in the ensuing).

Psychometric Adequacy of Common Items of the Behavioural Measures Among the Mizo

Perceived parental Rearing Style Questionnaire (PPRSQ)

The psychometric criterion fixed (= or > 0.30 item-total coefficient of correlation across both Mizo and Khasi cultural groups) derived 15 common items for R (out of 17), 14 common items for EW (out of 17) 9 common items for OP (out of 10) and 5 common items for FS (out of 5) sub-scales/sub-factors of PPRSQ. Item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), reliability coefficients (Cronbach alpha and split-half reliability), relationship between the scales, and M±SD of the common items of PPRSQ sub-scales (R, EW. OP and FS) over the levels of analyses: (boys and girls for fathers and mothers separately and over the level of 'parental sex' with sex of the adolescents pooled under each) are given together in Table 1.1.1.

Table – 1.1.1: Item-total coefficient of correlation, reliability coefficient, relationships and M+SD values of PPRSQ sub-factors over the levels of analysis for Mizo adolescents.

	Mizo boys for father				Mizo boys for mother				Mizo girls for father				Mizo girls for mother				Mizo father(boys + girls)				Mizo Mother (boys+girls)			
PPRSQ Sub-scales	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS
R	**0.36**	-0.01	0.11	0.10	**0.45**	-0.17	-0.09	0.21	**0.31**	-0.12	0.11	0.01	**0.42**	-0.23	-0.04	0.06	**0.34**	-0.07	0.11	0.05	**0.44**	-0.20	-0.07	0.13
R	**0.44**	-0.19	-0.02	0.08	**0.43**	-0.16	-0.01	0.06	**0.43**	-0.15	-0.03	0.04	**0.58**	-0.20	0.01	0.12	**0.43**	-0.18	-0.02	0.06	**0.50**	-0.17	0.00	0.09
R	**0.57**	-0.40	-0.05	0.26	**0.60**	-0.43	-0.24	0.07	**0.47**	-0.37	-0.03	-0.06	**0.49**	-0.44	-0.07	-0.03	**0.53**	-0.39	-0.04	0.11	**0.54**	-0.43	-0.16	0.02
R	**0.53**	-0.37	-0.12	0.19	**0.49**	-0.44	-0.29	0.15	**0.52**	-0.23	-0.07	0.04	**0.49**	-0.20	0.10	0.16	**0.51**	-0.30	-0.09	0.13	**0.48**	-0.32	-0.11	0.16
R	**0.24**	0.03	0.20	0.14	**0.29**	-0.05	-0.02	0.05	**0.40**	-0.01	-0.10	0.12	**0.54**	-0.08	0.17	0.11	**0.32**	0.01	0.07	0.13	**0.34**	-0.06	0.03	0.06
R	**0.44**	-0.21	-0.04	0.27	**0.48**	-0.22	-0.05	0.17	**0.47**	-0.33	-0.13	-0.06	**0.54**	-0.35	0.06	0.00	**0.45**	-0.26	-0.08	0.10	**0.50**	-0.26	0.01	0.10
R	**0.57**	-0.31	0.04	0.02	**0.58**	-0.32	-0.02	-0.01	**0.54**	-0.30	0.08	-0.01	**0.61**	-0.22	0.16	0.00	**0.56**	-0.31	0.05	0.00	**0.59**	-0.29	0.05	-0.01
R	**0.49**	-0.23	-0.14	0.03	**0.40**	-0.13	-0.01	0.07	**0.60**	-0.18	0.01	-0.01	**0.54**	-0.27	0.07	0.04	**0.54**	-0.21	-0.08	0.01	**0.47**	-0.20	0.02	0.05
R	**0.53**	-0.15	0.23	0.23	**0.50**	-0.17	0.05	0.11	**0.44**	-0.12	0.10	0.08	**0.49**	-0.19	0.07	0.05	**0.49**	-0.14	0.17	0.15	**0.49**	-0.19	0.05	0.07
R	**0.48**	-0.19	0.18	0.22	**0.37**	-0.15	0.05	0.02	**0.47**	-0.04	0.10	-0.01	**0.51**	-0.12	0.06	0.08	**0.48**	-0.12	0.14	0.11	**0.44**	-0.14	0.05	0.04
R	**0.42**	-0.16	0.14	0.02	**0.44**	-0.09	0.10	-0.01	**0.54**	-0.22	0.13	-0.05	**0.52**	-0.28	0.00	0.06	**0.48**	-0.19	0.13	-0.02	**0.48**	-0.18	0.05	0.01
R	**0.53**	-0.14	0.00	0.22	**0.51**	-0.17	-0.07	0.06	**0.71**	-0.14	0.05	0.05	**0.64**	-0.08	0.08	0.14	**0.62**	-0.14	0.02	0.13	**0.57**	-0.12	0.01	0.10
R	**0.55**	-0.24	-0.05	0.08	**0.54**	-0.21	0.01	0.04	**0.57**	-0.09	0.08	0.01	**0.58**	-0.18	0.04	0.13	**0.56**	-0.17	0.01	0.05	**0.56**	-0.20	0.02	0.08
R	**0.25**	0.08	0.12	0.00	**0.31**	0.09	0.13	0.06	**0.50**	0.04	0.26	0.02	**0.37**	0.00	0.08	0.09	**0.39**	0.05	0.17	0.00	**0.34**	0.04	0.10	0.06
R	**0.48**	-0.07	0.00	0.13	**0.46**	-0.20	-0.04	0.06	**0.45**	-0.16	-0.25	0.07	**0.49**	-0.18	-0.12	0.12	**0.47**	-0.12	-0.12	0.10	**0.47**	-0.18	-0.08	0.09
EW	-0.15	**0.46**	0.13	-0.04	-0.23	**0.48**	0.15	0.09	-0.08	**0.45**	0.09	0.00	-0.18	**0.42**	0.09	-0.02	-0.12	**0.45**	0.12	-0.02	-0.21	**0.46**	0.13	0.05
EW	-0.02	**0.51**	0.19	0.00	-0.01	**0.50**	0.18	0.25	-0.07	**0.53**	0.20	0.29	-0.09	**0.53**	0.09	0.14	-0.05	**0.52**	0.20	0.14	-0.05	**0.52**	0.16	0.21
EW	-0.27	**0.61**	0.33	-0.05	-0.28	**0.68**	0.34	0.15	-0.16	**0.58**	0.21	0.17	-0.12	**0.46**	0.17	0.02	-0.21	**0.60**	0.27	0.07	-0.21	**0.59**	0.27	0.11
EW	-0.38	**0.59**	0.15	-0.07	-0.36	**0.66**	0.22	0.06	-0.20	**0.54**	0.26	0.11	-0.32	**0.63**	0.13	0.12	-0.28	**0.56**	0.20	0.01	-0.34	**0.63**	0.18	0.09
EW	-0.16	**0.56**	0.33	0.02	-0.20	**0.61**	0.40	0.10	-0.06	**0.53**	0.25	0.19	-0.08	**0.58**	0.31	0.26	-0.11	**0.55**	0.29	0.10	-0.14	**0.60**	0.36	0.17
EW	-0.25	**0.49**	0.26	-0.08	-0.17	**0.41**	0.29	-0.04	-0.29	**0.60**	0.27	0.05	-0.10	**0.43**	0.29	0.07	-0.27	**0.54**	0.27	-0.02	-0.14	**0.42**	0.30	0.01
EW	-0.25	**0.56**	0.37	-0.03	-0.41	**0.61**	0.29	0.06	-0.21	**0.59**	0.35	0.07	-0.37	**0.51**	0.23	0.08	-0.22	**0.57**	0.36	0.02	-0.39	**0.55**	0.26	0.07
EW	-0.30	**0.60**	0.39	-0.09	-0.28	**0.61**	0.45	0.11	-0.27	**0.69**	0.13	0.09	-0.33	**0.60**	0.18	-0.03	-0.30	**0.64**	0.27	0.00	-0.30	**0.61**	0.33	0.05
EW	-0.22	**0.54**	0.24	0.10	-0.20	**0.49**	0.28	0.09	-0.15	**0.42**	0.07	0.02	-0.35	**0.51**	0.04	0.02	-0.19	**0.48**	0.17	0.06	-0.26	**0.50**	0.19	0.07
EW	-0.08	**0.49**	0.26	0.00	-0.12	**0.47**	0.19	-0.10	-0.16	**0.54**	0.03	0.15	-0.25	**0.60**	0.16	0.20	-0.13	**0.52**	0.16	0.08	-0.19	**0.53**	0.17	0.05
EW	-0.28	**0.62**	0.22	-0.04	-0.25	**0.43**	0.27	0.05	-0.24	**0.58**	0.09	0.12	-0.11	**0.64**	0.24	0.10	-0.26	**0.60**	0.16	0.03	-0.18	**0.53**	0.26	0.08

EW	-0.39	**0.64**	0.21	-0.12	-0.43	**0.66**	0.31	0.12	-0.36	**0.65**	0.17	0.03	-0.42	**0.63**	0.17	-0.02	-0.37	**0.64**	0.19	-0.04	-0.43	**0.65**	0.25	0.06
EW	-0.07	**0.32**	0.08	-0.03	-0.05	**0.27**	0.13	-0.14	-0.06	**0.34**	0.16	0.11	-0.10	**0.34**	0.17	0.09	-0.07	**0.33**	0.12	0.04	-0.07	**0.30**	0.14	-0.05
EW	-0.09	**0.61**	0.23	-0.07	-0.08	**0.63**	0.35	0.17	-0.17	**0.63**	0.20	0.34	-0.19	**0.64**	0.24	0.20	-0.13	**0.62**	0.22	0.12	-0.13	**0.63**	0.30	0.19
OP	-0.02	0.34	**0.38**	-0.02	-0.05	0.23	**0.35**	0.13	0.16	0.11	**0.45**	-0.04	0.07	0.12	**0.31**	0.13	0.08	0.22	**0.40**	-0.04	0.00	0.19	**0.34**	0.14
OP	0.12	0.19	**0.48**	-0.02	-0.08	0.27	**0.54**	0.12	0.03	0.02	**0.34**	0.10	0.10	0.13	**0.40**	0.03	0.08	0.11	**0.42**	0.04	-0.01	0.22	**0.49**	0.09
OP	0.07	0.01	**0.44**	0.03	0.04	0.03	**0.41**	0.02	-0.05	0.19	**0.49**	0.09	0.15	0.09	**0.56**	0.16	0.01	0.09	**0.47**	0.06	0.09	0.06	**0.48**	0.08
OP	0.02	0.33	**0.53**	-0.08	-0.07	0.30	**0.53**	0.00	0.05	0.29	**0.49**	0.03	0.04	0.22	**0.45**	-0.01	0.02	0.31	**0.51**	-0.02	-0.03	0.28	**0.50**	0.01
OP	0.04	0.26	**0.43**	0.17	0.12	0.21	**0.34**	0.12	0.20	-0.07	**0.42**	0.15	0.13	-0.02	**0.49**	0.13	0.13	0.10	**0.42**	0.16	0.12	0.09	**0.40**	0.12
OP	0.25	0.15	**0.42**	0.07	0.12	0.22	**0.54**	0.29	0.14	0.06	**0.50**	0.02	0.22	-0.04	**0.40**	0.09	0.19	0.11	**0.46**	0.05	0.16	0.11	**0.49**	0.21
OP	0.00	0.12	**0.43**	-0.06	-0.02	0.23	**0.47**	-0.15	-0.03	0.29	**0.53**	0.08	-0.05	0.39	**0.60**	0.04	-0.01	0.20	**0.48**	0.01	-0.03	0.30	**0.52**	-0.06
OP	-0.04	0.15	**0.49**	-0.07	-0.16	0.31	**0.48**	-0.14	-0.18	0.25	**0.37**	0.02	-0.21	0.23	**0.28**	0.04	-0.12	0.20	**0.44**	-0.02	-0.19	0.28	**0.40**	-0.04
OP	-0.08	0.33	**0.59**	0.04	-0.18	0.37	**0.53**	0.08	-0.11	0.24	**0.50**	0.09	-0.11	0.26	**0.50**	0.11	-0.08	0.28	**0.53**	0.06	-0.14	0.30	**0.50**	0.08
FS	0.07	0.07	0.08	**0.61**	0.06	0.13	0.12	**0.63**	-0.05	0.18	0.11	**0.69**	0.08	0.00	0.07	**0.63**	0.01	0.12	0.09	**0.64**	0.07	0.07	0.09	**0.62**
FS	0.31	-0.02	0.11	**0.63**	0.16	0.21	0.27	**0.66**	0.01	0.26	0.17	**0.72**	0.21	0.17	0.23	**0.68**	0.14	0.12	0.15	**0.67**	0.17	0.21	0.26	**0.67**
FS	0.15	-0.10	-0.02	**0.72**	0.06	-0.04	-0.07	**0.76**	0.01	0.05	0.05	**0.69**	0.08	0.08	0.06	**0.74**	0.09	-0.04	0.01	**0.70**	0.07	0.02	-0.01	**0.75**
FS	0.15	-0.07	-0.09	**0.68**	0.06	0.22	0.06	**0.74**	0.10	0.25	0.16	**0.77**	0.07	0.17	0.18	**0.73**	0.11	0.09	0.03	**0.73**	0.05	0.21	0.12	**0.74**
FS	0.15	-0.09	-0.03	**0.39**	0.16	-0.07	0.00	**0.32**	0.04	0.01	-0.07	**0.32**	-0.01	0.11	0.01	**0.35**	0.10	-0.04	-0.04	**0.36**	0.08	0.01	0.01	**0.33**
Cronbach alpha	0.73	0.81	0.55	0.56	0.66	0.79	0.55	0.59	0.77	0.82	0.51	0.65	0.80	0.81	0.49	0.61	0.75	0.81	0.53	0.60	0.73	0.81	0.53	0.60
split half	0.74	0.76	0.62	0.60	0.67	0.82	0.60	0.68	0.76	0.83	0.48	0.73	0.82	0.85	0.42	0.65	0.75	0.79	0.56	0.66	0.75	0.83	0.52	0.65
Interscale relationship																								
R	1.00				1.00				1.00				1.00				1.00				1.00			
EW	-0.37**	1.00			-0.39**	1.00			-0.32**	1.00			-0.38**	1.00			-0.35**	1.00			-0.39**	1.00		
OP	0.10	0.44**	1.00		-0.06	0.52**	1.00		0.05	0.33**	1.00		0.09	0.34**	1.00		0.07	0.39**	1.00		0.01	0.44**	1.00	
FS	0.28**	-0.07	0.02	1.00	0.16*	0.14*	0.12*	1.00	0.03	0.24**	0.14*	1.00	0.14*	0.17*	0.18*	1.00	0.15*	0.09	0.08	1.00	0.15*	0.16*	0.16*	1.00
MEAN	29.37	41.88	24.48	10.37	29.07	44.01	25.85	10.68	28.46	42.51	24.78	10.68	28.58	45.13	26.36	11.08	28.91	42.19	24.63	10.53	28.83	44.57	26.11	10.88
SD	4.96	5.07	3.12	2.15	5.28	4.95	3.18	2.35	4.99	4.85	2.85	2.10	5.46	4.59	2.86	2.10	4.99	4.96	2.98	2.13	5.37	4.80	3.03	2.23

** significant at 0.01 level * significant at 0.05 level

An overview of results (Table 1.1.1) of (i) item-total coefficient of correlation, (ii) reliability coefficient; and (iii) relationships between the sub-factors of PPRSQ (R, EW, OP, and FS): (a) significantly negative coefficient of correlation between R and EW sub-factors; and (b) moderately positive coefficient of correlation between scales at each level of analysis revealed similar observations as noted for the first part of analyses. The findings find explanatory bases from literature (Perris *et al.*, 1980; Arrindell *et al.*, 1986 a & b; Gerlsma *et al.*, 1991; Singh and Fente, 1998).

The predictive validity of the four PPRSQ sub-scales (R, EW, OP and FS) was separately highlighted by applying 2 x 2 ANOVA (2 adolescents sex x 2 parental sex) with repeated measures on the last component (parental sex), and the results are given together in Table – 1.1.2. Results of 2 x 2 ANOVA (2 adolescents sex x 2 parental sex) with repeated measures on the last component (vide Table - 1.1.2) revealed (a) significant 'parent' effects on EW, OP and FS sub-factors. Post-hoc Mean comparisons indicated (i) mothers to be more emotionally warm (Mean = 44.57) as compared to fathers (Mean = 42.19), more overprotective (Mean = 26.11) as compared to fathers (Mean = 24.68), and more favouring (Mean = 10.88) as compared to fathers (Mean = 10.53), which finds support from literature that parents show differences in the extent of involvement with their children: fathers are less involved with parenting, and that mothers are the primary caregivers and main agent of socialization (Clarke-Stewart , 1978; Pederson *et al.*, 1980 ; Hetherington *et al.*, 1978). Results failed to evince any instance of significant independent effect of 'sex' interaction variance between '2 adolescent sex x 2 parental sex' variables on the sub-factor measures of PPRSQ.

Table – 1.1.2: Results of 2 x 2 ANOVA (2 adolescent sex x 2 parental sex with repeated measures on the last component) on the sub-factors of PPRSQ for Mizo adolescents.

PPRSQ Sub-scales	Source	SS	df	MS	F	P
Rejection (R)	Between Subjects					
	SEX	77.280	1	77.280	1.691	0.194
	Error	14351.320	314	45.705		
	Within Subjects					
	PARENT	1.153	1	1.153	0.146	0.702
	PARENT x SEX	7.103	1	7.103	0.900	0.343
	Error	2477.244	314	7.889		
Emotional Warmth (EW)	Between Subjects					
	SEX	120.532	1	120.532	3.273	0.071
	Error	11561.804	314	36.821		
	Within Subjects					
	PARENT	894.785	1	894.785	85.022	0.000
	PARENT x SEX	9.627	1	9.627	0.915	0.340
	Error	3304.589	314	10.524		
Overprotection (OP)	Between Subjects					
	SEX	25.521	1	25.521	1.672	0.197
	Error	4794.079	314	15.268		
	Within Subjects					
	PARENT	345.078	1	345.078	124.160	0.000
	PARENT x SEX	1.723	1	1.723	0.620	0.432
	Error	872.699	314	2.779		
Favouring Subject (FS)	Between Subjects					
	SEX	20.204	1	20.204	2.613	0.107
	Error	2427.965	314	7.732		
	Within Subjects					
	PARENT	20.204	1	20.204	11.597	0.001
	PARENT x SEX	0.267	1	0.267	0.153	0.695
	Error	547.028	314	1.742		

Horizontal and Vertical Dimensions of Individualism and Collectivism (HVIC)

The psychometric criterion fixed (= or > 0.30 item-total coefficient of correlation across both Mizo and Khasi cultural groups) derived 8 common items for HI, 7 common items for VI, 8 common items for HC and 7 common items for VC sub-scales of HVIC (as observed in the first part of the analyses). The results are shown in Table - 1.2.1 and Table - 1.2.2 which revealed substantial item-total coefficient of correlation (and relationship between the items of the specific scales) for the four sub-scales (HI, VI, HC and VC), and moderate order of reliability coefficient (Cronbach alpha and Split-half reliability) over all the levels of analysis: for boys, for girls, and for the whole sample (boys + girls). Inter-scale coefficient of correlation (Table – 1.2.1) emerged to be significantly positive between (a) HI and VI, (b) VI and HC, (c) VI and VC, (d) HC and VC; and (e) non-significant positive relationships between all other scale combinations (except for a lone instance of non-significant negative relationship between HI and HC for Mizo girls). Significant positive coefficient of correlation between (i) HI versus VI scales emerged to be contrary to the observations among Illinois sample (Triandis *et al.*, 1998), (ii) HC versus VC scales emerged to be similar to the observations among Hawaii and Illinois samples (Singelis *et al.*, 1995), and among U.S, Taiwan and Argentine samples (Chiou, 2001); and, (iii) VI versus HC emerged to be similar to Hawaii (Singelis *et al.*, 1995) and Taiwan (Chiou, 2001) samples, however, contrary to the observations among Argentine (Chiou, 2001) and U.S (Chiou, 2001; Singelis *et al.*, 1995) samples.

Table – 1.2.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of HVIC sub-factors over the levels of analysis for Mizo adolescents.

HVIC	MIZO BOYS				MIZO GIRLS				MIZO (BOYS PLUSGIRLS)			
Sub-scales	HI	VI	HC	VC	HI	VI	HC	VC	HI	VI	HC	VC
HI1	**0.54**	0.15	0.02	0.00	**0.59**	0.04	-0.12	-0.17	**0.58**	0.09	-0.06	-0.11
HI2	**0.37**	0.02	0.03	0.07	**0.37**	0.18	-0.06	0.22	**0.38**	0.09	-0.03	0.12
HI3	**0.49**	0.03	0.01	-0.09	**0.51**	0.01	-0.13	-0.08	**0.49**	0.02	-0.06	-0.08
HI4	**0.45**	0.13	0.13	-0.02	**0.40**	0.30	0.05	0.12	**0.42**	0.21	0.09	0.04
HI5	**0.57**	0.14	0.27	0.11	**0.46**	0.12	-0.05	-0.05	**0.52**	0.13	0.10	0.01
HI6	**0.45**	0.09	0.14	0.12	**0.40**	0.18	0.04	0.24	**0.41**	0.14	0.10	0.20
HI7	**0.36**	0.04	0.03	0.00	**0.44**	0.25	0.02	0.17	**0.39**	0.14	0.02	0.08
HI8	**0.30**	0.07	-0.09	-0.13	**0.47**	0.14	-0.03	-0.11	**0.41**	0.09	-0.07	-0.15
VI1	-0.03	**0.56**	-0.07	-0.06	0.07	**0.50**	-0.11	-0.06	0.02	**0.53**	-0.09	-0.06
VI2	0.04	**0.38**	0.17	0.14	-0.02	**0.46**	0.28	0.31	-0.01	**0.42**	0.22	0.23
VI3	0.10	**0.58**	0.13	0.01	0.28	**0.66**	0.02	0.06	0.18	**0.62**	0.08	0.05
VI4	0.06	**0.43**	0.12	0.18	-0.04	**0.36**	0.35	0.31	0.00	**0.39**	0.20	0.24
VI5	0.16	**0.53**	0.23	0.17	0.25	**0.61**	0.27	0.31	0.20	**0.57**	0.25	0.24
VI6	0.10	**0.47**	0.37	0.14	0.23	**0.56**	0.37	0.42	0.16	**0.52**	0.37	0.29
VI7	0.20	**0.51**	0.07	0.01	0.27	**0.58**	0.26	0.24	0.25	**0.54**	0.16	0.11
HC1	0.10	0.19	**0.56**	0.14	0.08	0.21	**0.64**	0.27	0.08	0.21	**0.60**	0.21
HC2	0.02	0.01	**0.54**	0.37	-0.13	0.20	**0.62**	0.45	-0.06	0.11	**0.58**	0.41
HC3	-0.01	0.09	**0.51**	0.20	0.02	0.15	**0.44**	0.32	0.01	0.12	**0.47**	0.24
HC4	0.08	0.16	**0.37**	0.20	0.05	0.28	**0.41**	0.31	0.04	0.21	**0.39**	0.26
HC5	0.05	0.13	**0.63**	0.22	-0.29	0.10	**0.61**	0.15	-0.13	0.12	**0.62**	0.21
HC6	-0.04	0.26	**0.52**	0.15	-0.37	0.13	**0.47**	0.27	-0.20	0.20	**0.50**	0.22
HC7	0.24	0.08	**0.36**	0.11	0.13	0.03	**0.31**	0.08	0.18	0.06	**0.33**	0.09
HC8	0.09	0.16	**0.54**	0.27	-0.05	0.28	**0.65**	0.22	0.03	0.22	**0.58**	0.22
VC1	-0.09	-0.02	0.08	**0.59**	-0.07	0.33	0.33	**0.59**	-0.08	0.16	0.21	**0.58**
VC2	0.06	-0.08	0.06	**0.60**	-0.01	0.14	0.24	**0.47**	0.01	0.03	0.15	**0.54**
VC3	0.01	0.02	0.15	**0.48**	0.13	0.12	0.05	**0.49**	0.06	0.08	0.10	**0.50**
VC4	0.02	0.06	0.18	**0.48**	-0.03	0.20	0.31	**0.41**	-0.02	0.13	0.24	**0.45**
VC5	-0.04	0.17	0.29	**0.24**	0.03	0.12	0.14	**0.34**	-0.01	0.15	0.22	**0.30**
VC6	-0.04	0.19	0.27	**0.35**	0.12	0.12	0.25	**0.48**	0.04	0.15	0.26	**0.42**
VC7	0.16	0.25	0.42	**0.39**	0.01	0.13	0.30	**0.42**	0.08	0.20	0.37	**0.41**
Cronbach alpha	0.41	0.49	0.55	0.36	0.46	0.57	0.56	0.34	0.44	0.53	0.55	0.36
Split half	0.35	0.39	0.49	0.51	0.35	0.51	0.59	0.37	0.36	0.44	0.54	0.45
Interscale relationship												
HI	1.00				1.00				1.00			
VI	0.19**	1.00			0.32**	1.00			0.25**	1.00		
HC	0.15**	0.25**	1.00		-0.09	0.31**	1.00		0.02	0.29**	1.00	
VC	0.02	0.14**	0.40**	1.00	0.07	0.36**	0.46**	1.00	0.02	0.26**	0.44**	1.00
MEAN	45.03	46.92	55.83	46.13	42.80	47.64	56.80	48.14	43.91	47.28	56.32	47.14
SD	8.11	6.47	6.80	6.09	8.36	6.62	6.88	6.23	8.30	6.54	6.84	6.23

** significant at 0.01 level * significant at 0.05 level

Recent studies suggest that HVIC show inconsistencies across cultures and nations, raising the concern that Western instruments may be less discriminating in Eastern societies (Chiou, 2001). Chiou (2001) observed different patterns of correlations between the four scales in different cultures, suggesting that the horizontal and vertical collectivism are not clearly differentiated in meaning across different cultures. Triandis *et al.*, (1998) reflected the differentiation between horizontal and vertical individualism, whereas horizontal and vertical collectivism were not discriminately different, explaining that the horizontal and vertical collectivism both emphasise sociability but are distinct in terms of their emphasis on family integrity and interdependence. Singelis *et al.*, (1995), on the contrary, found that horizontal and vertical collectivism are strongly related, whereas horizontal and vertical individualism are not related, and that horizontality and verticality are significantly positively correlated irrespective of individualism or collectivism. The findings of the study coupled with the observations of Chiou (2001) and Singelis *et al.*, (1995) suggests that the HVIC scales are emic variables, and further extended studies are desirable to explore these culture-bound issues on the relationships between HVIC scales across cultures.

The predictive validity of the four scales (HI, VI, HC, and VC) were highlighted by applying One-Way ANOVA for 'sex' (boys and girls) which are put together in Table - 1.2.2.

Table – 1.2.2: Results of one-way ANOVA (K=2) on HVIC sub-factors for Mizo adolescents.

HVIC Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
HI	SEX	392.101	1	392.101	5.776	0.017
	Error	21315.418	314	67.883		
VI	SEX	41.127	1	41.127	0.961	0.328
	Error	13436.367	314	42.791		
HC	SEX	75.051	1	75.051	1.605	0.206
	Error	14683.304	314	46.762		
VC	SEX	318.003	1	318.003	8.373	0.004
	Error	11925.146	314	37.978		

Results (vide Table - 1.2.2) revealed significant 'sex' effect on HI and VC scales. Post-hoc Mean comparisons indicated that (i) boys (Mean = 45.03) are more horizontally

individualistic than girls (Mean = 42.8) [*Horizontal Individualism (HI) is conception of an autonomous individual and emphasis on equality*], and (ii) girls (Mean = 48.14) are more Vertically Collectivistic than boys (Mean = 46.13) [*Vertical Collectivism (VC) is perceiving the self as a part / an aspect of a collective, and accepting inequalities within the collective*], indicating a reverse trend of individualism and collectivism in boys and girls in the patrilinial culture of the Mizo where the lineage is in the male line, and corroborating evidences of differential socialisation of boys and girls (Lytton & Romney, 1991).

Collectivistic and Individualistic Attitudes and Values (CIAV)

Analysis (as per the statistical criterion) derived 6 common items for CA (out of 6), 5 common items for IA (out of 6), 6 common items for CV (out of 6) and 6 common items for IV (out of 6) sub-scales of CIAV. Item-total coefficient of correlation (and the relationship between the specific items), reliability coefficients (Cronbach alpha and split-half reliability), relationship together with the M±SD values of CIAV sub-scales (CA, IA, CV, and IV) for boys, for girls, and for the whole sample (boys plus girls) are put together in Table – 1.3.1. Item-total coefficient of correlation (and the relationships of the specific items with other sub-scales) of the common items, and consistently moderate reliability coefficients (Cronbach alpha and split-half reliability) for the value scales (IV and CV) and low reliability coefficients for the attitude scales (CA and IA) emerged to be substantial at each level of analysis (Table – 1.3.1). The observations of the study find corroborative evidences from the original construction of the scale (Chan, 1994) where the lower than required alphas were attributed to the heterogeneity of the items, supporting the findings in the collectivism literature that the alphas using these types of attitude items are generally relatively low (Hui, 1988; Leung & Iwawaki, 1988; Triandis *et al.*, 1993).

Table – 1.3.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of CIAV sub-factors over the levels of analysis for Mizo adolescents.

CIAV	MIZO BOYS				MIZO GIRLS				MIZO (BOYS PLUS GIRLS)			
Sub-scales	CA	IA	CV	IV	CA	IA	CV	IV	CA	IA	CV	IV
CA	**0.50**	-0.05	0.00	0.01	**0.63**	-0.10	0.06	0.10	**0.56**	-0.07	0.03	0.05
CA	**0.54**	0.08	0.03	0.06	**0.65**	-0.05	0.33	-0.08	**0.59**	0.02	0.16	0.00
CA	**0.35**	0.03	0.00	0.17	**0.45**	-0.04	0.23	0.02	**0.40**	0.00	0.10	0.10
CA	**0.57**	-0.23	0.06	-0.14	**0.60**	-0.37	0.19	-0.27	**0.60**	-0.29	0.13	-0.20
CA	**0.45**	-0.10	0.09	-0.11	**0.39**	0.01	0.31	-0.09	**0.42**	-0.05	0.18	-0.10
CA	**0.45**	0.10	0.01	0.05	**0.45**	0.06	0.17	0.10	**0.46**	0.08	0.09	0.07
IA	-0.13	**0.50**	-0.22	0.10	-0.19	**0.47**	-0.33	0.25	-0.17	**0.49**	-0.27	0.17
IA	0.03	**0.59**	0.08	0.35	-0.21	**0.51**	0.01	0.16	-0.08	**0.55**	0.06	0.26
IA	0.13	**0.54**	-0.02	0.00	0.12	**0.49**	0.08	0.20	0.12	**0.51**	0.02	0.10
IA	-0.14	**0.57**	0.04	0.18	-0.11	**0.49**	-0.03	0.16	-0.13	**0.53**	0.00	0.17
IA	-0.09	**0.49**	-0.15	0.16	-0.01	**0.56**	-0.06	0.27	-0.04	**0.52**	-0.10	0.21
CV	0.21	-0.04	**0.33**	-0.12	0.23	-0.16	**0.48**	-0.20	0.23	-0.08	**0.39**	-0.14
CV	0.06	-0.07	**0.37**	0.02	0.27	-0.12	**0.62**	-0.13	0.16	-0.09	**0.46**	-0.05
CV	-0.04	-0.09	**0.72**	0.36	0.34	-0.19	**0.63**	-0.15	0.11	-0.13	**0.69**	0.16
CV	0.03	0.03	**0.47**	0.22	0.01	0.15	**0.39**	0.03	0.03	0.07	**0.45**	0.15
CV	-0.01	-0.07	**0.63**	0.23	0.11	0.04	**0.51**	0.11	0.05	-0.03	**0.60**	0.17
CV	0.00	-0.01	**0.69**	0.42	0.26	-0.05	**0.65**	-0.07	0.12	-0.03	**0.69**	0.23
IV	0.04	0.20	0.01	**0.43**	-0.20	0.32	-0.29	**0.70**	-0.10	0.25	-0.13	**0.56**
IV	0.08	0.16	0.24	**0.59**	0.16	0.25	-0.03	**0.44**	0.13	0.20	0.16	**0.51**
IV	0.00	0.17	0.17	**0.54**	-0.05	0.27	-0.07	**0.66**	-0.06	0.21	0.03	**0.59**
IV	-0.06	0.09	0.26	**0.44**	0.08	0.03	0.27	**0.27**	0.01	0.06	0.27	**0.36**
IV	-0.04	0.16	0.30	**0.68**	0.00	0.21	-0.06	**0.57**	-0.02	0.18	0.18	**0.63**
IV	-0.03	0.12	0.27	**0.49**	-0.07	0.13	0.00	**0.50**	-0.01	0.12	0.21	**0.47**
Cronbach alpha	0.31	0.38	0.52	0.46	0.49	0.24	0.53	0.51	0.41	0.31	0.56	0.46
Split half	0.26	0.41	0.58	0.43	0.56	0.39	0.65	0.45	0.41	0.39	0.61	0.39
Interscale relationship												
CA	1.00				1.00				1.00			
IA	-0.06	1.00			-0.16**	1.00			-0.11*	1.00		
CV	0.06	-0.06	1.00		0.38**	-0.10*	1.00		0.21**	-0.09	1.00	
IV	0.01	0.29**	0.37**	1.00	-0.05	0.41**	-0.12*	1.00	-0.03	0.35**	0.17**	1.00
MEAN	32.99	19.73	39.20	31.69	34.42	19.64	40.18	31.42	33.70	19.69	39.69	31.56
SD	4.52	4.68	3.36	4.56	4.56	4.25	2.31	4.23	4.59	4.46	2.92	4.39

** significant at 0.01 level * significant at 0.05 level

Analysis of inter-scale coefficients of correlation of CA, IA, CV, and IV sub-scales of CIAV scale also emerged to be similar to the first part of the study: (a) significantly positive relationships emerged between CA versus CV, between IA versus IV; and (b) negative trends of correlation between IA versus CA, IV versus CA, and CV versus IA. This part of results emerged to be similar to that of Chan (1994); however, significant positive relationship between

CV and IV appeared to be contrary to the findings by Chan (1994) in the original construction of the scale that supported a unidimensional construct of individualism-collectivism in opposition to the concerns held by other investigators (Kagitcibasi, 1987; Schwartz, 1990).

The predictive validity of the CIAV sub-scales (CA, IA, CV and IV) was highlighted by applying One-Way ANOVA (K = 2). Table – 1.3.2 shows significant 'sex' effects on CA and CV sub-scales (the findings similar to that of the first part of analysis). Girls (Mean = 34.42) emerged to show greater collectivistic attitude as compared to boys (Mean = 32.99); and at the same time, girls emerged to show greater (Mean = 40.18) collectivistic value as compared to boys (Mean = 39.20), revealing that girls show higher collectivistic value and attitude as compared to boys in the patrilineal culture of the Mizo.

Table – 1.3.2: Results of one-way ANOVA (K=2) on CIAV sub-factors for Mizo adolescents.

CIAV Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
CA	SEX	161.633	1	161.633	7.844	0.005
	Error	6470.405	314	20.606		
IA	SEX	0.712	1	0.712	0.036	0.850
	Error	6277.272	314	19.991		
CV	SEX	76.028	1	76.028	9.126	0.003
	Error	2615.956	314	8.331		
IV	SEX	5.582	1	5.582	0.288	0.592
	Error	6076.392	314	19.352		

Cultural Orientation Scale (COS)

A comparative analysis of item-total coefficient of correlation of the original items of the sub-scales of COS among Mizo and Khasi adolescents (based on the defined psychometric criterion; vide Appendices – 8.4.1 and 9.4.1) derived 11 common items for NORC (out of 11), 9 common items for EVAC (out of 10) sub-scales of COS. Item-total coefficients of correlation of the common items (and the relationships of the specific items of NORC, EVAC and COS), reliability coefficients (Cronbach alpha and split-half reliability), relationship between NORC and EVAC sub-scales with that of COS, and M $\pm$ SD values for Mizo adolescents (for boys, for girls, and for the whole sample) are put together in Table – 1.4.1.

Table – 1.4.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of NORC, EVAC and COS measures over the levels of analysis for Mizo adolescents.

	Mizo boys			Mizo girls			Mizo (boys+girls)		
Scales	NOR	EVA	COS	NOR	EVA	COS	NOR	EVA	COS
NOR	**0.29**	-0.08	0.14	**0.43**	0.10	0.33	**0.37**	0.02	0.25
NOR	**0.42**	0.13	0.33	**0.51**	0.27	0.46	**0.48**	0.21	0.41
NOR	**0.48**	0.31	0.47	**0.47**	0.23	0.42	**0.48**	0.28	0.45
NOR	**0.47**	0.29	0.45	**0.38**	0.11	0.30	**0.42**	0.21	0.38
NOR	**0.32**	-0.06	0.17	**0.37**	0.20	0.34	**0.32**	0.05	0.23
NOR	**0.51**	0.28	0.47	**0.52**	0.22	0.44	**0.50**	0.25	0.45
NOR	**0.43**	0.32	0.44	**0.43**	0.27	0.42	**0.43**	0.30	0.43
NOR	**0.54**	0.32	0.51	**0.54**	0.30	0.50	**0.55**	0.32	0.52
NOR	**0.47**	0.31	0.46	**0.50**	0.38	0.52	**0.50**	0.35	0.50
NOR	**0.54**	0.31	0.50	**0.50**	0.28	0.46	**0.53**	0.31	0.50
NOR	**0.55**	0.36	0.54	**0.61**	0.36	0.58	**0.58**	0.36	0.55
EVA	0.12	**0.41**	0.29	0.35	**0.32**	0.39	0.26	**0.37**	0.36
EVA	0.24	**0.49**	0.42	0.20	**0.44**	0.35	0.24	**0.48**	0.40
EVA	0.24	**0.40**	0.37	0.28	**0.45**	0.41	0.25	**0.42**	0.38
EVA	0.27	**0.43**	0.40	0.33	**0.56**	0.49	0.30	**0.49**	0.44
EVA	0.22	**0.54**	0.43	0.12	**0.53**	0.34	0.18	**0.53**	0.39
EVA	0.32	**0.44**	0.44	0.21	**0.37**	0.33	0.28	**0.41**	0.39
EVA	0.33	**0.55**	0.50	0.23	**0.45**	0.37	0.30	**0.51**	0.46
EVA	0.02	**0.42**	0.24	0.16	**0.49**	0.35	0.11	**0.46**	0.31
EVA	0.19	**0.47**	0.37	0.25	**0.50**	0.41	0.17	**0.44**	0.34
Cronbach	0.59	0.53	0.7	0.65	0.52	0.73	0.63	0.52	0.72
Split half	0.65	0.58	0.75	0.66	0.54	0.73	0.66	0.56	0.75
Interscale r									
NOR	1.00			1.00			1.00		
EVA	0.47**	1.00		0.51**	1.00		0.50**	1.00	
COS	0.88**	0.84**	1.00	0.90**	0.83**	1.00	0.89**	0.83**	1.00
Mean	56.68	49.77	106.45	58.69	50.665	109.35	57.68	50.22	107.90
SD	5.61	4.85	8.99	5.60	4.29	8.61	5.68	4.59	8.91

** significant at 0.01 level * significant at 0.05 level

Results (Table – 1.4.1) revealed substantial item-total coefficient of correlation and reliability coefficients of the NORC, EVAC and COS over the levels of analysis (for boys, for girls, and for the whole sample). The reliability coefficients emerged to be slightly higher as noted in the first part of the analysis. The relationship between NORC and EVAC with that of COS (composite scores of NORC and EVAC) emerged to be highly significantly positively correlated in all probable combinations. This uniform pattern emerged at each level of analysis

(for boys, for girls and for the whole sample) in consonance with the theoretical expectations (Bierbrauer *et al.*, 1994) and the findings of the first part of the analysis.

The predictive validity of the two sub-scales (NORC and EVAC) and the full scale (COS) was highlighted by applying One-Way ANOVA which are put together in Table – 1.4.2. Analogous to the results of the first part of the analysis, results (Table – 1.4.2) revealed significant 'sex' effects on NORC scale and COS. Post- hoc Mean comparisons indicated: (i) girls (Mean = 58.69) to be more normative collectivist as compared to boys (Mean = 56.68); and at the same time, (ii) girls (Mean = 109.4) to be more collectivistic on overall cultural orientation as compared to boys (Mean = 106.45), cross-validating the findings with the other scales of collectivism (of this study).

Table – 1.4.2: Results of one-way ANOVA (K=2) on NORC, EVAC and COS for Mizo adolescents

COS Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
NOR	SEX	320.013	1	320.013	10.195	0.002
	Error	9856.342	314	31.390		
EVA	SEX	62.915	1	62.915	3.002	0.084
	Error	6581.019	314	20.959		
COS	SEX	666.712	1	666.712	8.610	0.004
	Error	24313.247	314	77.431		

Principal Component Factor Analysis of Individualism and Collectivism Scales

Following the analogue as presented in the first part of analysis, the relationships between various sub-scales of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS) with common items among Mizo adolescents (for the whole sample), and Principal Component analysis: scales loading = or > 0.30, eigen values = 1.00 by employing Direct Oblimin method (Kaiser normalization) was computerised. The outcomes of the overall analysis on relationships, and factor analysis: (a) communalities, (b) component matrix, (c) total variance explained, (d) pattern matrix, (e) structure matrix, and (f) component correlation matrix

are respectively given in Tables – 1.5.1, and 1.6.1 a, b, c, d, e, and f. The three-factor plot is portrayed in Figure - 4.

Table – 1.5.1: Relationship between the sub-scales of individualism and collectivism for Mizo adolescents.

Sub-scales	HI	VI	HC	VC	CA	IA	CV	IV	NORC	EVAC
HI	1									
VI	0.25**	1.00								
HC	0.02	0.29**	1.00							
VC	0.02	0.26**	0.44**	1.00						
CA	-0.15**	0.18**	0.42**	0.39**	1.00					
IA	0.37**	0.14*	-0.03	-0.04	-0.11*	1.00				
CV	-0.07	0.22**	0.25**	0.28**	0.21**	-0.09	1.00			
IV	0.41**	0.22**	0.11*	0.15**	-0.03	0.35**	0.17**	1.00		
NORC	-0.02	0.31**	0.32**	0.29**	0.28**	-0.01	0.22**	0.03	1.00	
EVAC	-0.11*	0.24**	0.37**	0.24**	0.35**	-0.11*	0.21**	-0.03	0.50**	1.00

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table – 1.6.1 (a): Communalities of the sub-scales of individualism and collectivism for Mizo adolescents.

Sub-scales	Initial	Extraction
HI	1.000	.627
VI	1.000	.477
HC	1.000	.531
VC	1.000	.564
CA	1.000	.484
IA	1.000	.543
CV	1.000	.508
IV	1.000	.645
NORC	1.000	.666
EVAC	1.000	.673

Table – 1.6.1 (b): Percentage of variance explained by three factors of individualism and collectivism sub-scales for Mizo adolescents.

Initial Eigenvalues				Extraction Sums of Squared Loadings			Rotation
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2.839	28.392	28.392	2.839	28.392	28.392	2.255
2	1.909	19.088	47.480	1.909	19.088	47.480	1.912
3	.971	9.707	57.187	.971	9.707	57.187	2.199
4	.859	8.586	65.772				
5	.713	7.133	72.906				
6	.626	6.265	79.170				
7	.592	5.924	85.094				
8	.538	5.378	90.472				
9	.498	4.983	95.456				
10	.454	4.544	100.000				

Table - 1.6.1 (c): Three-factor Component Matrix of sub-scales of individualism and collectivism for Mizo adolescents.

	Component		
Sub-scales	1	2	3
HC	.721		
VC	.666		
NORC	.660		.478
EVAC	.659		.437
CA	.640		
VI	.542		
CV	.515		
HI		.784	
IV		.731	
IA		.706	

Table - 1.6.1 (d): Three-factor Pattern Matrix of sub-scales of individualism and collectivism for Mizo adolescents.

	Component		
Sub-scales	1	2	3
CV	.747		
VC	.713		
HC	.540		
CA	.506		
HI		.791	
IA		.720	
IV		.708	
VI		.440	.440
NORC			.816
EVAC			.799

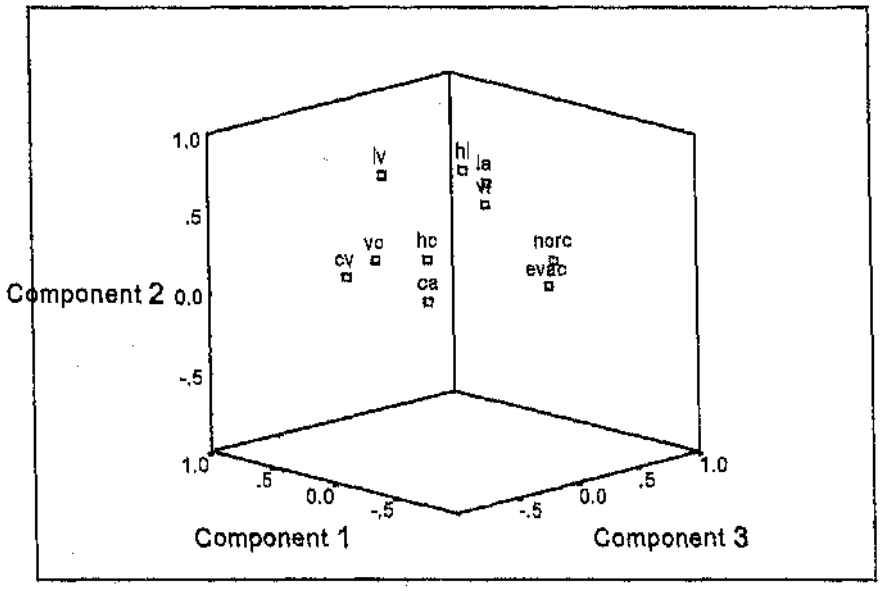
Table - 1.6.1 (e): Three-factor Structure Matrix of sub-scales of individualism and collectivism for Mizo adolescents.

Sub-scales	Component		
	1	2	3
VC	.745		
CV	.703		
HC	.657		
CA	.599		
HI		.787	
IV		.725	
IA		.711	
NORC			.814
EVAC			.811
VI			.498

Table - 1.6.1 (f): Three-factor Component Correlation Matrix of sub-scales of individualism and collectivism for Mizo adolescents.

Component	1	2	3
1	1.000		
2	.044	1.000	
3	.344	-.006	1.000

Figure – 4: Three-factor plot of individualism and collectivism (common items) scales for Mizo (boys plus girls) adolescents.



Results (Tables – 1.6.1 a, b, c, d, and e) revealed that: (a) VC and HV (sub-scales of HVIC) and CV and CA (sub-scales of CIAV) loaded on one factor (explaining 28.39 % of variance), (b) the HI (sub-scale of HVIC) and IA and IV (sub-scales of CIAV) loaded on the second factor (explaining 19.09 % of variance); and (c) the NORC and EVAC (sub-scales of COS) and VI (sub-scale of CIAV) loaded to the third factor (explaining 9.71 % of variance). Factor-1 (VC, CV, HC and CA) may be named collectivism; factor-2 (HI, IV, IA) as individualism; and factor-3 (NORC, EVAC and VI) as cultural orientation. The three factors together emerged to explain a substantial percentage of variance (57.19 %), a slightly higher extent of variance explained than in the first part of the analysis (56.83 %).

The component correlation matrix (vide Table – 1.5.1.f) indicated significant positive coefficient of correlation between collectivism versus cultural orientation (r = 0.34); other relationships emerged to be negligible, that is, collectivism versus individualism (r = 0.0044), and individualism versus cultural orientation (r = 0.0061); in conformity to the first part of analysis. The observed differential patterns suggest that the individualism and collectivism constructs cannot be treated as universal, and may be attributed to culture-specifics, following the leads from a number of studies (Chiou, 2001; Voronov & Singer, 2002), and the theoretical and methodological concerns pertaining to the measurement of I-C construct across cultures (Oyserman, 2002; Fiske, 2002; Voronov & Singer, 2002; Bond, 2002).

Regression Analysis

The results of step-wise regression analysis (backward) with PPRSQ sub-factors (R, EW, OP and FS) as predictors (independent variables) and each sub-factor of the measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, and collectivism, individualism and cultural orientation) as criterion (dependent variable) at a time was procedurally computerised. The outcomes of step-wise regression analysis (back-ward)

together with the results of One-Way ANOVA may summarily be concluded as follows: (a) HI could hardly be predicted (vide Table-1.7.1), (b) 6% of VI (vide Table-1.7.2), (c) 8% of HC (vide Table-1.7.3), (d) 12% of VC (vide Table-1.7.4), (e) 8% of CA (vide Table-1.7.5), (f) 8% of IA (vide Table-1.7.6), (g) 6% of CV (vide Table-1.7.7), (h) IV could hardly be predicted (vide Table-1.7.8), (i) 4% of NORC (vide Table-1.7.9), (j) 6% of EVAC (vide Table-1.7.10), (k) 17 % of collectivism (vide Table-1.7.11), (l) 4% of individualism (vide Table-1.7.12) , and (m) 7 % of cultural orientation (vide Table-1.7.13) could be predicted by the sub-factors of PPRSQ (R,EW,OP and FS). In essence, little higher extent of predictability of PPRSQ sub-factors (R, EW, OP and FS) on measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, and collectivism, individualism and cultural orientation) emerged in this part of analysis as compared to the first part of analysis, confirming the hypothesis that the parenting styles predicted individualism and collectivism, however, not to the expected level; and that socialisation (the parenting) is an important mechanism of cultural transmission (Chao 1994, 1995; Harkness and Super, 1995; Rothbaum, Morelli, Pott, & Liu-Constant, 2000).

Table – 1.7.1: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and HI sub-factor of HVIC as the criterion for Mizo adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.102	0.010	-0.002	8.311
2	0.102	0.010	0.001	8.298
3	0.102	0.010	0.004	8.284
4	0.079	0.006	0.003	8.289
5	0.000	0.000	0.000	8.301

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	227.722	4	56.930	0.824	0.510
	Residual	21479.797	311	69.067		
	Total	21707.519	315			
2	Regression	226.475	3	75.492	1.096	0.351
	Residual	21481.044	312	68.849		
	Total	21707.519	315			
3	Regression	225.719	2	112.859	1.644	0.195
	Residual	21481.800	313	68.632		
	Total	21707.519	315			
4	Regression	135.214	1	135.214	1.968	0.162
	Residual	21572.305	314	68.702		
	Total	21707.519	315			
5	Regression	0.000	0	0.000	.	.
	Residual	21707.519	315	68.913		
	Total	21707.519	315			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), EWTOT, OPTOT, RTOT
c	Predictors: (Constant), EWTOT, OPTOT
d	Predictors: (Constant), OPTOT
e	Predictor: (constant)
f	Dependent Variable: HI

Table – 1.7.2: Results of step-wise regression (backward) and the resulting ANOVA analysis with PPRSQ sub-factors as predictors and VI sub-factor of HVIC as the criterion for Mizo.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.251	0.063	0.051	6.372
2	0.251	0.063	0.054	6.363
3	0.248	0.061	0.055	6.357

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	851.434	4	212.858	5.243	0.000
	Residual	12626.060	311	40.598		
	Total	13477.494	315			
2	Regression	846.618	3	282.206	6.971	0.000
	Residual	12630.876	312	40.484		
	Total	13477.494	315			
3	Regression	827.464	2	413.732	10.237	0.000
	Residual	12650.030	313	40.415		
	Total	13477.494	315			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), EWTOT, OPTOT, RTOT
c	Predictors: (Constant), OPTOT, RTOT
d	Dependent Variable: VI

Table – 1.7.3: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and HC sub-factor HVIC as the criterion for Mizo adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.297	0.088	0.077	6.577
2	0.289	0.084	0.075	6.584

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1304.168	4	326.042	7.537	0.000
	Residual	13454.187	311	43.261		
	Total	14758.354	315			
2	Regression	1232.997	3	410.999	9.481	0.000
	Residual	13525.357	312	43.351		
	Total	14758.354	315			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), EWTOT, OPTOT, RTOT
c	Dependent Variable: HC

Table – 1.7.4: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and VC sub-factor of HVIC as the criterion for Mizo

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.352	0.124	0.113	5.872
2	0.347	0.121	0.112	5.875
3	0.340	0.116	0.110	5.881
4	0.332	0.110	0.108	5.890

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1517.924	4	379.481	11.004	0.000
	Residual	10725.225	311	34.486		
	Total	12243.149	315			
2	Regression	1475.996	3	491.999	14.257	0.000
	Residual	10767.153	312	34.510		
	Total	12243.149	315			
3	Regression	1416.290	2	708.145	20.472	0.000
	Residual	10826.859	313	34.591		
	Total	12243.149	315			
4	Regression	1350.873	1	1350.873	38.943	0.000
	Residual	10892.276	314	34.689		
	Total	12243.149	315			

a Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b Predictors: (Constant), FSTOT, EWTOT, OPTOT
c Predictors: (Constant), FSTOT, EWTOT
d Predictors: (Constant), EWTOT
e Dependent Variable: VC

Table – 1.7.5: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and CA sub-factor of CIAV as the criterion for Mizo.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.292	0.085	0.074	4.416
2	0.292	0.085	0.077	4.409
3	0.286	0.082	0.076	4.411
4	0.273	0.075	0.072	4.421

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	566.029	4	141.507	7.255	0.000
	Residual	6066.009	311	19.505		
	Total	6632.038	315			
2	Regression	565.762	3	188.587	9.699	0.000
	Residual	6066.276	312	19.443		
	Total	6632.038	315			
3	Regression	541.018	2	270.509	13.901	0.000
	Residual	6091.020	313	19.460		
	Total	6632.038	315			
4	Regression	495.925	1	495.925	25.378	0.000
	Residual	6136.113	314	19.542		
	Total	6632.038	315			

a Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b Predictors: (Constant), EWTOT, OPTOT, RTOT
c Predictors: (Constant), EWTOT, OPTOT
d Predictors: (Constant), EWTOT
e Dependent Variable: CA

Table – 1.7.6: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and IA sub-factor of CIAV as the criterion for Mizo adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.284	0.080	0.069	4.308
2	0.283	0.080	0.071	4.302
3	0.277	0.077	0.071	4.304
4	0.270	0.073	0.070	4.305

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	505.051	4	126.263	6.802	0.000
	Residual	5772.933	311	18.562		
	Total	6277.984	315			
2	Regression	502.966	3	167.655	9.058	0.000
	Residual	5775.018	312	18.510		
	Total	6277.984	315			
3	Regression	480.431	2	240.215	12.969	0.000
	Residual	5797.553	313	18.523		
	Total	6277.984	315			
4	Regression	457.984	1	457.984	24.709	0.000
	Residual	5820.000	314	18.535		
	Total	6277.984	315			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), FSTOT, EWTOT, OPTOT
c	Predictors: (Constant), EWTOT, OPTOT
d	Predictors: (Constant), EWTOT
e	Dependent Variable: IA

Table – 1.7.7: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and CV sub-factor of CIAV as the criterion for Mizo.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.263	0.069	0.057	2.839
2	0.261	0.068	0.059	2.836
3	0.247	0.061	0.055	2.842
4	0.231	0.053	0.050	2.849

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	185.619	4	46.405	5.758	0.000
	Residual	2506.365	311	8.059		
	Total	2691.984	315			
2	Regression	182.978	3	60.993	7.585	0.000
	Residual	2509.006	312	8.042		
	Total	2691.984	315			
3	Regression	163.737	2	81.868	10.135	0.000
	Residual	2528.247	313	8.077		
	Total	2691.984	315			
4	Regression	143.303	1	143.303	17.655	0.000
	Residual	2548.681	314	8.117		
	Total	2691.984	315			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), EWTOT, OPTOT, RTOT
c	Predictors: (Constant), EWTOT, RTOT
d	Predictors: (Constant), EWTOT
e	Dependent Variable: CV

Table – 1.7.8: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and IV sub-factor of CIAV as the criterion for Mizo.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.115	0.013	0.001	4.393
2	0.115	0.013	0.004	4.386
3	0.111	0.012	0.006	4.381
4	0.104	0.011	0.008	4.377

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80.271	4	20.068	1.040	0.387
	Residual	6001.703	311	19.298		
	Total	6081.975	315			
2	Regression	80.244	3	26.748	1.390	0.246
	Residual	6001.731	312	19.236		
	Total	6081.975	315			
3	Regression	74.988	2	37.494	1.954	0.143
	Residual	6006.987	313	19.192		
	Total	6081.975	315			
4	Regression	66.318	1	66.318	3.462	0.064
	Residual	6015.657	314	19.158		
	Total	6081.975	315			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), FSTOT, EWTOT, OPTOT
c	Predictors: (Constant), EWTOT, OPTOT
d	Predictors: (Constant), EWTOT
e	Dependent Variable: IV

Table – 1.7.9: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and NORC sub-factor of COS as the criterion for Mizo adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.221	0.049	0.037	5.579
2	0.220	0.048	0.039	5.571
3	0.207	0.043	0.037	5.579

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	496.552	4	124.138	3.988	0.004
	Residual	9679.803	311	31.125		
	Total	10176.354	315			
2	Regression	492.290	3	164.097	5.287	0.001
	Residual	9684.064	312	31.039		
	Total	10176.354	315			
3	Regression	435.190	2	217.595	6.992	0.001
	Residual	9741.165	313	31.122		
	Total	10176.354	315			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), EWTOT, OPTOT, RTOT
c	Predictors: (Constant), EWTOT, RTOT
d	Dependent Variable: NORC

Table – 1.7.10: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and EVAC sub-factor of COS as the criterion for Mizo adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.258	0.067	0.055	4.466
2	0.257	0.066	0.057	4.460
3	0.246	0.060	0.054	4.466
4	0.238	0.057	0.054	4.468

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	442.293	4	110.573	5.545	0.000
	Residual	6201.640	311	19.941		
	Total	6643.934	315			
2	Regression	438.696	3	146.232	7.353	0.000
	Residual	6205.238	312	19.889		
	Total	6643.934	315			
3	Regression	401.565	2	200.783	10.067	0.000
	Residual	6242.368	313	19.944		
	Total	6643.934	315			
4	Regression	376.555	1	376.555	18.866	0.000
	Residual	6267.378	314	19.960		
	Total	6643.934	315			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), EWTOT, OPTOT, RTOT
c	Predictors: (Constant), EWTOT, RTOT
d	Predictors: (Constant), EWTOT
e	Dependent Variable: EVAC

Table – 1.7.11: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and collectivism factor as the criterion for Mizo adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.415	0.172	0.162	13.802
2	0.412	0.170	0.162	13.800

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12345.007	4.000	3086.252	16.202	0.000
	Residual	59241.082	311.000	190.486		
	Total	71586.089	315.000			
2	Regression	12170.870	3.000	4056.957	21.304	0.000
	Residual	59415.219	312.000	190.433		
	Total	71586.089	315.000			

a	Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b	Predictors: (Constant), EWTOT, OPTOT, RTOT
c	Dependent Variable: collectivism

Table – 1.7.12: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and individualism factor as the criterion for Mizo adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.194	0.038	0.025	10.646
2	0.194	0.038	0.029	10.629
3	0.182	0.033	0.027	10.637

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1384.198	4	346.049	3.053	0.017
	Residual	35246.647	311	113.333		
	Total	36630.845	315			
2	Regression	1383.948	3	461.316	4.083	0.007
	Residual	35246.897	312	112.971		
	Total	36630.845	315			
3	Regression	1215.626	2	607.813	5.372	0.005
	Residual	35415.219	313	113.148		
	Total	36630.845	315			

a Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b Predictors: (Constant), EWTOT, OPTOT, RTOT
c Predictors: (Constant), EWTOT, OPTOT
d Dependent Variable: individualism

Table – 1.7.13: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and cultural orientation factor as the criterion for Mizo adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.272	0.074	0.062	8.625
2	0.270	0.073	0.064	8.615
3	0.256	0.066	0.060	8.635

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1841.844	4	460.461	6.189	0.000
	Residual	23138.115	311	74.399		
	Total	24979.959	315			
2	Regression	1826.153	3	608.718	8.203	0.000
	Residual	23153.806	312	74.211		
	Total	24979.959	315			
3	Regression	1639.832	2	819.916	10.995	0.000
	Residual	23340.127	313	74.569		
	Total	24979.959	315			

a Predictors: (Constant), FSTOT, EWTOT, OPTOT, RTOT
b Predictors: (Constant), EWTOT, OPTOT, RTOT
c Predictors: (Constant), EWTOT, RTOT
d Dependent Variable: cultural orientation

Psychometric Adequacy of Common Items of the Behavioural Measures Among the Khasi

Perceived parental rearing Style Questionnaire (PPRSQ)

The psychometric criterion fixed (= or > 0.30 item-total coefficient of correlation across both Mizo and Khasi cultural groups) derived 15 common items for R (out of 16), 14 common items for EW (out of 16) 9 common items for OP (out of 9) and 5 common items for FS (out of 5) sub-scales/sub-factors of PPRSQ. Item-total coefficient of correlation of the common items (and the relationship between the specific items of the sub-scales), reliability coefficients (Cronbach alpha and split-half reliability), relation between the sub-factors, and M±SD values of PPRSQ sub-factors (R, EW, OP and FS) over the levels of analysis: Khasi boys and girls for their fathers and mothers separately, and over the level of 'parental sex' (fathers and mothers with sex of the adolescents pooled under each) are put together in Table – 2.1.1.

Results (Table – 2.1.1) revealed the trustworthiness of the test scales for measurement purposes in the project population (conforming to the results of the first part of analysis). Here again, the reliability coefficients (Cronbach alpha and split-half reliability) emerged to be highest for EW sub-factor, followed by R and FS, and least for the OP sub-factor at each level of analysis. Inter-scale relationships of PPRSQ sub-factors (R, EW, OP and FS) revealed (a) significantly negative coefficient of correlation between R and EW sub-factors, (b) a trend of negative coefficient of correlation between EW and FS scales; and (c) other relationships emerged to be positively correlated over the levels. These observations (similar to the first part of the analysis) find supporting evidences from Arrindell *et al.*, (1988), Gerlsma *et al.*, (1991) and Manian *et al.*, (1998) wherein EW was also observed to be negatively correlated with R and FS sub-factors.

Table – 2.1.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean + SD values of PPRSQ sub-factors over the levels of analysis for Khasi adolescents.

	Khasi boys for Father				Khasi boys for Mother				Khasi girls for Father				Khasi girls for Mother				Khasi father (boys+girls)				Khasi Mother (boys+girls)			
PPRSQ Sub-scales	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS
R	**0.41**	0.04	0.30	-0.04	**0.36**	0.01	0.32	0.02	**0.37**	-0.01	0.22	0.13	**0.33**	-0.01	0.20	0.17	**0.39**	0.01	0.26	0.06	**0.34**	0.00	0.27	0.10
R	**0.39**	0.08	0.17	0.17	**0.52**	-0.06	0.20	0.14	**0.50**	0.00	0.19	0.02	**0.43**	0.04	0.25	0.05	**0.45**	0.04	0.18	0.09	**0.47**	-0.01	0.22	0.09
R	**0.48**	-0.21	0.03	0.19	**0.35**	-0.19	0.02	0.28	**0.48**	-0.31	0.24	0.43	**0.53**	-0.23	0.26	0.37	**0.48**	-0.26	0.14	0.33	**0.44**	-0.21	0.14	0.33
R	**0.47**	-0.12	0.03	0.18	**0.51**	-0.16	-0.04	0.22	**0.39**	-0.18	0.18	0.36	**0.47**	-0.21	0.21	0.24	**0.43**	-0.16	0.12	0.29	**0.49**	-0.19	0.09	0.23
R	**0.35**	0.06	0.13	0.12	**0.31**	0.13	0.21	0.20	**0.45**	0.03	0.17	0.03	**0.45**	-0.20	0.10	0.12	**0.40**	0.05	0.15	0.07	**0.38**	-0.03	0.16	0.16
R	**0.49**	-0.15	0.00	0.26	**0.35**	-0.12	0.05	0.15	**0.49**	-0.20	0.13	0.36	**0.55**	-0.25	0.16	0.39	**0.49**	-0.17	0.07	0.31	**0.45**	-0.19	0.11	0.27
R	**0.43**	-0.06	-0.19	0.17	**0.48**	-0.12	-0.13	0.12	**0.51**	-0.21	0.04	0.27	**0.45**	-0.24	-0.01	0.21	**0.46**	-0.13	-0.08	0.21	**0.45**	-0.17	-0.08	0.16
R	**0.49**	-0.09	0.05	0.19	**0.58**	-0.15	0.09	0.30	**0.41**	0.12	0.12	0.02	**0.39**	-0.02	0.01	0.07	**0.45**	0.02	0.08	0.09	**0.48**	-0.09	0.04	0.18
R	**0.24**	0.03	0.08	0.05	**0.26**	-0.08	-0.09	0.13	**0.47**	-0.09	0.25	-0.09	**0.44**	-0.06	0.18	-0.07	**0.36**	-0.04	0.18	-0.02	**0.36**	-0.07	0.04	0.02
R	**0.52**	-0.18	0.03	0.03	**0.46**	-0.16	0.03	0.04	**0.47**	-0.23	0.07	0.14	**0.44**	-0.31	0.01	0.18	**0.49**	-0.20	0.05	0.09	**0.45**	-0.23	0.02	0.11
R	**0.45**	-0.43	-0.02	0.12	**0.55**	-0.42	-0.04	0.22	**0.63**	-0.37	0.05	0.26	**0.62**	-0.44	0.01	0.21	**0.54**	-0.40	0.01	0.19	**0.58**	-0.43	-0.02	0.22
R	**0.55**	-0.16	0.05	0.06	**0.61**	-0.20	0.04	0.12	**0.62**	-0.28	0.07	0.20	**0.68**	-0.35	0.14	0.19	**0.58**	-0.22	0.05	0.13	**0.64**	-0.27	0.08	0.16
R	**0.48**	-0.38	-0.07	0.09	**0.55**	-0.34	-0.04	0.20	**0.57**	-0.34	0.06	0.13	**0.61**	-0.46	-0.03	0.24	**0.52**	-0.36	-0.01	0.11	**0.58**	-0.40	-0.03	0.22
R	**0.32**	0.12	0.22	-0.02	**0.42**	-0.04	0.08	0.07	**0.50**	-0.20	0.22	0.27	**0.52**	-0.32	0.13	0.21	**0.42**	-0.04	0.23	0.14	**0.47**	-0.18	0.11	0.14
R	**0.36**	-0.30	-0.04	0.07	**0.33**	-0.24	-0.09	0.07	**0.49**	-0.34	-0.03	0.27	**0.41**	-0.42	-0.10	0.28	**0.43**	-0.32	-0.03	0.18	**0.37**	-0.33	-0.09	0.18
EW	-0.22	**0.54**	0.24	-0.20	-0.28	**0.47**	0.15	-0.24	-0.11	**0.51**	0.22	-0.22	-0.19	**0.50**	0.21	-0.24	-0.16	**0.52**	0.23	-0.21	-0.23	**0.49**	0.17	-0.24
EW	-0.05	**0.44**	0.23	0.03	-0.01	**0.34**	0.17	0.08	0.06	**0.45**	0.23	0.13	0.11	**0.34**	0.14	0.02	0.01	**0.44**	0.23	0.09	0.05	**0.34**	0.15	0.05
EW	-0.19	**0.47**	0.29	-0.10	-0.23	**0.48**	0.28	-0.19	-0.09	**0.50**	0.28	0.13	-0.14	**0.52**	0.33	0.02	-0.13	**0.49**	0.28	0.03	-0.18	**0.50**	0.30	-0.08
EW	-0.26	**0.59**	0.25	-0.15	-0.33	**0.60**	0.24	-0.25	-0.22	**0.49**	0.17	-0.15	-0.40	**0.61**	0.07	-0.23	-0.24	**0.54**	0.21	-0.15	-0.36	**0.60**	0.17	-0.24
EW	-0.10	**0.41**	0.12	-0.09	-0.23	**0.58**	0.16	-0.22	-0.14	**0.54**	0.18	-0.01	-0.17	**0.46**	0.03	-0.09	-0.12	**0.48**	0.15	-0.05	-0.20	**0.52**	0.10	-0.16
EW	-0.29	**0.54**	0.20	-0.03	-0.21	**0.45**	0.25	-0.04	-0.18	**0.38**	0.19	-0.18	-0.17	**0.46**	0.14	-0.16	-0.23	**0.45**	0.19	-0.12	-0.19	**0.46**	0.18	-0.11
EW	-0.23	**0.56**	0.28	0.07	-0.18	**0.64**	0.31	0.01	-0.41	**0.60**	0.12	-0.14	-0.51	**0.58**	0.08	-0.33	-0.32	**0.58**	0.20	-0.05	-0.34	**0.61**	0.21	-0.16
EW	-0.09	**0.50**	0.29	0.04	-0.07	**0.51**	0.24	0.02	-0.08	**0.50**	0.20	-0.08	-0.21	**0.47**	0.08	-0.11	-0.08	**0.50**	0.23	-0.04	-0.15	**0.49**	0.15	-0.05
EW	0.01	**0.50**	0.30	-0.02	-0.16	**0.48**	0.21	-0.14	-0.09	**0.58**	0.17	-0.05	-0.21	**0.60**	0.12	-0.19	-0.04	**0.54**	0.22	-0.04	-0.19	**0.54**	0.16	-0.17
EW	0.06	**0.41**	0.30	-0.04	0.09	**0.39**	0.18	-0.09	-0.14	**0.44**	0.18	0.02	-0.12	**0.49**	0.14	-0.10	-0.05	**0.42**	0.23	-0.01	-0.02	**0.43**	0.17	-0.09
EW	-0.03	**0.39**	-0.02	-0.01	-0.13	**0.40**	-0.01	-0.02	-0.25	**0.45**	-0.02	-0.10	-0.23	**0.44**	-0.04	-0.17	-0.14	**0.41**	-0.02	-0.06	-0.17	**0.42**	-0.02	-0.09
EW	-0.19	**0.58**	0.26	-0.16	-0.19	**0.60**	0.31	-0.14	-0.26	**0.57**	0.06	-0.13	-0.37	**0.50**	0.00	-0.25	-0.23	**0.57**	0.16	-0.14	-0.28	**0.55**	0.17	-0.20

EW	-0.16	**0.39**	0.07	0.05	-0.15	**0.39**	0.11	0.05	-0.43	**0.37**	0.11	-0.22	-0.41	**0.40**	0.14	-0.25	-0.28	**0.37**	0.10	-0.08	-0.26	**0.39**	0.13	-0.09
EW	0.00	**0.35**	0.27	-0.05	-0.05	**0.39**	0.22	-0.13	-0.06	**0.54**	0.10	0.07	-0.23	**0.49**	0.01	-0.06	-0.03	**0.44**	0.18	0.02	-0.14	**0.44**	0.13	-0.09
OP	0.03	0.01	**0.32**	0.10	0.11	-0.05	**0.39**	0.12	0.06	0.09	**0.34**	0.01	0.10	0.07	**0.37**	0.09	0.05	0.05	**0.34**	0.06	0.12	0.01	**0.39**	0.11
OP	0.39	0.01	**0.31**	-0.05	0.35	-0.06	**0.42**	0.08	0.27	0.12	**0.47**	0.13	0.20	0.06	**0.43**	0.04	0.32	0.06	**0.40**	0.06	0.28	-0.01	**0.43**	0.06
OP	0.01	0.14	**0.38**	0.10	-0.02	0.06	**0.39**	0.06	0.09	0.12	**0.43**	0.15	0.05	0.08	**0.41**	0.03	0.05	0.12	**0.41**	0.13	0.02	0.07	**0.40**	0.04
OP	0.05	0.15	**0.43**	0.05	0.00	0.20	**0.52**	0.01	0.12	0.10	**0.45**	0.06	0.12	0.03	**0.39**	0.17	0.09	0.12	**0.44**	0.06	0.06	0.11	**0.46**	0.09
OP	0.06	0.22	**0.52**	0.01	0.00	0.27	**0.53**	-0.05	0.26	0.17	**0.49**	0.31	0.11	0.00	**0.38**	0.14	0.16	0.19	**0.50**	0.17	0.06	0.15	**0.47**	0.04
OP	0.19	0.09	**0.34**	0.03	0.16	0.18	**0.35**	0.01	0.34	0.21	**0.47**	0.26	0.33	0.10	**0.48**	0.26	0.27	0.15	**0.41**	0.16	0.25	0.14	**0.41**	0.14
OP	0.00	0.36	**0.54**	0.04	-0.01	0.30	**0.50**	0.07	-0.04	0.20	**0.48**	-0.06	-0.10	0.22	**0.39**	-0.05	-0.02	0.29	**0.50**	-0.02	-0.06	0.26	**0.45**	0.01
OP	-0.15	0.27	**0.27**	-0.12	-0.12	0.36	**0.41**	-0.17	-0.02	0.12	**0.36**	0.07	-0.06	0.08	**0.28**	0.00	-0.08	0.19	**0.32**	-0.01	-0.09	0.22	**0.35**	-0.08
OP	-0.17	0.35	**0.44**	-0.02	-0.15	0.45	**0.48**	-0.05	0.03	0.15	**0.47**	-0.01	0.04	0.16	**0.54**	0.11	-0.07	0.25	**0.45**	-0.02	-0.05	0.31	**0.49**	0.03
FS	0.20	-0.17	0.03	**0.41**	0.29	-0.25	0.05	**0.49**	0.33	-0.20	0.03	**0.61**	0.35	-0.30	0.05	**0.57**	0.28	-0.19	0.04	**0.54**	0.32	-0.28	0.05	**0.53**
FS	0.00	-0.05	-0.01	**0.65**	0.06	0.04	-0.05	**0.62**	-0.02	0.12	0.20	**0.57**	0.02	0.05	0.24	**0.55**	-0.01	0.04	0.11	**0.60**	0.05	0.04	0.09	**0.58**
FS	0.14	0.02	-0.08	**0.66**	0.21	-0.10	0.04	**0.66**	0.27	-0.09	0.20	**0.77**	0.22	-0.18	0.16	**0.70**	0.21	-0.04	0.07	**0.72**	0.22	-0.13	0.09	**0.68**
FS	0.18	-0.09	0.07	**0.61**	0.23	-0.20	-0.02	**0.63**	0.30	-0.13	0.25	**0.74**	0.29	-0.26	0.19	**0.75**	0.24	-0.11	0.16	**0.67**	0.26	-0.23	0.08	**0.69**
FS	0.23	-0.03	0.12	**0.47**	0.25	-0.09	0.06	**0.52**	0.39	-0.15	0.08	**0.64**	0.39	-0.31	0.01	**0.58**	0.32	-0.09	0.09	**0.56**	0.31	-0.19	0.03	**0.55**
Cronbach alpha	0.67	0.73	0.33	0.47	0.69	0.74	0.49	0.53	0.76	0.76	0.49	0.67	0.76	0.75	0.37	0.62	0.72	0.75	0.42	0.59	0.73	0.74	0.44	0.57
Split half reliability	0.74	0.76	0.38	0.58	0.73	0.79	0.38	0.54	0.79	0.76	0.49	0.72	0.79	0.75	0.38	0.74	0.77	0.76	0.43	0.66	0.76	0.77	0.37	0.64
Interscale relationship																								
R	1.00				1.00				1.00				1.00				1.00				1.00			
EW	-0.26**	1.00			-0.31**	1.00			-0.34**	1.00			-0.46**	1.00			-0.30**	1.00			-0.39**	1.00		
OP	0.12	0.45**	1.00		0.10	0.42**	1.00		0.29**	0.32**	1.00		0.22**	0.21**	1.00		0.22**	0.38**	1.00		0.16*	0.32**	1.00	
FS	0.26**	-0.10	0.04	1.00	0.35**	-0.19*	0.02	1.00	0.37**	-0.13	0.24**	1.00	0.39**	-0.30**	0.22**	1.00	0.32**	-0.11	0.16**	1.00	0.37**	-0.25**	0.12	1.00
Mean	27.92	43.02	23.40	9.20	27.89	44.40	24.40	9.37	28.17	42.77	23.93	9.52	28.55	44.22	24.93	9.47	28.05	42.89	23.68	9.37	28.24	44.31	24.69	9.43
SD	5.13	5.19	3.11	2.19	5.44	5.23	3.59	2.38	5.45	5.07	3.23	2.57	5.48	4.79	2.90	2.40	5.29	5.12	3.18	2.40	5.46	5.00	3.25	2.39

** significant at 0.01 level * significant at 0.05 level

Table – 2.1.2: Summary of 2 x 2 ANOVA (2 adolescent sex x 2 parental sex) with repeated measures on the last component on PPRSQ sub-factors for Khasi adolescents.

PPRSQ Sub-scales	Source	SS	df	MS	F	P
Rejection (R)	Between Subjects					
	SEX	26.762	1	26.762	0.514	0.474
	Error	13319.044	256	52.028		
	Within Subjects					
	PARENT	4.211	1	4.211	0.714	0.399
	PARENT x SEX	5.444	1	5.444	0.923	0.338
	Error	1510.711	256	5.901		
Emotional Warmth (EW)	Between Subjects					
	SEX	6.343	1	6.343	0.146	0.703
	Error	11154.812	256	43.573		
	Within Subjects					
	PARENT	257.789	1	257.789	33.377	0.000
	PARENT x SEX	0.168	1	0.168	0.022	0.883
	Error	1977.227	256	7.724		
Overprotection (OP)	Between Subjects					
	SEX	36.572	1	36.572	2.096	0.149
	Error	4467.437	256	17.451		
	Within Subjects					
	PARENT	129.568	1	129.568	41.077	0.000
	PARENT x SEX	0.002	1	0.002	0.001	0.979
	Error	807.496	256	3.154		
Favouring Subject (FS)	Between Subjects					
	SEX	5.733	1	5.733	0.555	0.457
	Error	2644.323	256	10.329		
	Within Subjects					
	PARENT	0.541	1	0.541	0.465	0.496
	PARENT x SEX	1.518	1	1.518	1.306	0.254
	Error	297.546	256	1.162		

The predictive validity of the four PPRSQ sub-factors(R, EW, OP and FS) was separately highlighted by applying 2 x 2 ANOVA (2 sex of adolescents x 2 parental sex) with repeated measures on the last component (parental sex). The outcomes are summarily given together in Table – 2.1.2. Observations (Table – 2.1.2) revealed (a) significant 'parent' effects on EW and OP sub-factors. Post - hoc Mean comparisons revealed mothers to be more emotionally warm (Mean = 49.67) as compared to fathers (Mean = 48.02), and more overprotective (Mean = 24.69) as compared to fathers (Mean = 23.68). Here it deserves special mention that trends of mean differences in significant 'parent' effects on EW and OP sub-factors of PPRSQ emerged to be

similar among Mizo and Khasi cultural groups, providing a strong inference of the etic nature of EW and OP in mothers (Clarke-Stewart , 1978; Pederson *et al.*, 1980; Hetherington *et al.*, 1978).

Horizontal and Vertical Individualism and Collectivism (HVIC)

The psychometric analyses (item loadings = or > 0.30 across both Mizo and Khasi cultural groups) derived 8 common items for HI (out of 8), 7 common items for VI (out of 7), 8 common items for HC (out of 8) and 7 common items for VC (out of 8) sub-scales of HVIC. Item-total coefficients of correlation of the common items (and the relationship between the specific items of the sub-scales), reliability coefficients (Cronbach alpha and split-half reliability), relationship, and M ±SD values of HVIC sub-scales (HV, IV, HC, and VC) for Khasi adolescents (for boys, for girls, and for the whole sample) are given together in Table – 2.1.2. Results (Table-2.2.1) confirmed the overall observations of the first part of the analysis. These observations, especially the significantly positive relationships between all the HVIC scales, while deriving corroborative evidences from the study of Taiwan sample (Chiou, 2001), and broadly conforming to the major trends as found in the Mizo sample (the present study), emerged contrary to a number of studies (Singelis *et al.*, 1995; Triandis & Gelfand, 1998; Chiou, 2001) raising the view that: (a) the HVIC constructs are neither universal nor independent dimensions, and/or polythetic constructs; and (ii) the HVIC constructs are culture specific, and the culture specifics needs to be explored, which in turn, would serve as an index for cross-cultural comparisons.

The predictive validity of the HVIC scales (HI, VI, HC, and VC) were highlighted by applying one- way ANOVA (by highlighting 'sex' differences) which are put together in Table – 2.2.2. Results (Table – 2.2.2) revealed no instance of significant 'sex' effect on any of the HI, VI, HC, and VC sub-factors (conforming to the results found in the first part of the analysis).

Table – 2.2.2: Results of one-way ANOVA (K=2) on HVIC sub-factors for Khasi adolescents.

HVIC Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
HI	SEX	2.775	1	2.775	0.026	0.871
	Error	26902.919	256	105.090		
VI	SEX	41.068	1	41.068	0.411	0.522
	Error	25586.393	256	99.947		
HC	SEX	122.198	1	122.198	1.141	0.286
	Error	27412.379	256	107.080		
VC	SEX	116.056	1	116.056	1.543	0.215
	Error	19255.638	256	75.217		

Collectivistic and Individualistic Attitudes and Values (CIAV)

Analysis (as per the statistical criterion) derived 6 common items for CA (out of 6), 5 common items for IA (out of 5), 6 common items for CV (out of 6) and 6 common items for IV (out of 7) sub-scales of CIAV. Item-total coefficients of correlation of the common items (and the relationship between the specific items of the sub-scales), reliability coefficients (Cronbach alpha and split-half reliability), the relationship between CIAV sub-scales, and M±SD values of the CIAV sub-scales (CA, IA, CV and IV) for Khasi (for boys, for girls, and for the whole sample) are given together in Table – 2.3.1. Results (Table – 2.3.1) revealed consistently strong reliability coefficients for the value scales (CV and IV) and low for the attitude scales (CA and IA) over all the levels of analyses; the findings similar to that of Chan (1994), and the results as noted in the Mizo sample of the present study. Analysis of the inter-scale relationships of CIAV sub-scales (CA, IA, CV, and IV) revealed (i) significant positive relationship between CV and IV scales, (ii) non-significant negative coefficient of correlation between IA and CV; and (iii) positive trends of correlations between all other scales (similar patterns as noted in the first part of analysis). The significant positive coefficient of correlation between collectivism and

individualism values (CV and IV) among the Mizo and Khasi adolescents (the findings of the present study) refutes the observations of Chan (1994) regarding the individualism and collectivism as a unidimensional construct, and strongly derives supporting evidences from Kagitcibasi (1987) and Schwartz (1990).

Table – 2.3.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean + SD values of CIAV sub-factors over the levels of analysis for Khasi adolescents.

CIAV	KHASI BOYS				KHASI GIRLS				KHASI (BOYS PLUS GIRLS)			
Sub-scales	CA	IA	CV	IV	CA	IA	CV	IV	CA	IA	CV	IV
CA	**0.46**	-0.03	0.03	0.04	**0.45**	0.09	-0.14	-0.01	**0.45**	0.02	-0.05	0.02
CA	**0.63**	0.02	0.06	0.04	**0.51**	-0.03	-0.09	0.08	**0.57**	-0.01	0.00	0.06
CA	**0.56**	0.10	0.00	0.03	**0.46**	0.28	0.09	0.04	**0.51**	0.17	0.05	0.03
CA	**0.31**	-0.19	0.06	0.12	**0.54**	0.00	0.13	0.00	**0.44**	-0.08	0.09	0.06
CA	**0.46**	0.11	0.07	0.08	**0.41**	-0.07	0.23	0.21	**0.44**	0.01	0.15	0.15
CA	**0.33**	0.10	0.19	0.11	**0.44**	-0.02	0.11	0.13	**0.38**	0.05	0.14	0.11
IA	-0.01	**0.58**	-0.08	0.05	0.18	**0.28**	-0.12	-0.09	0.09	**0.43**	-0.09	-0.01
IA	-0.11	**0.54**	-0.12	-0.08	-0.03	**0.57**	-0.03	-0.02	-0.07	**0.56**	-0.08	-0.06
IA	0.03	**0.41**	0.10	0.06	0.11	**0.57**	-0.01	0.17	0.07	**0.49**	0.05	0.11
IA	0.06	**0.58**	-0.24	-0.18	-0.15	**0.52**	-0.04	-0.06	-0.05	**0.55**	-0.15	-0.13
IA	0.18	**0.39**	0.18	0.14	0.09	**0.45**	0.14	0.10	0.12	**0.42**	0.15	0.11
CV	0.15	0.11	**0.68**	0.35	-0.04	0.01	**0.58**	0.33	0.05	0.06	**0.63**	0.34
CV	0.06	-0.11	**0.68**	0.31	0.12	-0.09	**0.64**	0.39	0.09	-0.10	**0.66**	0.34
CV	0.17	-0.07	**0.71**	0.32	-0.02	-0.12	**0.70**	0.31	0.08	-0.09	**0.71**	0.32
CV	0.03	-0.10	**0.65**	0.39	0.16	0.09	**0.66**	0.42	0.10	-0.02	**0.66**	0.40
CV	0.13	-0.07	**0.70**	0.53	0.15	0.04	**0.62**	0.32	0.14	-0.03	**0.66**	0.45
CV	0.01	-0.10	**0.57**	0.41	0.03	0.00	**0.77**	0.42	0.02	-0.06	**0.65**	0.42
IV	0.11	-0.03	0.42	**0.69**	0.12	0.07	0.31	**0.56**	0.11	0.02	0.36	**0.62**
IV	0.10	-0.02	0.27	**0.58**	0.07	-0.11	0.34	**0.61**	0.09	-0.07	0.30	**0.59**
IV	-0.02	-0.10	0.31	**0.60**	-0.08	-0.09	0.17	**0.53**	-0.05	-0.09	0.24	**0.57**
IV	0.09	0.04	0.49	**0.65**	0.15	0.08	0.55	**0.70**	0.12	0.05	0.52	**0.67**
IV	0.21	-0.07	0.52	**0.68**	0.19	0.05	0.58	**0.61**	0.20	-0.03	0.54	**0.65**
IV	0.07	0.11	0.21	**0.60**	0.15	0.13	0.15	**0.58**	0.11	0.12	0.18	**0.59**
Cronbach alpha	0.28	0.27	0.75	0.69	0.29	0.14	0.74	0.62	0.28	0.21	0.74	0.66
Split half	0.22	0.45	0.75	0.58	0.31	0.1	0.76	0.56	0.26	0.29	0.75	0.7
Interscale r												
CA	1.00				1.00				1.00			
IA	0.04	1.00			0.08	1.00			0.05	1.00		
CV	0.14*	-0.09	1.00		0.10*	-0.02	1.00		0.12*	-0.06	1.00	
IV	0.14*	-0.02	0.58**	1.00	0.16*	0.03	0.55**	1.00	0.15*	0.00	0.57**	1.00
Mean	31.24	22.58	36.26	31.63	31.69	21.75	36.72	32.08	31.48	22.14	36.50	31.86
SD	5.14	5.25	6.44	6.41	5.11	4.75	5.45	5.25	5.12	5.00	5.93	5.81

** significant at .01 level * significant at .05 level

The predictive validity of the CIAV Scales (CA, IA, CV and IV) highlighted by applying One-Way ANOVA (for K = 2), which are put together in Table – 2.3.2, revealed that Boys and girls emerged to be more or less similar on CIAV sub-scales, a finding identical to the first part of the analysis.

Table – 2.3.2: Results of one-way ANOVA (K=2) on CIAV sub-factor for Khasi adolescents s.

CIAV Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
CA	SEX	12.807	1	12.807	0.488	0.486
	Error	6721.553	256	26.256		
IA	SEX	44.689	1	44.689	1.793	0.182
	Error	6379.563	256	24.920		
CV	SEX	13.978	1	13.978	0.397	0.529
	Error	9014.518	256	35.213		
IV	SEX	13.138	1	13.138	0.387	0.534
	Error	8684.381	256	33.923		

Cultural Orientation Scale (COS; Bierbrauer et al., 1994)

A comparative analysis (based on the defined psychometric criterion) derived 11 common items for NORC (out of 12), 9 common items for EVAC (out of 10) sub-scales of COS. Item-total coefficients of correlation of the common items (and the relationships between the specific items of the sub-scales), reliability coefficients (Cronbach alpha and split-half reliability), relationship between NORC and EVAC sub-scales of COS, together with the M±SD values for Khasi boys and girls separately, and for the whole sample (boys + girls) are put together in Table – 2.4.1. Analysis of item-total coefficients of correlation (and the relationship of the specific items with other sub-scales) revealed substantial contribution to their specific scales. The reliability coefficients (Cronbach alpha and Split-half reliability) of the NORC and EVAC sub-scales emerged to be of moderate order, suggesting the trustworthiness of the test scales. The inter-scale coefficients of correlation between the NORC and EVAC collectivism

scales and the full COS scale are all strongly significantly positive, the findings similar to that of Bierbrauer *et al.*, (1994).

Table – 2.4.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of NORC, EVAC and COS over the levels of analysis for Khasi adolescents.

COS Sub-scales	Khasi boys			Khasi girls			Khasi boys+girls		
	NOR	EVA	COS	NOR	EVA	COS	NOR	EVA	COS
NOR	**0.41**	0.14	0.33	**0.45**	0.16	0.38	**0.43**	0.15	0.36
NOR	**0.40**	0.24	0.38	**0.51**	0.13	0.40	**0.46**	0.18	0.39
NOR	**0.51**	0.30	0.48	**0.56**	0.16	0.45	**0.54**	0.22	0.47
NOR	**0.31**	0.29	0.35	**0.29**	0.19	0.28	**0.30**	0.23	0.31
NOR	**0.41**	0.33	0.43	**0.41**	0.06	0.30	**0.41**	0.18	0.36
NOR	**0.47**	0.35	0.48	**0.50**	0.34	0.50	**0.48**	0.34	0.48
NOR	**0.47**	0.21	0.41	**0.53**	0.18	0.44	**0.51**	0.20	0.43
NOR	**0.61**	0.27	0.53	**0.63**	0.44	0.63	**0.62**	0.36	0.58
NOR	**0.64**	0.26	0.55	**0.59**	0.42	0.60	**0.61**	0.34	0.57
NOR	**0.55**	0.22	0.47	**0.55**	0.34	0.53	**0.55**	0.28	0.50
NOR	**0.54**	0.22	0.47	**0.44**	0.23	0.40	**0.49**	0.23	0.43
EVA	0.24	**0.40**	0.35	0.08	**0.44**	0.27	0.16	**0.42**	0.31
EVA	0.28	**0.47**	0.41	0.24	**0.45**	0.38	0.26	**0.46**	0.40
EVA	0.18	**0.48**	0.35	0.05	**0.40**	0.22	0.11	**0.43**	0.28
EVA	0.22	**0.31**	0.29	0.15	**0.45**	0.32	0.18	**0.38**	0.30
EVA	0.34	**0.46**	0.44	0.26	**0.46**	0.40	0.30	**0.46**	0.42
EVA	0.39	**0.63**	0.56	0.44	**0.63**	0.60	0.42	**0.63**	0.58
EVA	0.39	**0.59**	0.54	0.39	**0.64**	0.57	0.39	**0.62**	0.56
EVA	0.18	**0.46**	0.34	0.27	**0.54**	0.44	0.22	**0.50**	0.39
EVA	0.07	**0.46**	0.26	0.26	**0.40**	0.37	0.18	**0.43**	0.32
Cronbach	0.67	0.55	0.75	0.69	0.59	0.76	0.68	0.57	0.68
Split half	0.72	0.65	0.83	0.69	0.74	0.79	0.69	0.69	0.81
Interscale relationships									
NOR	1.00			1.00			1.00		
EVA	0.53**	1.00		0.49**	1.00		0.51**	1.00	
COS	0.91**	0.83**	1.00	0.91**	0.81**	1.00	0.91**	0.82**	1.00
MEAN	51.02	44.76	95.79	49.78	44.32	94.10	50.36	44.53	94.89
SD	8.09	5.95	12.30	8.23	5.96	12.30	8.17	5.95	12.30

** significant at .01 level * significant at .05 level

Table – 2.4.2: Results of one-way ANOVA (K=2) on and its sub-scales NORC, EVAC and COS for Khasi adolescents.

COS Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
NOR	SEX	99.396	1	99.396	1.492	0.223
	Error	17052.356	256	66.611		
EVA	SEX	12.392	1	12.392	0.350	0.555
	Error	9075.918	256	35.453		
COS	SEX	181.979	1	181.979	1.203	0.274
	Error	38728.983	256	151.285		

The predictive validity of the two sub-scales (NORC and EVAC) and the full scale (COS) highlighted by applying One-Way ANOVA (for K = 2) which are put together in Table – 2.4.2. revealed no instance of significant 'sex' effect on any of the measures of collectivism (NORC, EVAC and COS), an identical finding to the first part of the analysis. Non-significant 'sex' effect on any of the I-C sub-factors in the Khasi sample (the finding of the present study) may indicate that the Khasi are not well-differentiated on either of the constructs of individualism or collectivism.

Principal Component Factor Analysis

The results of relationships between the various sub-scales of individualism and collectivism, and the principal component analysis based on the common items: (a) communalities, (b) component matrix, (c) total variance explained, (d) pattern matrix, (e) structure matrix; and (f) component correlation matrix of the common items are respectively given in Tables – 2.5.1 and 2.6.1 a, b, c, d, e, and f. The three-factor plots are depicted in Figure – 5. Results (Tables – 2.6.1 a, b, c, d, e, and f) revealed that: (a) HI, VI, HC and VC (sub-scales of HVIC) and IV (sub-scale of CIAV) loaded on the first factor (explaining 33.99 % of variance), (b) NORC and EVAC (sub-scales of COS) loaded on the second factor (explaining 14.07 % of variance), and (c) IA and CV (sub-scales of CIAV) loaded to the third factor (explaining 11.89 % of variance). Factor-1 (HI, VI, HC, VC and IV) may be named individualism-collectivism, factor-2 (NORC and EVAC) as cultural orientation, and factor-3 (IA

and CV) as attitude-value. The three factors together emerged to explain a substantial percentage of variance (59.95 %), roughly the same extent of variance explained as compared to the first part of the analysis (60.22 %). In conclusion, total percentage of variance explained by the factor analysis of the common- item scales of IC, as compared to the original, emerged to be slightly higher among Mizo; whereas the same emerged to be more or less the same for the khasi adolescents.

The component correlation matrix (vide Table – 1.5.1.f) indicated significant positive coefficient of correlation between individualism-collectivism versus cultural orientation (r = 0.23); other relationships emerged to be negligible [(that is, individualism-collectivism versus attitude-value (r = -0.0094), and cultural orientation versus attitude-value (r = -0.10)]. The individualism-collectivism (including HI, VI, HC and VC of HVIC scale and IV of CIAV scale), cultural orientation (including NORC and EVAC of COS), and attitude-value (including IA and CV (sub-scales of CIAV) emerged to be contrary to the theoretical expectations (Bierbrauer *et al.*, 1994; Singelis *et al.*, 1995; Chan, 1994), and the observations of the study in the Mizo culture.

Table – 2.5.1: Relationships (Pearson Correlation) between the sub-scales of individualism and collectivism scales (HVIC, CIAV and COS) for Khasi adolescents.

Sub-scales	HI	VI	HC	VC	CA	IA	CV	IV	NORC	EVAC
HI	1									
VI	0.47**	1.00								
HC	0.55**	0.47**	1.00							
VC	0.52**	0.47**	0.65**	1.00						
CA	0.12*	0.09	0.21**	0.26**	1.00					
IA	0.27**	0.21**	0.12	0.09	0.05	1.00				
CV	0.27**	0.29**	0.37**	0.35**	0.12	-0.06	1.00			
IV	0.39**	0.35**	0.39**	0.32**	0.15*	0.00	0.57**	1.00		
NORC	0.12	0.05	0.20**	0.18**	0.07	0.06	0.12*	0.12	1.00	
EVAC	0.14*	0.12*	0.18**	0.13*	0.09	0.00	0.23**	0.16**	0.51**	1.00

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table – 2.6.1(a): Communalities of the sub-scales of individualism and collectivism scales for Khasi adolescents.

Sub-scales	Initial	Extraction
HI	1.000	.639
VI	1.000	.547
HC	1.000	.648
VC	1.000	.613
CA	1.000	.103
IA	1.000	.649
CV	1.000	.670
IV	1.000	.620
NORC	1.000	.766
EVAC	1.000	.741

Table – 2.6.1 (b): Percentage of variance explained by three factors of individualism and collectivism sub-scales for Khasi adolescents.

Initial Eigenvalues				Extraction Sums of Squared Loadings			Rotation
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	3.399	33.993	33.993	3.399	33.993	33.993	3.290
2	1.406	14.065	48.057	1.406	14.065	48.057	1.736
3	1.189	11.892	59.949	1.189	11.892	59.949	1.327
4	.972	9.723	69.672				
5	.800	8.001	77.673				
6	.573	5.727	83.400				
7	.496	4.956	88.356				
8	.469	4.692	93.048				
9	.372	3.720	96.768				
10	.323	3.232	100.000				

Table - 2.6.1 (c): Three-factor Component Matrix of sub-scales of individualism and collectivism scales for Khasi adolescents.

Sub-scales	Component		
	1	2	3
HC	.796		
VC	.767		
HI	.733		
VI	.677		
IV	.654		-.439
CV	.612		-.522
CA	.318		
EVAC		.763	
NORC		.741	
IA			.727

Table - 2.6.1 (d): Three-factor Pattern Matrix of subscales of individualism and collectivism scales based on the common items for Khasi adolescents.

Sub-scales	Component		
	1	2	3
HI	.804		
HC	.784		
VC	.776		
VI	.758		
IV	.550		-.515
CA			
NORC		.884	
EVAC		.855	
IA			.746
CV	.449		-.621

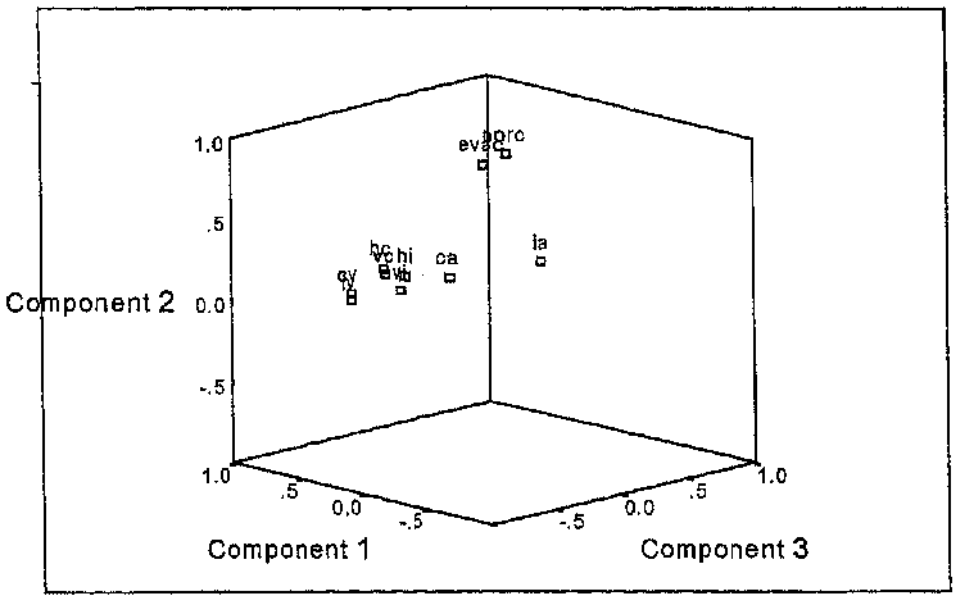
Table - 2.6.1 (e): Three-factor Structure Matrix of sub-scales of individualism and collectivism scales for Khasi adolescents.

Sub-scales	Component		
	1	2	3
HC	.802		
VC	.782		
HI	.782		
VI	.727		
IV	.598		-.567
CA	.304		
NORC		.869	
EVAC		.858	
IA			.707
CV	.525		-.670

Table - 2.6.1 (f): Three-factor Component Correlation Matrix of sub-scales of individualism and collectivism for Khasi adolescents.

Component	1	2	3
1	1.000		
2	.232	1.000	
3	-.093	-.101	1.000

Figure – 5: Three-factor plot of the sub-scales of individualism and collectivism scales for Khasi (boys plus girls) adolescents.



Regression Analysis

The results of step-wise regression analysis (backward) based on the common items with PPRSQ sub-factors (R, EW, OP and FS) as predictors (independent variables) and each sub-factor of the measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, individualism-collectivism, cultural orientation, and attitude-value) as criterion (dependent variable) at a time together with the results of One-Way ANOVA may summarily be concluded as follows: (a) 4% of HI (vide Table-2.7.1), (b) 5% of VI (vide Table-2.7.2), (c) 2% of HC (vide Table-2.7.3), (d) 8% of VC (vide Table-2.7.4), (e) CA could hardly be predicted (vide Table-2.7.5), (f) IA could hardly be predicted (vide Table-2.7.6), (g) 6% of CV (vide Table-2.7.7) , (h) 3% of IV (vide Table-2.7.8), (i) 3% of NORC (vide Table-2.7.9), (j) 3% of EVAC (vide Table-2.7.10), (k) individualism-collectivism could hardly be predicted (2 % vide Table-2.7.11), (l) 3 % of cultural orientation (vide Table-2.7.12) , and (m) 3 % of attitude-value (vide Table-2.7.13) could be predicted by the sub-factors of PPRSQ (R,EW,OP and FS), a finding similar to the first part of the analysis.

Table – 2.7.1: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and HI sub-factor of HVIC as the criterion for Khasi.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.216	0.047	0.031	10.070
2	0.215	0.046	0.035	10.051
3	0.207	0.043	0.036	10.049
4	0.190	0.036	0.032	10.065

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1251.739	4	312.935	3.086	0.017
	Residual	25653.955	253	101.399		
	Total	26905.694	257			
2	Regression	1244.050	3	414.683	4.105	0.007
	Residual	25661.644	254	101.030		
	Total	26905.694	257			
3	Regression	1157.431	2	578.716	5.731	0.004
	Residual	25748.262	255	100.974		
	Total	26905.694	257			
4	Regression	971.752	1	971.752	9.592	0.002
	Residual	25933.942	256	101.304		
	Total	26905.694	257			

a Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b Predictors: (Constant), FSTOT, RTOT, EWTOT
c Predictors: (Constant), FSTOT, RTOT
d Predictors: (Constant), RTOT
e Dependent Variable: HI

Table – 2.7.2: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and VI sub-factor of HVIC as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.229	0.053	0.038	9.796
2	0.226	0.051	0.040	9.785
3	0.221	0.049	0.041	9.777

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1349.626	4	337.407	3.516	0.008
	Residual	24277.835	253	95.960		
	Total	25627.461	257			
2	Regression	1307.703	3	435.901	4.553	0.004
	Residual	24319.758	254	95.747		
	Total	25627.461	257			
3	Regression	1250.364	2	625.182	6.540	0.002
	Residual	24377.097	255	95.596		
	Total	25627.461	257			

a Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b Predictors: (Constant), FSTOT, OPTOT, EWTOT
c Predictors: (Constant), OPTOT, EWTOT
d Dependent Variable: VI

Table – 2.7.3: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and HC sub-factor of HVIC as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.157385	0.02477	0.009351	10.30226
2	0.156327	0.024438	0.012916	10.28371
3	0.139241	0.019388	0.011697	10.29006

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	682.030	4	170.508	1.606	0.173
	Residual	26852.547	253	106.137		
	Total	27534.578	257			
2	Regression	672.892	3	224.297	2.121	0.098
	Residual	26861.686	254	105.755		
	Total	27534.578	257			
3	Regression	533.840	2	266.920	2.521	0.082
	Residual	27000.738	255	105.885		
	Total	27534.578	257			

a Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b Predictors: (Constant), FSTOT, OPTOT, RTOT
c Predictors: (Constant), OPTOT, RTOT
d Dependent Variable: HC

Table – 2.7.4: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and VC sub-factor of HVIC as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.298	0.089	0.075	8.352
2	0.295	0.087	0.076	8.345
3	0.288	0.083	0.076	8.347

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1725.411	4	431.353	6.184	0.000
	Residual	17646.283	253	69.748		
	Total	19371.694	257			
2	Regression	1683.262	3	561.087	8.057	0.[illegible]
	Residual	17688.432	254	69.639		
	Total	19371.694	257			
3	Regression	1604.951	2	802.475	11.5[illegible]	
	Residual	17766.743	255	69.674		
	Total	19371.694	257			

a Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b Predictors: (Constant), OPTOT, RTOT, EWTOT
c Predictors: (Constant), RTOT, EWTOT
d Dependent Variable: VC

Table – 2.7.5: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and CA sub-factor of CIAV as the criterion for Khasi.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.110	0.012	-0.003	5.128
2	0.110	0.012	0.000	5.118
3	0.110	0.012	0.004	5.108
4	0.093	0.009	0.005	5.107
5	0.000	0.000	0.000	5.119

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	81.765	4	20.441	0.777	0.541
	Residual	6652.596	253	26.295		
	Total	6734.360	257			
2	Regression	81.758	3	27.253	1.041	0.375
	Residual	6652.602	254	26.191		
	Total	6734.360	257			
3	Regression	81.542	2	40.771	1.563	0.212
	Residual	6652.819	255	26.089		
	Total	6734.360	257			
4	Regression	58.788	1	58.788	2.254	0.134
	Residual	6675.573	256	26.076		
	Total	6734.360	257			
5	Regression	0.000	0	0.000	.	.
	Residual	6734.360	257	26.204		
	Total	6734.360	257			

a	Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b	Predictors: (Constant), FSTOT, OPTOT, EWTOT
c	Predictors: (Constant), OPTOT, EWTOT
d	Predictors: (Constant), OPTOT
e	Predictor: (constant)
f	Dependent Variable: CA

Table – 2.7.6: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and IA sub-factor of CIAV as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.067	0.005	-0.011	5.028
2	0.066	0.004	-0.007	5.018
3	0.064	0.004	-0.004	5.009
4	0.046	0.002	-0.002	5.004
5	0.000	0.000	0.000	5.000

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.933	4	7.233	0.286	0.887
	Residual	6395.319	253	25.278		
	Total	6424.252	257			
2	Regression	28.091	3	9.364	0.372	0.773
	Residual	6396.161	254	25.182		
	Total	6424.252	257			
3	Regression	26.264	2	13.132	0.523	0.593
	Residual	6397.988	255	25.090		
	Total	6424.252	257			
4	Regression	13.764	1	13.764	0.550	0.459
	Residual	6410.488	256	25.041		
	Total	6424.252	257			
5	Regression	0.000	0	0.000	.	.
	Residual	6424.252	257	24.997		
	Total	6424.252	257			

a	Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b	Predictors: (Constant), OPTOT, RTOT, EWTOT
c	Predictors: (Constant), OPTOT, EWTOT
d	Predictors: (Constant), OPTOT
e	Predictor: (constant)
f	Dependent Variable: IA

Table – 2.7.7: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and CV sub-factor of CIAV as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.251	0.063	0.048	5.782
2	0.250	0.062	0.051	5.773
3	0.238	0.057	0.049	5.779

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	569.071	4	142.268	4.255	0.002
	Residual	8459.425	253	33.436		
	Total	9028.496	257			
2	Regression	563.013	3	187.671	5.631	0.001
	Residual	8465.483	254	33.329		
	Total	9028.496	257			
3	Regression	512.401	2	256.201	7.671	0.001
	Residual	8516.095	255	33.396		
	Total	9028.496	257			

a	Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b	Predictors: (Constant), OPTOT, RTOT, EWTOT
c	Predictors: (Constant), OPTOT, RTOT
d	Dependent Variable: CV

Table – 2.7.8: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and IV sub-factor of CIAV as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.188	0.036	0.020	5.758
2	0.188	0.036	0.024	5.747
3	0.181	0.033	0.025	5.744
4	0.171	0.029	0.026	5.743

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	309.026	4	77.257	2.330	0.057
	Residual	8388.493	253	33.156		
	Total	8697.519	257			
2	Regression	308.931	3	102.977	3.118	0.027
	Residual	8388.588	254	33.026		
	Total	8697.519	257			
3	Regression	284.569	2	142.285	4.313	0.014
	Residual	8412.950	255	32.992		
	Total	8697.519	257			
4	Regression	255.376	1	255.376	7.744	0.006
	Residual	8442.143	256	32.977		
	Total	8697.519	257			

a	Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b	Predictors: (Constant), FSTOT, OPTOT, EWTOT
c	Predictors: (Constant), FSTOT, EWTOT
d	Predictors: (Constant), EWTOT
e	Dependent Variable: IV

Table – 2.7.9: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and NORC sub-factor of COS as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.189	0.036	0.021	8.085
2	0.189	0.036	0.024	8.069
3	0.188	0.035	0.028	8.055
4	0.179	0.032	0.028	8.053

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	614.296	4	153.574	2.349	0.055
	Residual	16537.455	253	65.365		
	Total	17151.752	257			
2	Regression	614.264	3	204.755	3.145	0.026
	Residual	16537.488	254	65.108		
	Total	17151.752	257			
3	Regression	605.409	2	302.704	4.665	0.010
	Residual	16546.343	255	64.888		
	Total	17151.752	257			
4	Regression	551.222	1	551.222	8.500	0.004
	Residual	16600.530	256	64.846		
	Total	17151.752	257			

a	Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b	Predictors: (Constant), FSTOT, OPTOT, EWTOT
c	Predictors: (Constant), FSTOT, EWTOT
d	Predictors: (Constant), EWTOT
e	Dependent Variable: NORC

Table – 2.7.10: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and EVAC sub-factor of COS as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.188	0.035	0.020	5.887
2	0.184	0.034	0.023	5.879
3	0.175	0.030	0.023	5.878
4	0.147	0.022	0.018	5.894

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	319.676	4	79.919	2.306	0.059
	Residual	8768.634	253	34.659		
	Total	9088.310	257			
2	Regression	308.870	3	102.957	2.979	0.032
	Residual	8779.440	254	34.565		
	Total	9088.310	257			
3	Regression	277.100	2	138.550	4.010	0.019
	Residual	8811.210	255	34.554		
	Total	9088.310	257			
4	Regression	195.804	1	195.804	5.637	0.018
	Residual	8892.506	256	34.736		
	Total	9088.310	257			

a	Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b	Predictors: (Constant), OPTOT, RTOT, EWTOT
c	Predictors: (Constant), RTOT, EWTOT
d	Predictors: (Constant), EWTOT
e	Dependent Variable: EVAC

Table – 2.7.11: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and individualism-collectivism factor as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.142	0.020	0.005	19.946
2	0.136	0.018	0.007	19.923
3	0.106	0.011	0.003	19.957
4	0.078	0.006	0.002	19.969
5	0.000	0.000	0.000	19.991

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2061.713	4	515.428	1.296	0.272
	Residual	100650.414	253	397.828		
	Total	102712.128	257			
2	Regression	1889.685	3	629.895	1.587	0.193
	Residual	100822.443	254	396.939		
	Total	102712.128	257			
3	Regression	1150.047	2	575.023	1.444	0.238
	Residual	101562.081	255	398.283		
	Total	102712.128	257			
4	Regression	629.069	1	629.069	1.578	0.210
	Residual	102083.058	256	398.762		
	Total	102712.128	257			
5	Regression	0.000	0	0.000	.	.
	Residual	102712.128	257	399.658		
	Total	102712.128	257			

a	Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b	Predictors: (Constant), OPTOT, RTOT, EWTOT
c	Predictors: (Constant), OPTOT, RTOT
d	Predictors: (Constant), OPTOT
e	Predictor: (constant)
f	Dependent Variable: individualism-collectivism

Table – 2.7.12: Results of step-wise regression analysis with PPRSQ sub-factors as predictors and cultural orientation factor as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.157	0.025	0.009	8.992
2	0.157	0.025	0.013	8.974
3	0.153	0.023	0.016	8.962
4	0.135	0.018	0.014	8.968

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	513.850	4	128.463	1.589	0.178
	Residual	20456.324	253	80.855		
	Total	20970.174	257			
2	Regression	513.807	3	171.269	2.127	0.097
	Residual	20456.367	254	80.537		
	Total	20970.174	257			
3	Regression	490.682	2	245.341	3.055	0.049
	Residual	20479.492	255	80.312		
	Total	20970.174	257			
4	Regression	383.423	1	383.423	4.768	0.030
	Residual	20586.752	256	80.417		
	Total	20970.174	257			

a Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b Predictors: (Constant), FSTOT, OPTOT, RTOT
c Predictors: (Constant), FSTOT, RTOT
d Predictors: (Constant), FSTOT
e Dependent Variable: cultural orientation

Table – 2.7.13: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and attitude-value factor as the criterion for Khasi adolescents.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.186	0.034	0.019	4.904
2	0.184	0.034	0.022	4.896
3	0.181	0.033	0.025	4.889
4	0.167	0.028	0.024	4.892

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	217.300	4	54.325	2.259	0.063
	Residual	6084.300	253	24.049		
	Total	6301.601	257			
2	Regression	213.014	3	71.005	2.962	0.033
	Residual	6088.587	254	23.971		
	Total	6301.601	257			
3	Regression	205.441	2	102.720	4.297	0.015
	Residual	6096.160	255	23.907		
	Total	6301.601	257			
4	Regression	175.078	1	175.078	7.316	0.007
	Residual	6126.523	256	23.932		
	Total	6301.601	257			

a Predictors: (Constant), FSTOT, OPTOT, RTOT, EWTOT
b Predictors: (Constant), OPTOT, RTOT, EWTOT
c Predictors: (Constant), OPTOT, RTOT
d Predictors: (Constant), RTOT
e Dependent Variable: attitude-value

A comparative view of the factor analyses (based on the common items) among Mizo and Khasi adolescents separately: (a) communalities, (b) component matrix, (c) total variance explained, (d) pattern matrix, (e) structure matrix; and (f) component correlation revealed mixed picture. The differential patterns of factor structure(s) in Mizo and Khasi cultures (the findings of the study), the observations of Chiou (2001) and Voronov & Singer (2002) as well as the theoretical and methodological concerns relating to the measurement of the constructs (Oyserman, 2002; Fiske, 2002; Voronov & Singer, 2002: Bond, 2002), strongly support the view that the I-C construct cannot be treated as universal and may be attributed to culture-specifics. These findings, on the whole, suggest that the factor structures (and the factor scores) cannot be treated as indices for cross-cultural comparisons (among Mizo and Khasi adolescents). Therefore it was felt desirable to highlight the significant independent and interaction effects of (a) 'culture' and 'sex', (b) 'culture', 'sex' and 'R level'; and (c) 'culture', 'sex' and 'EW level' variables separately on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, RSPM and EFT). The outcomes are presented in order.

CROSS-CULTURAL COMPARISONS OF BEHAVIOURAL MEASURES

It may be recalled that alongside the 'culture' (Mizo and Khasi) and 'sex '(boys and girls) variables, the adolescents were required to indicate their perception regarding parenting styles of both their 'parents' (fathers and mothers). Therefore, the predictive validity of the PPRSQ sub-factors (R, EW, OP and FS) were analysed by employing 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 parent) with repeated measures on the last component, following Winer *et al.* (1991, *pp.*509-512). The results of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 parent with repeated measures on the last component) on the sub-factor measures of PPRSQ (R, EW, OP and

FS), and the results of 2 x 2 ANOVA (2 culture x 2 sex) on each of the sub-scale / sub-factor measures of individualism and collectivism are presented in order.

Effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls) and 'parent' (fathers and mothers) Variables on the sub-factors of PPRSQ

The M ± SD values for the 8 groups (2 culture x 2 sex x 2 parent) are put together in Table – 3.1.1. The predictive validity of the sub-factors of PPRSQ was ascertained by computing 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 parent with repeated measures on the last component). The results are given in Table – 3.2.1. Results (Table – 3.2.1) revealed **(a)** significant independent effects of (i) 'culture' on OP and FS sub-factors, (ii) 'sex' on OP sub-factor, and (ii) 'parent' on EW, OP and FS sub-factors; and **(b)** significant 'parent x culture' interaction on EW, OP and FS sub-factors of PPRSQ. Post-hoc mean comparisons in significant independent effects of 'culture', 'sex' and 'parent' revealed (a) greater OP and FS in Mizo than in Khasi, (b) more OP in girls than in boys; and (c) more EW, OP and FS from mothers as compared to fathers.

Table – 3.1.1: M ± SD values for the eight groups (2 culture x 2 sex x 2 parent) on the sub-factors of PPRSQ.

culture	sex	parent	M+SD	R	EW	OP	FS
MIZO	boys	father	M	29.37	41.88	24.48	10.37
			SD	4.96	5.07	3.12	2.15
		mother	M	29.07	44.01	25.85	10.68
			SD	5.28	4.95	3.18	2.35
	girls	father	M	28.46	42.51	24.78	10.68
			SD	4.99	4.85	2.85	2.10
		mother	M	28.58	45.13	26.36	11.08
			SD	5.46	4.59	2.86	2.10
KHASI	boys	father	M	27.92	43.02	23.40	9.20
			SD	5.13	5.19	3.11	2.19
		mother	M	27.89	44.40	24.40	9.37
			SD	5.44	5.23	3.59	2.38
	girls	father	M	28.17	42.77	23.93	9.52
			SD	5.45	5.07	3.23	2.57
		mother	M	28.55	44.22	24.93	9.47
			SD	5.48	4.79	2.90	2.40

Table – 3.1.2: Results of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 parent with repeated measures on the last component) on the sub-factors of PPRSQ.

Sub-factors	Source	SS	df	MS	F	P
	Between Subjects					
	CULTURE	153.36	1	153.36	3.16	0.08
	SEX	4.19	1	4.19	0.09	0.77
	CULTURE*SEX	94.66	1	94.66	1.95	0.16
	Error	27670.36	570	48.54		
	Within Subjects					
R	PARENT	0.65	1	0.65	0.09	0.76
	PARENT*CULTURE	5.03	1	5.03	0.72	0.40
	PARENT*SEX	12.37	1	12.37	1.77	0.18
	PARENT*CULTURE*SEX	0.00	1	0.00	0.00	0.98
	Error	3987.95	570	7.00		
	Between Subjects					
	CULTURE	13.83	1	13.83	0.35	0.56
	SEX	30.06	1	30.06	0.75	0.39
	CULTURE*SEX	85.06	1	85.06	2.13	0.14
	Error	22716.62	570	39.85		
	Within Subjects					
EW	PARENT	1021.22	1	1021.22	110.21	0.00
	PARENT*CULTURE	65.77	1	65.77	7.10	0.01
	PARENT*SEX	5.68	1	5.68	0.61	0.43
	PARENT*CULTURE*SEX	3.14	1	3.14	0.34	0.56
	Error	5281.82	570	9.27		
	Between Subjects					
	CULTURE	408.94	1	408.94	25.17	0.00
	SEX	62.00	1	62.00	3.82	0.05
	CULTURE*SEX	1.23	1	1.23	0.08	0.78
	Error	9261.52	570	16.25		
	Within Subjects					
OP	PARENT	436.56	1	436.56	148.10	0.00
	PARENT*CULTURE	15.90	1	15.90	5.40	0.02
	PARENT*SEX	0.71	1	0.71	0.24	0.62
	PARENT*CULTURE*SEX	0.84	1	0.84	0.28	0.59
	Error	1680.20	570	2.95		
	Between Subjects					
	CULTURE	488.97	1	488.97	54.95	0.00
	SEX	22.93	1	22.93	2.58	0.11
	CULTURE*SEX	1.52	1	1.52	0.17	0.68
	Error	5072.29	570	8.90		
	Within Subjects					
FS	PARENT	12.65	1	12.65	8.54	0.00
	PARENT*CULTURE	6.07	1	6.07	4.10	0.04
	PARENT*SEX	0.32	1	0.32	0.22	0.64
	PARENT*CULTURE*SEX	1.59	1	1.59	1.07	0.30
	Error	844.57	570	1.48		

Scheffe Test applied to mark out the pattern of mean differences in 'parent x culture' interaction (Table – 3.1.3) on EW, OP and FS revealed that (a) Mizo mothers (M = 44.57) and Khasi mothers (M = 44.31) emerged to show greater emotional warmth as compared to Mizo (M = 42.19) and Khasi (M = 42.89) fathers, and no reliable difference emerged within the former and latter sub-set of means (Table – 3.1.3 and Figure – 6); (b) Mizo mothers (M = 26.11) emerged to be more overprotective as compared to Khasi mothers (M = 24.67), Mizo fathers (M = 24.63) and Khasi fathers (M = 23.67), and additionally, Khasi mothers (M = 24.67) and Mizo fathers (M = 24.63) while showing no difference between them emerged to be more overprotective as compared to Khasi fathers (23.67) (Table – 3.1.3 and Figure – 7); and, (c) Mizo mothers (M = 10.88) and Mizo fathers (M = 10.53) revealed greater FS scores as compared to Khasi fathers (M = 9.36) and Khasi mothers (M = 9.41), and no difference emerged within the former and latter sub-set of means (Table – 3.1.3 and figure – 8). These observations broadly find explanatory bases from literature (Arrindell *et al.*, 1996 a & b; Clarke-Stewart, 1978; Gerlsma *et al.*, 1991; Hetherington *et al.*, 1978; Pederson *et al.*, 1980; Singh & Fente, 1998).

Table – 3.1.3: Scheffe Test depicting mean differences in significant 'parent x culture' interaction effect on EW, OP and FS sub-factors of PPRSQ.

PPRSQ sub-factors	GROUPS					
		MEANS	Mizo father 42.19	Khasi father 42.89	Khasi mother 44.31	Mizo mother 44.57
EW	Mizo father	42.19	X	0.7	2.12**	2.38**
	Khasi father	42.89		X	1.42**	1.68**
	Khasi mother	44.31			X	0.26
	GROUPS		Khasi father	Mizo father	Khasi mother	Mizo mother
		MEANS	23.67	24.63	24.67	26.11
OP	Khasi father	23.67	X	0.96**	1.00**	2.44**
	Mizo father	24.63		X	0.04	1.48**
	Khasi mother	24.67			X	1.44**
	GROUPS		Khasi father	Khasi mother	Mizo father	Mizo mother
		MEANS	9.36	9.41	10.53	10.88
FS	Khasi father	9.36	X	0.05	1.17**	1.52**
	Khasi mother	9.41		X	1.12**	1.47**
	Mizo father	10.53			X	0.35

** significant at 0.01 level * significant at 0.05 level

Figure – 6: Means for levels of 'parent' and 'culture' interaction on EW sub-factor of PPRSQ.

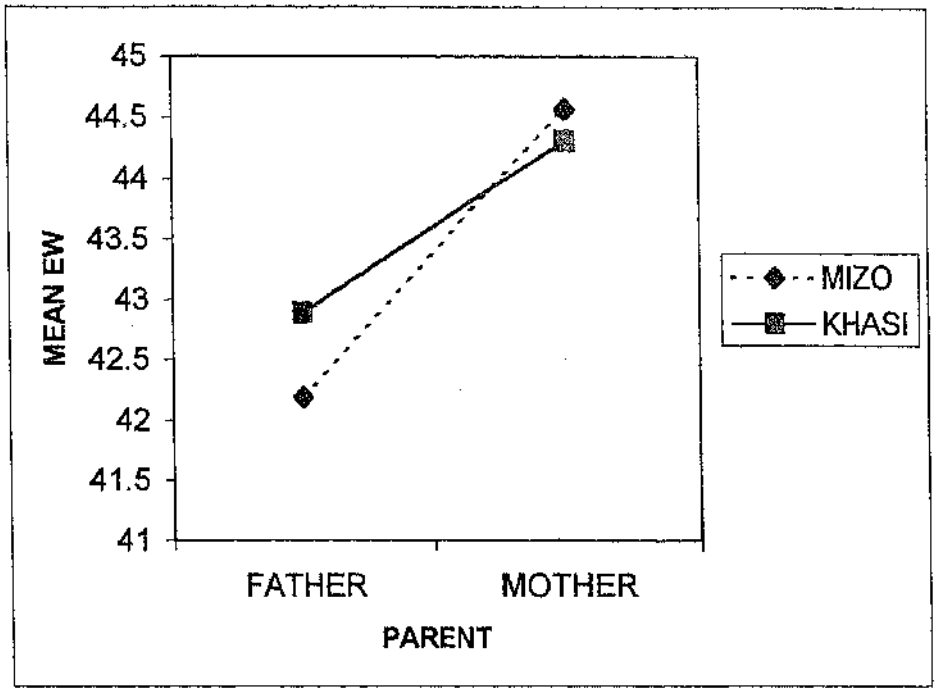


Figure – 7: Means for levels of 'parent' and 'culture' interaction on OP sub-factor of PPRSQ.

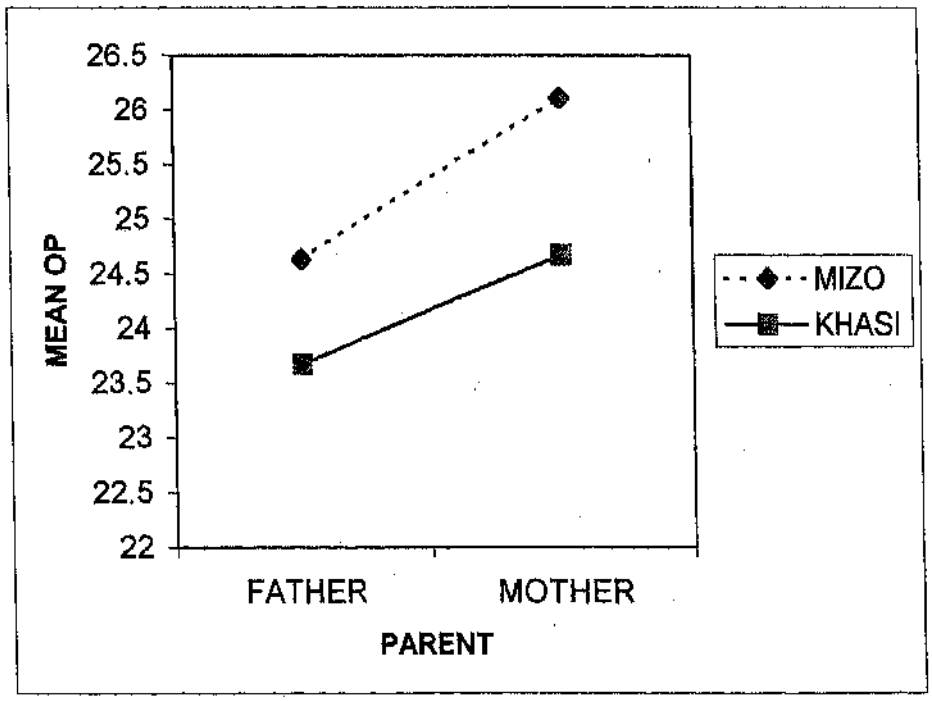
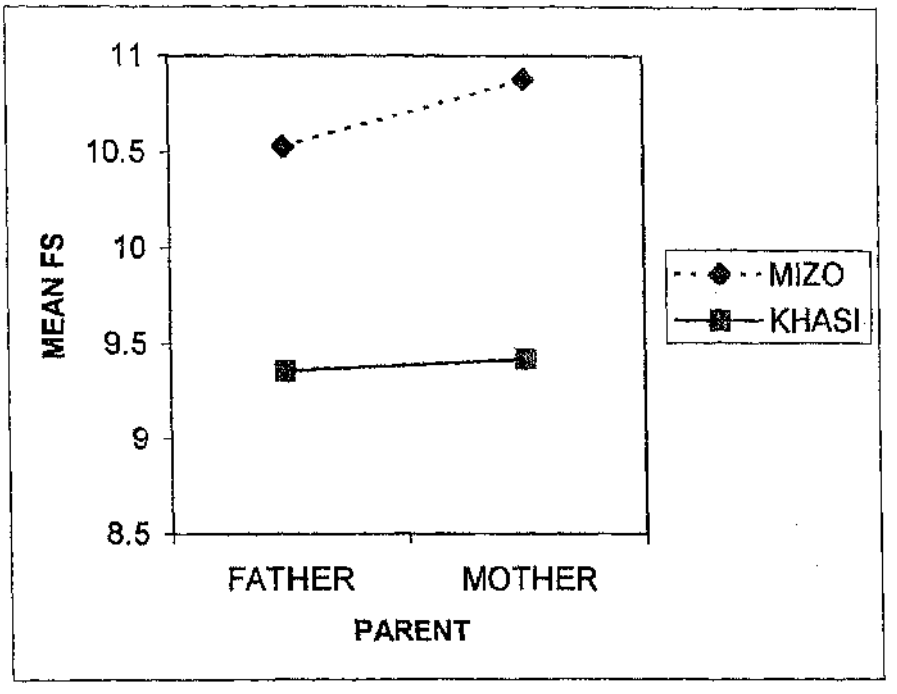


Figure – 8: Means for levels of 'parent' and 'culture' interaction on FS sub-factor of PPRSQ.



Effects of 'culture' (Mizo and Khasi) and 'sex' (boys and girls) Variables on Measures of Individualism and Collectivism

The M±SD values for the groups (2 culture x 2 sex) on the various measures o individualism and collectivism (as psychometrically observed on the basis of the common items across the two cultural groups) are given together in Table – 4.1.1 a & b. The results of 2 x 2 ANOVA (2 culture x 2 sex) on each measure of I and C are summarily given in Table – 4.1.2. Results (Table – 4.1.2) manifested significant independent effects of **(a)** 'culture' on HI, VI, HC, VC, CA, IA, CV, NORC, EVAC and COS measures (except for the IV scale). Post-hoc Mean comparisons (vide Table – 4.1.1 a) revealed greater (1) HI in Khasi (Mean = 50.14) than in Mizo (Mean = 43.91), IA in Khasi (Mean = 22.14) than in Mizo (Mean = 19.69), (2) greater VI in Mizo (Mean = 47.28) than in Khasi (Mean = 44.61), (3) greater HC in Mizo (Mean = 56.32) than in Khasi (Mean = 52.76), (4) greater VC in Mizo (Mean = 47.14) than in Khasi (Mean = 44.14)

(5) greater CA in Mizo (Mean = 33.70) than in Khasi (Mean = 31.48), (6) greater CV in Mizo (Mean = 39.69) than in Khasi (Mean = 36.50), (7) greater NORC in Mizo (Mean = 57.68) than in Khasi (Mean = 50.36), (8) greater EVAC in Mizo (Mean = 50.22) than in Khasi (Mean = 44.53), and (9) greater COS in Mizo (Mean = 107.9) than in Khasi (Mean = 94.89 **(b)** 'sex' on VC and CA. Post hoc mean comparisons (vide Table – 4.1.1 a) indicated (1) greater VC in girls (Mean = 46.46) than in boys (Mean = 44.78), (2) greater CA in girls (Mean = 33.05) than in boys (Mean = 32.11); and **(c)** 'culture x sex' interaction on NORC and COS measures.

Table – 4.1.1(a): M ± SD values for '2 culture' and '2 sex' on measures of individualism and collectivism.

	CULTURE				SEX			
	MIZO (N = 316)		KHASI (N = 258)		BOYS (N = 279)		GIRLS (N = 295)	
Sub-scales	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
HI	**43.91**	8.30	**50.14**	10.23	47.20	9.49	46.25	9.93
VI	**47.28**	6.54	**44.61**	9.99	46.10	8.30	46.06	8.44
HC	**56.32**	6.84	**52.76**	10.35	54.82	8.69	54.63	8.86
VC	**47.14**	6.23	**44.14**	8.68	**44.96**	7.23	**46.58**	7.82
CA	**33.70**	4.59	**31.48**	5.12	**32.23**	4.87	**33.15**	5.00
IA	**19.69**	4.46	**22.14**	5.00	20.97	5.13	20.62	4.60
CV	**39.69**	2.92	**36.50**	5.93	37.92	5.14	38.57	4.42
IV	31.56	4.39	31.87	5.82	31.66	5.43	31.73	4.73
NORC	**57.68**	5.68	**50.36**	8.17	54.23	7.34	54.55	8.24
EVAC	**50.22**	4.59	**44.53**	5.95	47.60	5.89	47.72	6.02
COS	**107.90**	8.91	**94.89**	12.30	101.82	11.79	102.27	12.94

Table – 4.1.1(b): M ± SD values for the four groups (2 culture x 2 sex) on measures of individualism and collectivism.

Culture	Sex	HVIC sub-scales				CIAV sub-scales				COS subscales		
		HI	VI	HC	VC	CA	IA	CV	IV	NOR	EVA	COS
MIZO	Boys M	45.03	46.92	55.83	46.13	32.99	19.73	39.20	31.69	56.7	49.8	106.4
	SD	8.11	6.47	6.80	6.09	4.52	4.68	3.36	4.56	5.6	4.8	9.0
	Girls M	42.80	47.64	56.80	48.14	34.42	19.64	40.18	31.42	58.7	50.7	109.4
	SD	8.36	6.62	6.88	6.23	4.56	4.25	2.31	4.23	5.6	4.3	8.6
KHASI	Boys M	50.03	45.03	53.50	43.43	31.24	22.58	36.26	31.63	51.02	44.76	95.79
	SD	10.40	10.15	10.55	8.27	5.14	5.25	6.44	6.41	8.09	5.95	12.30
	Girls M	50.24	44.23	52.12	44.77	31.69	21.75	36.72	32.08	49.78	44.32	94.10
	SD	10.12	9.86	10.16	9.01	5.11	4.75	5.45	5.248	8.23	5.96	12.30

Table - 4.1.2 – Results of 2 x 2 ANOVA (2 culture x 2 sex) on measures of individualism and collectivism.

Scales	Source	Sum of Squares	df	Mean Square	F	Sig.
	CULTURE	5493.28	1	5493.28	64.94	0.00
	SEX	144.59	1	144.59	1.71	0.19
HI	CULTURE * SEX	210.21	1	210.21	2.48	0.12
	Error	48218.34	570	84.59		
	CULTURE	991.69	1	991.69	14.49	0.00
	SEX	0.22	1	0.22	0.00	0.96
VI	CULTURE * SEX	81.97	1	81.97	1.20	0.27
	Error	39022.76	570	68.46		
	CULTURE	1746.30	1	1746.30	23.65	0.00
	SEX	5.79	1	5.79	0.08	0.78
HC	CULTURE * SEX	196.31	1	196.31	2.66	0.10
	Error	42095.68	570	73.85		
	CULTURE	1304.97	1	1304.97	23.86	0.00
	SEX	397.72	1	397.72	7.27	0.01
VC	CULTURE * SEX	15.55	1	15.55	0.28	0.59
	Error	31180.78	570	54.70		
	CULTURE	710.93	1	710.93	30.72	0.00
	SEX	124.82	1	124.82	5.39	0.02
CA	CULTURE * SEX	34.30	1	34.30	1.48	0.22
	Error	13191.96	570	23.14		
	CULTURE	868.07	1	868.07	39.09	0.00
	SEX	30.58	1	30.58	1.38	0.24
IA	CULTURE * SEX	19.35	1	19.35	0.87	0.35
	Error	12656.83	570	22.20		
	CULTURE	1448.90	1	1448.90	71.01	0.00
	SEX	74.24	1	74.24	3.64	0.06
CV	CULTURE * SEX	9.38	1	9.38	0.46	0.50
	Error	11630.47	570	20.40		
	CULTURE	12.52	1	12.52	0.48	0.49
	SEX	1.23	1	1.23	0.05	0.83
IV	CULTURE * SEX	18.27	1	18.27	0.71	0.40
	Error	14760.77	570	25.90		
	CULTURE	7512.97	1	7512.97	159.15	0.00
	SEX	20.95	1	20.95	0.44	0.51
NORC	CULTURE * SEX	375.75	1	375.75	7.96	0.00
	Error	26908.70	570	47.21		
	CULTURE	4568.81	1	4568.81	166.33	0.00
	SEX	7.28	1	7.28	0.26	0.61
EVAC	CULTURE * SEX	62.83	1	62.83	2.29	0.13
	Error	15656.94	570	27.47		
	CULTURE	23799.34	1	23799.34	215.18	0.00
	SEX	52.92	1	52.92	0.48	0.49
COS	CULTURE * SEX	745.86	1	745.86	6.74	0.01
	Error	63042.23	570	110.60		

The patterns of mean differences in significant interaction between '2 culture x 2 se variable on NORC and COS measures were highlighted by applying Scheffe Test. The result are respectively given together in Table – 4.1.3 and Figures – 9 and 10). Results reveal to conclude (a) greater NORC in Mizo girls (Mean = 58.69) than in boys (Mean = 56.68), and reverse trend (but non-significant) in Khasi, that is, greater NORC in Khasi boys (Mean = 51.03) than in girls (Mean = 49.78); and (b) greater COS in Mizo girls (Mean = 109.35) than in boys (Mean = 106.45), and no difference in Khasi boys (Mean = 95.79) and girls (Mean = 94.10) respectively emerged to moderate the interaction variance between 'culture x sex' interaction on NORC and COS measures. In conclusion, the results manifested (a) greater scores in Mizo on all the collectivism scales (HC, VC, CA, CV, NORC, EVAC and COS), and vertical individualism (VI) than in khasi, (b) greater horizontal individualism (HI) in Khasi than in Mizo, (c) girls manifested greater vertical collectivism (VC) as well as greater collectivistic attitude (CA) than boys, (d) significant interaction effect of 'culture x sex' variables revealed greater NORC in Mizo girls than in Mizo boys, whereas (a trend of) greater NORC in Khasi boys than in Khasi girls; and greater COS in Mizo girls than in Mizo boys and no difference in Khasi boys and Khasi girls as the moderator of 'culture x sex' interaction on COS. Although direct comparisons of the observed mean trends in 'culture', 'sex' and 'culture x sex' effects on the specified measures are not available (the observations of the study), the findings may well amicably be interpreted in the light of cross-cultural differences on I-C (Triandis 1987, 1989, 1990, 1994, 1995; Triandis & Gelfand 1998; Hui 1988; Kim *et al.*, 1994; Oyserman, Coon, & Kemmelmeier, 2002; Bond, 2002; Fiske, 2002; Kitayama, 2002; Miller, 2002).

Table - 4.1.3: Scheffe Tests depicting the mean differences in significant 'culture x sex' interaction on NORC and COS.

SCALES	GROUPS		Khasi girls	Khasi boys	Mizo boys	Mizo girls
		MEANS	49.78	51.02	56.7	58.7
NORC	Khasi girls	49.78	X	1.24	6.92**	8.92**
	Khasi boys	51.02		X	5.68**	7.68**
	Mizo boys	56.7			X	2.00*
			Khasi girls	Khasi boys	Mizo boys	Mizo girls
		MEANS	94.1	95.79	106.4	109.4
COS	Khasi girls	94.1	X	1.69	12.3**	15.33**
	Khasi boys	95.79		X	10.61**	13.61**
	Mizo boys	106.4			X	3.00*

** significant at .01 level

* significant at .05 level

Figure – 9: Means for levels of 'culture' and 'sex' interaction on NORC.

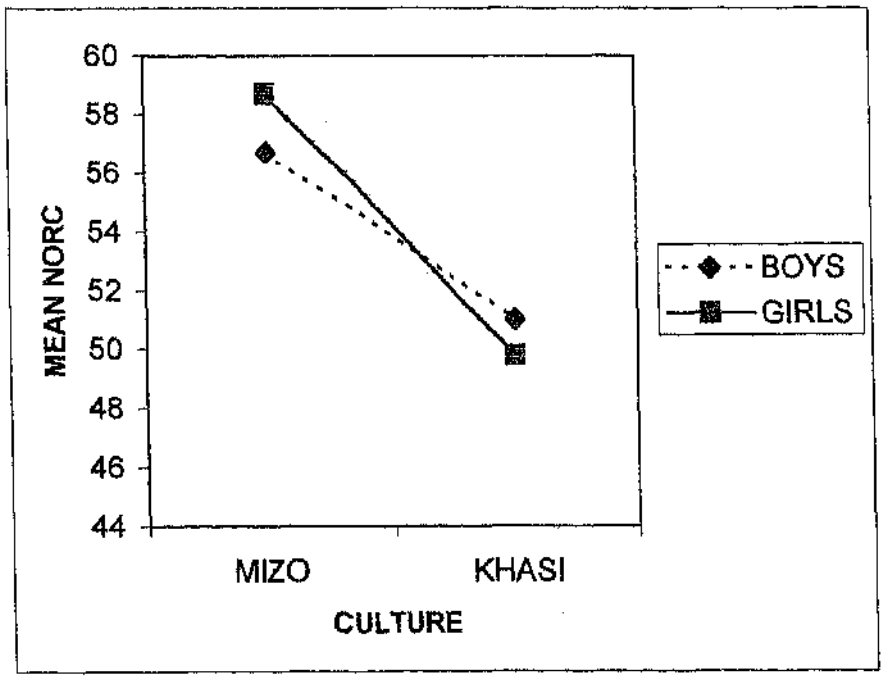
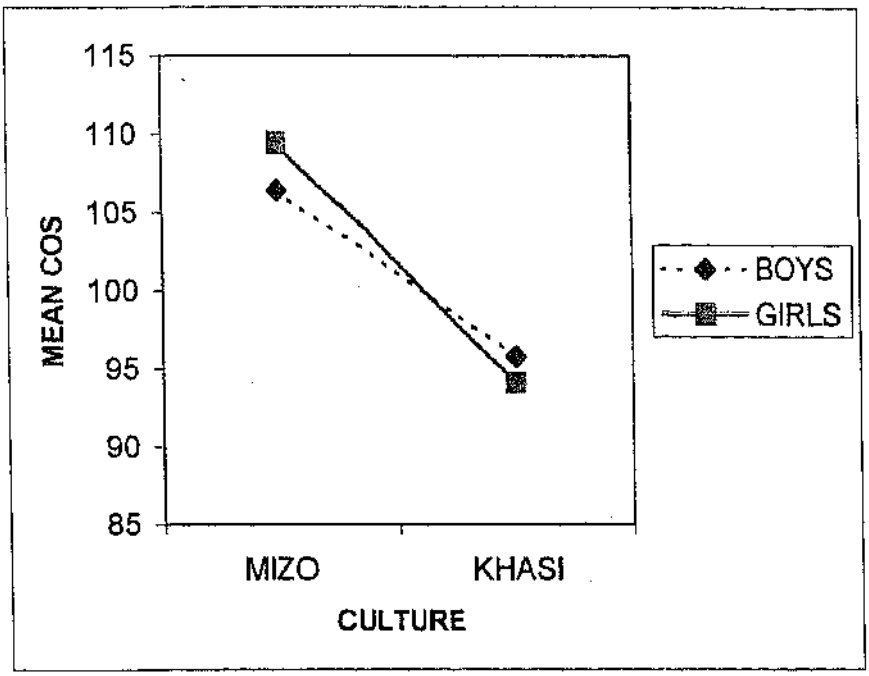


Figure – 10: Means for levels of 'culture' and 'sex' interaction on COS.



Effects of 'Culture', 'Sex' and 'Level of R' on Individualism – Collectivism, Intellectual Ability and Field Dependence

The M ± SD for the groups (2 culture x 2 sex x 2 R levels) on measures of the dependent variables (individualism and collectivism, intellectual ability and field-dependence), and the results of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 levels of R) are respectively given in Tables – 5.1.1 a & b and 5.1.2. Results (vide Table – 5.1.2.) manifested significant **(a)** 'culture' effects on HI, VI, VC, CA, IA, CV, NORC, EVAC, COS, RSPM and EFT measures. Mean comparisons (Table – 5.1.1 a) revealed (i) greater scores in Mizo than in Khasi on VI, HC, VC, CA, CV, NORC, EVAC, COS and EFT, and (ii) greater scores in Khasi than in Mizo on HI, IA and RSPM; **(b)** 'sex' effects on VC, CV, RSPM and EFT measures. Mean comparisons (Table – 5.1.1 a) revealed (i) greater scores in boys than in girls on RSPM, and (ii) greater scores in girls than in boys on VC, CV and EFT measures; **(c)** 'R level' effects on VC, CA, CV, NORC, EVAC and COS measures. Mean comparisons (Table – 5.1.1 a) manifested greater scores in low than in

high scorers on R on all these measures of collectivism. Additionally, results (vide Table – 5.1.1 a) manifested significant interaction between (d) 'culture x sex' variables on EFT, (e) 'culture x R level' interaction on HI, IV, COS, RSPM and EFT measures. Besides, all other interaction variances, that is, 'sex x culture' and 'culture x sex x R level' variables failed to manifest any instance of statistically significant F-ratio.

Table – 5.1.1 (a): M ± SD values for '2 culture', '2 sex' and '2 R level' on measures of individualism and collectivism, RSPM and EFT.

	CULTURE				SEX				R LEVEL			
	MIZO		KHASI		BOYS		GIRLS		LOW		HIGH	
Scales	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
HI	45.60	8.52	50.00	10.55	48.03	10.32	47.31	9.27	48.82	9.79	46.19	9.54
VI	48.75	6.68	43.03	10.20	46.26	9.16	45.96	8.80	47.16	9.58	44.81	7.96
HC	56.98	6.48	54.41	10.74	55.69	8.94	55.86	8.70	58.09	7.34	52.97	9.60
VC	47.25	6.57	44.38	9.42	44.43	8.07	47.17	7.99	48.82	7.49	42.37	7.46
CA	34.00	4.59	31.00	5.77	31.88	5.29	33.22	5.38	33.43	5.41	31.61	5.17
IA	20.54	4.70	22.93	4.51	21.91	4.84	21.42	4.70	21.16	4.64	22.24	4.85
CV	39.86	3.44	35.90	6.09	37.28	5.97	38.65	4.45	39.10	4.28	36.72	5.96
IV	31.49	4.68	31.45	6.25	31.29	6.46	31.62	4.46	31.72	5.55	31.16	5.35
NORC	58.38	4.95	52.35	9.01	55.06	7.38	56.02	8.00	56.94	7.06	53.93	8.19
EVAC	50.71	4.53	45.45	6.54	48.69	5.80	47.93	6.41	49.74	5.77	46.48	6.11
COS	109.1	7.80	97.80	14.00	103.75	11.27	103.9	13.39	106.6	11.44	100.4	12.79
RSPM	44.40	5.32	46.94	6.38	46.81	5.78	44.54	5.93	45.55	6.49	45.61	5.26
EFT	39.85	19.12	29.65	15.95	30.81	13.41	38.75	21.11	36.92	21.03	32.93	14.37

Table - 5.1.1(b):M + SD values for the eight groups (2 culture x 2 sex x 2 R level) on measures of individualism and collectivism, RSPM and EFT.

Culture	Sex	R level	N		HI	VI	HC	VC	CA	IA	CV	IV	NORC	EVAC	COS	RSPM	EFT	R
MIZO	BOYS	R LOW	17	M	46.47	50.18	57.71	48.18	34.29	18.76	39.18	29.65	56.00	50.65	106.65	44.24	32.22	50.55
				SD	7.58	5.51	6.36	7.39	4.71	4.09	5.66	5.85	5.87	5.31	9.53	5.46	10.07	10.92
		R HIGH	22	M	46.45	48.14	55.27	43.18	32.41	21.82	38.27	32.36	57.09	50.50	107.59	46.00	31.83	70.71
				SD	9.84	5.94	5.62	4.78	3.92	4.46	3.41	4.15	3.94	4.48	6.22	4.02	14.70	6.03
	GIRLS	R LOW	26	M	44.31	50.81	60.81	50.92	35.81	19.88	41.58	31.35	60.96	52.38	113.35	42.85	53.10	46.33
				SD	7.53	6.95	3.86	5.91	4.05	4.66	0.58	4.39	4.43	4.36	7.68	5.95	23.81	5.15
		R HIGH	15	M	45.60	44.47	52.00	45.80	32.87	21.80	40.00	32.53	58.47	48.20	106.67	44.93	37.27	57.73
				SD	9.62	6.91	7.61	5.49	5.44	5.29	1.51	4.24	4.31	2.78	5.02	5.40	10.29	15.31
KHASI	BOYS	R LOW	17	M	52.35	43.59	56.53	45.94	30.94	24.00	38.06	33.53	54.47	47.82	102.29	49.47	27.97	43.33
				SD	12.32	13.03	12.32	9.79	6.24	4.49	4.46	7.46	9.72	6.73	14.80	7.21	15.57	4.38
		R HIGH	12	M	47.00	41.08	52.42	39.25	28.83	23.58	31.67	28.50	50.83	43.83	94.67	48.17	30.98	60.59
				SD	10.97	9.02	11.31	8.73	5.59	5.09	8.73	8.25	9.20	4.47	10.65	5.39	12.83	11.00
	GIRLS	R LOW	22	M	53.23	43.27	56.36	49.05	31.86	22.32	36.91	32.36	54.82	47.41	102.23	46.73	28.34	44.89
				SD	9.08	9.68	5.39	6.90	5.63	3.81	4.16	4.54	6.35	5.65	10.34	5.82	16.90	8.25
		R HIGH	18	M	45.83	43.50	51.33	40.61	31.44	22.22	35.44	30.33	48.33	41.89	90.22	44.00	31.96	64.59
				SD	8.88	9.19	13.34	9.62	5.69	5.04	6.33	4.65	10.00	7.09	16.09	6.06	17.85	15.62

Table – 5.1.2: Results of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 R level) on IC scales, RSPM, and EFT.

Scales	Source	Sum of Squares	df	Mean Square	F	Sig.
HI	CULTURE	536.40	1	536.40	6.06	0.02
	SEX	24.21	1	24.21	0.27	0.60
	RLEVEL	290.73	1	290.73	3.28	0.07
	CULTURE * SEX	16.41	1	16.41	0.19	0.67
	CULTURE * RLEVEL	434.51	1	434.51	4.91	0.03
	SEX * RLEVEL	1.19	1	1.19	0.01	0.91
	CULTURE * SEX * RLEVEL	24.79	1	24.79	0.28	0.60
	Error	12489.07	141	88.57		
VI	CULTURE	1083.38	1	1083.38	15.10	0.00
	SEX	1.94	1	1.94	0.03	0.87
	RLEVEL	251.03	1	251.03	3.50	0.06
	CULTURE * SEX	58.37	1	58.37	0.81	0.37
	CULTURE * RLEVEL	82.31	1	82.31	1.15	0.29
	SEX * RLEVEL	5.44	1	5.44	0.08	0.78
	CULTURE * SEX * RLEVEL	109.30	1	109.30	1.52	0.22
	Error	10116.73	141	71.75		
HC	CULTURE	184.72	1	184.72	2.61	0.11
	SEX	4.46	1	4.46	0.06	0.80
	RLEVEL	918.09	1	918.09	12.99	0.00
	CULTURE * SEX	2.57	1	2.57	0.04	0.85
	CULTURE * RLEVEL	9.72	1	9.72	0.14	0.71
	SEX * RLEVEL	117.49	1	117.49	1.66	0.20
	CULTURE * SEX * RLEVEL	65.80	1	65.80	0.93	0.34
	Error	9962.17	141	70.65		
VC	CULTURE	386.96	1	386.96	7.19	0.01
	SEX	213.52	1	213.52	3.97	0.05
	RLEVEL	1408.00	1	1408.00	26.15	0.00
	CULTURE * SEX	1.79	1	1.79	0.03	0.86
	CULTURE * RLEVEL	55.41	1	55.41	1.03	0.31
	SEX * RLEVEL	7.74	1	7.74	0.14	0.71
	CULTURE * SEX * RLEVEL	5.76	1	5.76	0.11	0.74
	Error	7592.41	141	53.85		
CA	CULTURE	334.02	1	334.02	12.78	0.00
	SEX	66.95	1	66.95	2.56	0.11
	RLEVEL	119.47	1	119.47	4.57	0.03
	CULTURE * SEX	5.39	1	5.39	0.21	0.65
	CULTURE * RLEVEL	11.68	1	11.68	0.45	0.50
	SEX * RLEVEL	0.88	1	0.88	0.03	0.85
	CULTURE * SEX * RLEVEL	16.65	1	16.65	0.64	0.43
	Error	3686.26	141	26.14		
IA	CULTURE	214.65	1	214.65	10.22	0.00
	SEX	8.33	1	8.33	0.40	0.53
	RLEVEL	43.88	1	43.88	2.09	0.15
	CULTURE * SEX	37.96	1	37.96	1.81	0.18
	CULTURE * RLEVEL	66.39	1	66.39	3.16	0.08
	SEX * RLEVEL	1.48	1	1.48	0.07	0.79
	CULTURE * SEX * RLEVEL	4.70	1	4.70	0.22	0.64

	Error	2962.19	141	21.01		
CV	CULTURE	634.60	1	634.60	29.84	0.00
	SEX	100.85	1	100.85	4.74	0.03
	RLEVEL	236.12	1	236.12	11.10	0.00
	CULTURE * SEX	4.97	1	4.97	0.23	0.63
	CULTURE * RLEVEL	63.86	1	63.86	3.00	0.09
	SEX * RLEVEL	39.99	1	39.99	1.88	0.17
	CULTURE * SEX * RLEVEL	69.31	1	69.31	3.26	0.07
	Error	2999.05	141	21.27		
IV	CULTURE	2.99	1	2.99	0.10	0.75
	SEX	14.21	1	14.21	0.49	0.48
	RLEVEL	22.01	1	22.01	0.76	0.38
	CULTURE * SEX	3.19	1	3.19	0.11	0.74
	CULTURE * RLEVEL	265.59	1	265.59	9.17	0.00
	SEX * RLEVEL	4.77	1	4.77	0.16	0.69
	CULTURE * SEX * RLEVEL	45.31	1	45.31	1.56	0.21
	Error	4082.92	141	28.96		
NORC	CULTURE	1279.48	1	1279.48	27.25	0.00
	SEX	38.70	1	38.70	0.82	0.37
	RLEVEL	293.54	1	293.54	6.25	0.01
	CULTURE * SEX	159.26	1	159.26	3.39	0.07
	CULTURE * RLEVEL	167.94	1	167.94	3.58	0.06
	SEX * RLEVEL	91.45	1	91.45	1.95	0.17
	CULTURE * SEX * RLEVEL	1.20	1	1.20	0.03	0.87
	Error	6619.69	141	46.95		
EVAC	CULTURE	953.83	1	953.83	34.28	0.00
	SEX	18.86	1	18.86	0.68	0.41
	RLEVEL	423.36	1	423.36	15.22	0.00
	CULTURE * SEX	7.13	1	7.13	0.26	0.61
	CULTURE * RLEVEL	59.26	1	59.26	2.13	0.15
	SEX * RLEVEL	68.49	1	68.49	2.46	0.12
	CULTURE * SEX * RLEVEL	13.89	1	13.89	0.50	0.48
	Error	3923.17	141	27.82		
COS	CULTURE	4442.75	1	4442.75	40.42	0.00
	SEX	3.53	1	3.53	0.03	0.86
	RLEVEL	1421.96	1	1421.96	12.94	0.00
	CULTURE * SEX	233.78	1	233.78	2.13	0.15
	CULTURE * RLEVEL	426.72	1	426.72	3.88	0.05
	SEX * RLEVEL	318.23	1	318.23	2.90	0.09
	CULTURE * SEX * RLEVEL	23.28	1	23.28	0.21	0.65
	Error	15497.59	141	109.91		
RSPM	CULTURE	236.68	1	236.68	7.26	0.01
	SEX	193.82	1	193.82	5.94	0.02
	RLEVEL	0.07	1	0.07	0.00	0.96
	CULTURE * SEX	43.84	1	43.84	1.34	0.25
	CULTURE * RLEVEL	137.31	1	137.31	4.21	0.04
	SEX * RLEVEL	2.68	1	2.68	0.08	0.77
	CULTURE * SEX * RLEVEL	6.73	1	6.73	0.21	0.65
	Error	4597.64	141	32.61		
	CULTURE	2732.09	1	2732.09	9.90	0.00

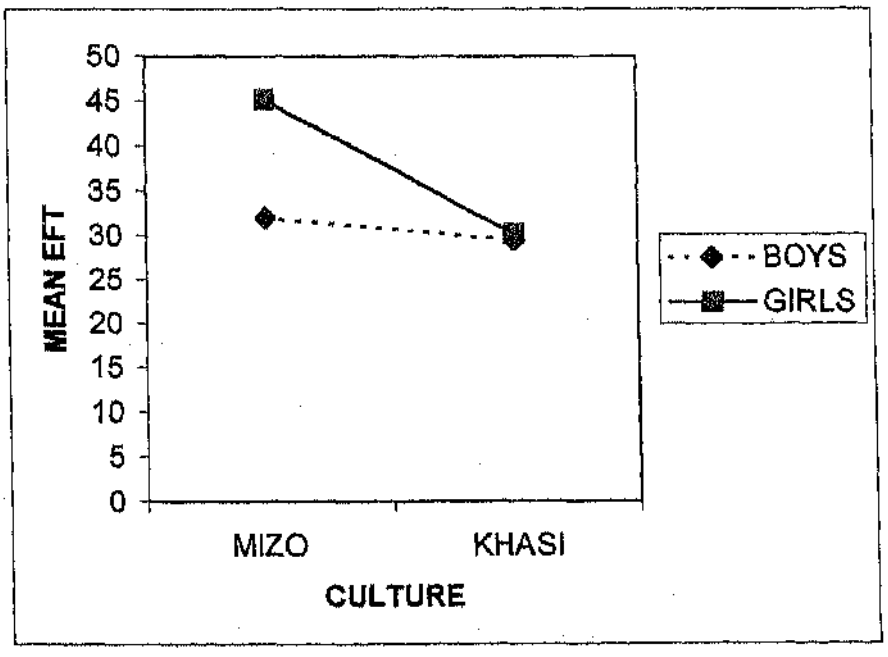
EFT	SEX	1691.66	1	1691.66	6.13	0.01
	RLEVEL	203.78	1	203.78	0.74	0.39
	CULTURE * SEX	1376.72	1	1376.72	4.99	0.03
	CULTURE * RLEVEL	1153.71	1	1153.71	4.18	0.04
	SEX * RLEVEL	486.08	1	486.08	1.76	0.19
	CULTURE * SEX * RLEVEL	569.54	1	569.54	2.06	0.15
	Error	38918.79	141	276.02		

The pattern of mean differences (Scheffe Test) in significant interaction between 'culture x sex' variables are shown in Table – 5.2.1 and Figure – 6. Mizo girls manifested greater scores (M = 45.19) as compared to the remaining three groups: Mizo boys (M = 32.03), Khasi girls (M = 30.15) and Khasi boys (M = 29.48). All other mean comparisons revealed non-significant patterns of mean differences. In other words, significantly greater field-dependence in Mizo girls as compared to counter boys, and no difference between the Khasi boys and girls moderated the 'culture x sex' interaction variance on EFT measure.

Table – 5.2.1: Scheffe Test showing significant 'culture x sex' interaction effect on EFT.

PPRSQ sub-factor	GROUPS	MEANS	Khasi boys 29.48	Khasi girls 30.15	Mizo boys 32.03	Mizo girls 45.19
EFT	Khasi boys	29.48	X	0.67	2.55	15.71**
	Khasi girls	30.15		X	1.88	15.04**
	Mizo boys	32.03			X	13.16**

Figure – 11: Means for levels of 'culture' and 'sex' interaction on EFT(R).



The pattern of mean differences (Scheffe Test) in significant interaction between 'culture x R level' variables on HI, IV, COS, RSPM and EFT measures are shown in Table – 5.2.2 and Figure – 7, 8, 9, 10 and 11. (i) Khasi low scorers (M = 52.79) manifested significantly greater HI scores as compared to the remaining three groups: Khasi high scorer (M = 46.42), Mizo high scorers (M = 46.03), and Mizo low scorers (M = 45.39) on HI measure. Besides, all other groups emerged to be more or less equal. Significantly greater horizontal individualism in Khasi low scorers as compared to high scorers, and no difference between Mizo low and high scorers on R emerged to moderate the 'culture x R level' interaction on HI measure (Table – 5.2.2 and Figure – 7). (ii) significantly greater IV scores in Khasi low (M = 32,95) as compared to counter high (M = 29.42) scorers, and no difference between Mizo low (M = 30.50) and high (M = 32.45) scorers emerged as the moderator of the interaction variance. Additionally, Mizo high (M = 32.45) scorers indicated greater scores than Khasi high (M = 29.42) scorers on IV measure (Table – 5.2.2 and Figure – 8), (iii) Mizo low scorers (M = 110.00) and high scorers (M = 107.13) by showing no significant difference between them revealed greater scores as compared to Khasi low scorers (M = 102.26) and all the other three groups revealed greater scores than in Khasi high scorers (M = 92.45) on COS measure. Significantly greater COS in Khasi low scorers than in their counter high scorers, and no difference between Mizo low and high scorers moderated the 'culture x R level' interaction on COS measure (Table – 5.2.2 and Figure – 9), (iv) Khasi low scorers (M = 48.10) revealed greater RSPM scores as compared to the remaining three groups: Khasi high (M = 46.09), Mizo high (M = 45.47) and Mizo low (M = 43.55) scorers. Besides, all other comparisons resulted non-significant mean differences (Table – 5.2.2 and Figure – 10), (v) Mizo low scorers (M = 42.66) revealed greater EFT scores as compared to the remaining three groups: Mizo high (M = 34.55), Khasi high (M = 31.47) and Khasi low (M = 28.16) scorers. All other mean comparisons emerged to be more or less equal. Significantly

more field-dependence in Mizo low scorers on R than in their counter high scorers, and no such differences between Khasi low and high scorers moderated the 'culture x R level' interaction on EFT measure (Table – 5.2.2 and Figure –11).

Table – 5.2.2 – Patterns of mean differences in significant 'culture x R level' interaction on HI, IV, COS, RSPM and EFT.

	GROUPS		Mizo low	Mizo high	Khasi high	Khasi low
		MEANS	45.39	46.03	46.42	52.79
HI	Mizo low	45.39	X	0.64	1.03	7.4**
	Mizo high	46.03		X	0.39	6.76*
	Khasi high	46.42			X	6.37*
			Khasi high	Mizo low	Mizo high	Khasi low
		MEANS	29.42	30.5	32.45	32.95
IV	Khasi high	29.42	X	1.08	3.03*	3.53*
	Mizo low	30.5		X	1.95	2.45*
	Mizo high	32.45			X	0.5
			Khasi high	Khasi low	Mizo high	Mizo low
		MEANS	92.45	102.26	107.13	110
COS	Khasi high	92.45	X	9.81**	14.68**	17.55**
	Khasi low	102.26		X	4.87	7.74**
	Mizo high	107.13			X	2.87
			Mizo low	Mizo high	Khasi high	Khasi low
		MEANS	43.55	45.47	46.09	48.1
RSPM	Mizo low	43.55	X	1.92	2.54	4.55*
	Mizo high	45.47		X	0.62	2.63
	Khasi high	46.09			X	2.01
			Khasi low	Khasi high	Mizo high	Mizo low
		MEANS	28.16	31.47	34.55	42.66
EFT	Khasi low	28.16	X	3.31	6.39	14.5**
	Khasi high	31.47		X	3.01	11.19*
	Mizo high	34.55			X	8.11*

** significant at 0.01 level

* significant at 0.05 level

Figure - 12: Means for levels of 'culture' and 'rejection' interaction on HI.

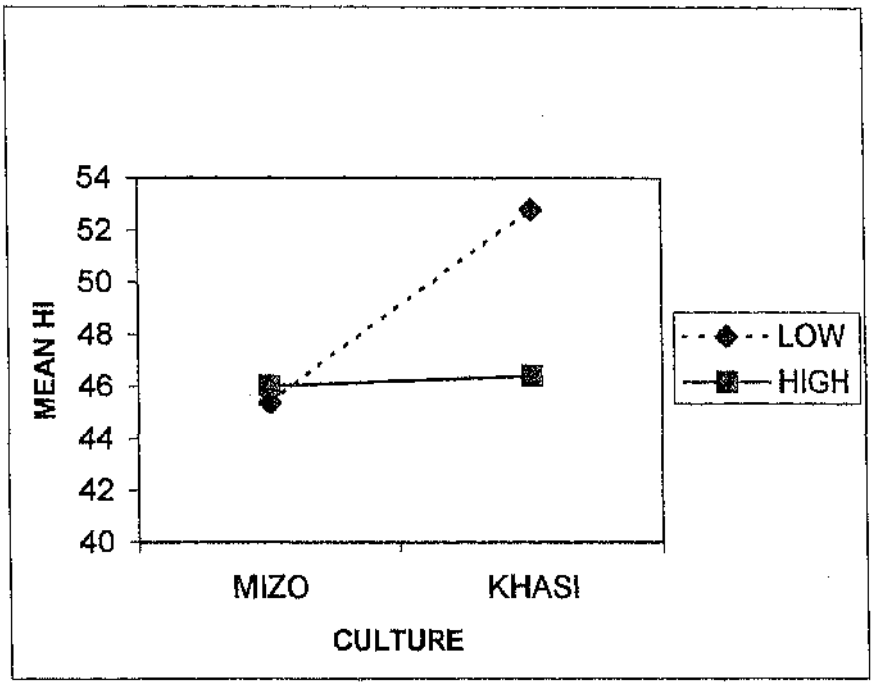


Figure - 13: Means for levels of 'culture' and 'rejection' interaction on IV.

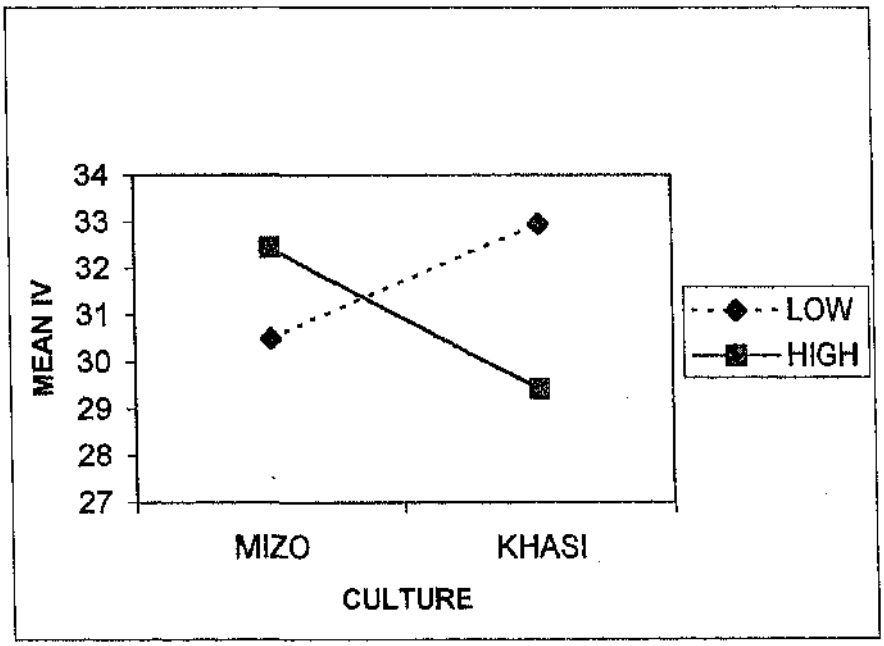


Figure - 14: Means for levels of 'culture' and 'rejection' interaction on COS.

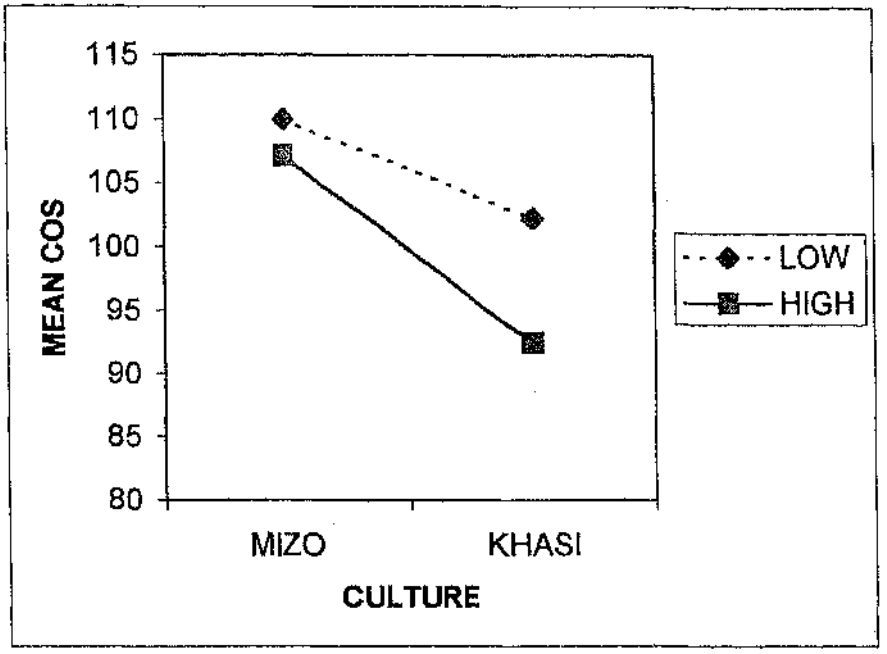


Figure - 15: Means for levels of 'culture' and 'rejection' interaction on RSPM.

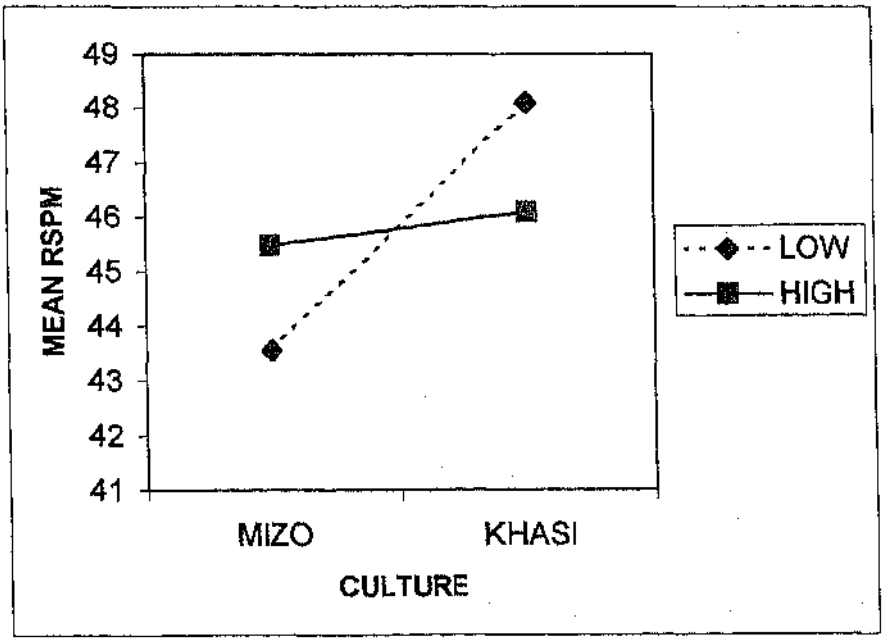
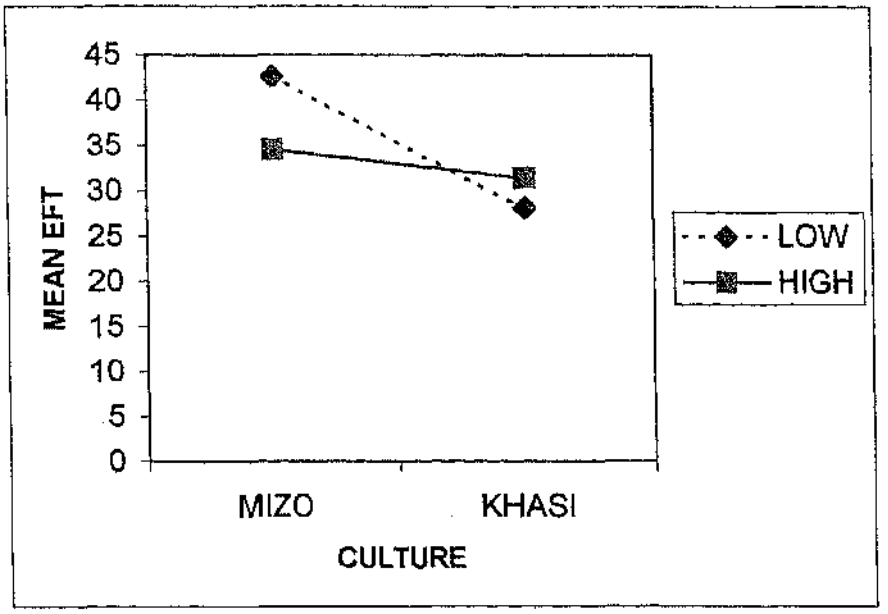


Figure - 16: Means for levels of 'culture' and 'rejection' interaction on EFT.



Effects of 'Culture', 'Sex' and 'Level of EW' on Individualism – Collectivism, Intellectual Ability and Field Dependence

The M ± SD for the groups (2 culture x 2 sex x 2 EW level) on measures of the dependent variables (individualism and collectivism, intellectual ability and field-dependence), and the results of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 EW level) are respectively given in Tables – 6.1.1 a & b and 6.1.2. Results (vide Table – 6.1.2) manifested significant **(a)** 'culture' effects on HI, VI, VC, CA, IA, CV, NORC, EVAC, COS, RSPM and EFT measures. Mean comparisons (Table – 6.1.1 a) revealed (i) greater scores in Mizo than in Khasi on VI, HC, VC, CA, CV, NORC, EVAC, COS and EFT, and (ii) greater scores in Khasi than in Mizo on HI, IA and RSPM; **(b)** 'sex' effects on VC, CV, RSPM and EFT measures. Mean comparisons (Table – 6.1.1 a) revealed greater (i) scores in boys than in girls on RSPM, and (ii) greater scores in girls than in boys on VC, CV and EFT measures; **(c)** 'EW level' effects on VC, CA, CV, NORC, EVAC and COS measures. Mean comparisons (Table – 6.1.1 a) indicated greater scores in high scorers than low scorers on EW on all these measures of collectivism, a reverse trend as noted in the analysis of the low and high scorers on R. Additionally, results (vide Table – 6.1.2) manifested significant interaction between, **(d)** 'culture x sex' variables on EFT, **(e)** 'culture x

EW level' interaction on HI, IV, COS, RSPM and EFT measures. Besides, all other interaction variances between 'sex x culture' and 'culture x sex x EW level' variables failed to manifest any instance of statistically significant F-ratio.

Table – 6.1.1 (a): M ± SD values for 2 culture, 2 sex and 2 EW level on measures of individualism and collectivism, RSPM and EFT.

	CULTURE				SEX				EW LEVEL			
	MIZO		KHASI		BOYS		GIRLS		LOW		HIGH	
Scales	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
HI	45.60	8.52	50.00	10.55	48.03	10.32	47.31	9.27	46.19	9.54	48.82	9.79
VI	48.75	6.68	43.03	10.20	46.26	9.16	45.96	8.80	44.81	7.96	47.16	9.58
HC	56.98	6.48	54.41	10.74	55.69	8.94	55.86	8.70	52.97	9.60	58.09	7.34
VC	47.25	6.57	44.38	9.42	44.43	8.07	47.17	7.99	42.37	7.46	48.82	7.49
CA	34.00	4.59	31.00	5.77	31.68	5.29	33.22	5.38	31.61	5.17	33.43	5.41
IA	20.54	4.70	22.93	4.51	21.91	4.84	21.42	4.70	22.24	4.85	21.16	4.64
CV	39.86	3.44	35.90	6.09	37.28	5.97	38.65	4.45	36.72	5.96	39.10	4.28
IV	31.49	4.68	31.45	6.25	31.29	6.46	31.62	4.46	31.16	5.35	31.72	5.55
NORC	58.38	4.95	52.35	9.01	55.06	7.38	56.02	8.00	53.93	8.19	56.94	7.06
EVAC	50.71	4.53	45.45	6.54	48.69	5.80	47.93	6.41	46.48	6.11	49.74	5.77
COS	109.09	7.80	97.80	14.00	103.75	11.27	103.95	13.39	100.40	12.79	106.68	11.44
RSPM	44.40	5.32	46.94	6.38	46.81	5.78	44.54	5.93	45.61	5.26	45.55	6.49
EFT	39.85	19.12	29.65	15.95	30.81	13.41	38.75	21.11	32.93	14.37	36.92	21.03

Table – 6.1.1 (b):M ± SD values for the eight groups (2 culture x 2 sex x 2 EW level) on measures of individualism and collectivism, RSPM and EFT.

Culture	Sex	EW level	N		HI	VI	HC	VC	CA	IA	CV	IV	NORC	EVAC	COS	RSPM	EFT	EW
MIZO	BOYS	LOW	22	M	46.45	48.14	55.27	43.18	32.41	21.82	38.27	32.36	57.09	50.50	107.59	46.00	31.83	76.45
				SD	9.84	5.94	5.62	4.78	3.92	4.46	3.41	4.15	3.94	4.48	6.22	4.02	14.70	6.08
		HIGH	17	M	46.47	50.18	57.71	48.18	34.29	18.76	39.18	29.65	56.00	50.65	106.65	44.24	32.22	95.12
				SD	7.58	5.51	6.36	7.39	4.71	4.09	5.66	5.85	5.87	5.31	9.53	5.46	10.07	6.51
	GIRLS	LOW	15	M	45.60	44.47	52.00	45.80	32.87	21.80	40.00	32.53	58.47	48.20	106.67	44.93	37.27	79.13
				SD	9.62	6.91	7.61	5.49	5.44	5.29	1.51	4.24	4.31	2.78	5.02	5.40	10.29	4.44
		HIGH	26	M	44.31	50.81	60.81	50.92	35.81	19.88	41.58	31.35	60.96	52.38	113.35	42.85	53.10	96.12
				SD	7.53	6.95	3.86	5.91	4.05	4.66	0.58	4.39	4.43	4.36	7.68	5.95	23.81	4.79
KHASI	BOYS	LOW	12	M	47.00	41.08	52.42	39.25	28.83	23.58	31.67	28.50	50.83	43.83	94.67	48.17	30.98	73.92
				SD	10.97	9.02	11.31	8.73	5.59	5.09	8.73	8.25	9.20	4.47	10.65	5.39	12.83	8.82
		HIGH	17	M	52.35	43.59	56.53	45.94	30.94	24.00	38.06	33.53	54.47	47.82	102.29	49.47	27.97	97.53
				SD	12.32	13.03	12.32	9.79	6.24	4.49	4.46	7.46	9.72	6.73	14.80	7.21	15.57	4.71
	GIRLS	LOW	18	M	45.83	43.50	51.33	40.61	31.44	22.22	35.44	30.33	48.33	41.89	90.22	44.00	31.96	76.72
				SD	8.88	9.19	13.34	9.62	5.69	5.04	6.33	4.65	10.00	7.09	16.09	6.06	17.85	7.57
		HIGH	22	M	53.23	43.27	56.36	49.05	31.86	22.32	36.91	32.36	54.82	47.41	102.23	46.73	28.34	96.00
				SD	9.08	9.68	5.39	6.90	5.63	3.81	4.16	4.54	6.35	5.65	10.34	5.82	16.90	4.58

Table–6.1.2: Results of 2x2x2 ANOVA(2 culture x 2 sex x 2 EW level)on IC, RSPM and EFT.

Scales	Source	Sum of Squares	df	Mean Square	F	Sig.
HI	CULTURE	536.40	1	536.40	6.06	0.02
	SEX	24.21	1	24.21	0.27	0.60
	RLEVEL	290.73	1	290.73	3.28	0.07
	CULTURE * SEX	16.41	1	16.41	0.19	0.67
	CULTURE * RLEVEL	434.51	1	434.51	4.91	0.03
	SEX * RLEVEL	1.19	1	1.19	0.01	0.91
	CULTURE * SEX * RLEVEL	24.79	1	24.79	0.28	0.60
	Error	12489.07	141	88.57		
VI	CULTURE	1083.38	1	1083.38	15.10	0.00
	SEX	1.94	1	1.94	0.03	0.87
	RLEVEL	251.03	1	251.03	3.50	0.06
	CULTURE * SEX	58.37	1	58.37	0.81	0.37
	CULTURE * RLEVEL	82.31	1	82.31	1.15	0.29
	SEX * RLEVEL	5.44	1	5.44	0.08	0.78
	CULTURE * SEX * RLEVEL	109.30	1	109.30	1.52	0.22
	Error	10116.73	141	71.75		
HC	CULTURE	184.72	1	184.72	2.61	0.11
	SEX	4.46	1	4.46	0.06	0.80
	RLEVEL	918.09	1	918.09	12.99	0.00
	CULTURE * SEX	2.57	1	2.57	0.04	0.85
	CULTURE * RLEVEL	9.72	1	9.72	0.14	0.71
	SEX * RLEVEL	117.49	1	117.49	1.66	0.20
	CULTURE * SEX * RLEVEL	65.80	1	65.80	0.93	0.34
	Error	9962.17	141	70.65		
VC	CULTURE	386.96	1	386.96	7.19	0.01
	SEX	213.52	1	213.52	3.97	0.05
	RLEVEL	1408.00	1	1408.00	26.15	0.00
	CULTURE * SEX	1.79	1	1.79	0.03	0.86
	CULTURE * RLEVEL	55.41	1	55.41	1.03	0.31
	SEX * RLEVEL	7.74	1	7.74	0.14	0.71
	CULTURE * SEX * RLEVEL	5.76	1	5.76	0.11	0.74
	Error	7592.41	141	53.85		
CA	CULTURE	334.02	1	334.02	12.78	0.00
	SEX	66.95	1	66.95	2.56	0.11
	RLEVEL	119.47	1	119.47	4.57	0.03
	CULTURE * SEX	5.39	1	5.39	0.21	0.65
	CULTURE * RLEVEL	11.68	1	11.68	0.45	0.50
	SEX * RLEVEL	0.88	1	0.88	0.03	0.85
	CULTURE * SEX * RLEVEL	16.65	1	16.65	0.64	0.43
	Error	3686.26	141	26.14		
IA	CULTURE	214.65	1	214.65	10.22	0.00
	SEX	8.33	1	8.33	0.40	0.53
	RLEVEL	43.88	1	43.88	2.09	0.15
	CULTURE * SEX	37.96	1	37.96	1.81	0.18
	CULTURE * RLEVEL	66.39	1	66.39	3.16	0.08
	SEX * RLEVEL	1.48	1	1.48	0.07	0.79
	CULTURE * SEX * RLEVEL	4.70	1	4.70	0.22	0.64
	Error	2962.19	141	21.01		

CV	CULTURE	634.60	1	634.60	29.84	0.00
	SEX	100.85	1	100.85	4.74	0.03
	RLEVEL	236.12	1	236.12	11.10	0.00
	CULTURE * SEX	4.97	1	4.97	0.23	0.63
	CULTURE * RLEVEL	63.86	1	63.86	3.00	0.09
	SEX * RLEVEL	39.99	1	39.99	1.88	0.17
	CULTURE * SEX * RLEVEL	69.31	1	69.31	3.26	0.07
	Error	2999.05	141	21.27		
IV	CULTURE	2.99	1	2.99	0.10	0.75
	SEX	14.21	1	14.21	0.49	0.48
	RLEVEL	22.01	1	22.01	0.76	0.38
	CULTURE * SEX	3.19	1	3.19	0.11	0.74
	CULTURE * RLEVEL	265.59	1	265.59	9.17	0.00
	SEX * RLEVEL	4.77	1	4.77	0.16	0.69
	CULTURE * SEX * RLEVEL	45.31	1	45.31	1.56	0.21
	Error	4082.92	141	28.96		
NORC	CULTURE	1279.48	1	1279.48	27.25	0.00
	SEX	38.70	1	38.70	0.82	0.37
	RLEVEL	293.54	1	293.54	6.25	0.01
	CULTURE * SEX	159.26	1	159.26	3.39	0.07
	CULTURE * RLEVEL	167.94	1	167.94	3.58	0.06
	SEX * RLEVEL	91.45	1	91.45	1.95	0.17
	CULTURE * SEX * RLEVEL	1.20	1	1.20	0.03	0.87
	Error	6619.69	141	46.95		
EVAC	CULTURE	953.83	1	953.83	34.28	0.00
	SEX	18.86	1	18.86	0.68	0.41
	RLEVEL	423.36	1	423.36	15.22	0.00
	CULTURE * SEX	7.13	1	7.13	0.26	0.61
	CULTURE * RLEVEL	59.26	1	59.26	2.13	0.15
	SEX * RLEVEL	68.49	1	68.49	2.46	0.12
	CULTURE * SEX * RLEVEL	13.89	1	13.89	0.50	0.48
	Error	3923.17	141	27.82		
COS	CULTURE	4442.75	1	4442.75	40.42	0.00
	SEX	3.53	1	3.53	0.03	0.86
	RLEVEL	1421.96	1	1421.96	12.94	0.00
	CULTURE * SEX	233.78	1	233.78	2.13	0.15
	CULTURE * RLEVEL	426.72	1	426.72	3.88	0.05
	SEX * RLEVEL	318.23	1	318.23	2.90	0.09
	CULTURE * SEX * RLEVEL	23.28	1	23.28	0.21	0.65
	Error	15497.59	141	109.91		
RSPM	CULTURE	236.68	1	236.68	7.26	0.01
	SEX	193.82	1	193.82	5.94	0.02
	RLEVEL	0.07	1	0.07	0.00	0.96
	CULTURE * SEX	43.84	1	43.84	1.34	0.25
	CULTURE * RLEVEL	137.31	1	137.31	4.21	0.04
	SEX * RLEVEL	2.68	1	2.68	0.08	0.77
	CULTURE * SEX * RLEVEL	6.73	1	6.73	0.21	0.65
	Error	4597.64	141	32.61		
	CULTURE	2732.09	1	2732.09	9.90	0.00
	SEX	1691.66	1	1691.66	6.13	0.01

EFT	RLEVEL	203.78	1	203.78	0.74	0.39
	CULTURE * SEX	1376.72	1	1376.72	4.99	0.03
	CULTURE * RLEVEL	1153.71	1	1153.71	4.18	0.04
	SEX * RLEVEL	486.08	1	486.08	1.76	0.19
	CULTURE * SEX * RLEVEL	569.54	1	569.54	2.06	0.15
	Error	38918.79	141	276.02		

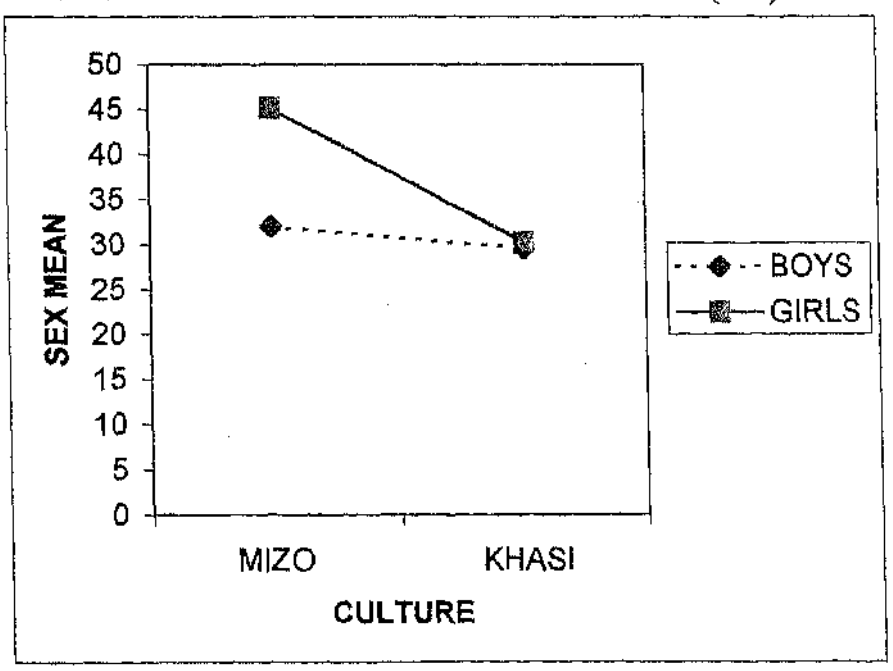
The pattern of mean differences (Scheffe Test) in significant interaction between 'culture x sex' variables are shown in Table – 6.2.1 and Figure – 12. Mizo girls manifested greater scores (M = 45.19) as compared to the remaining three groups: Mizo boys (M = 32.03), Khasi girls (M = 30.15) and Khasi boys (M = 29.48). All other mean comparisons revealed non-significant patterns of mean differences. In other words, significantly greater field-dependence in Mizo girls as compared to their counter boys, and no difference between the Khasi boys and girls moderated the 'culture x sex' interaction on EFT measure.

Table – 6.2.1: Scheffe Tests for significant 'culture x sex' interaction effect on EFT.

GROUPS		MEANS	Khasi boys 29.48	Khasi girls 30.15	Mizo boys 32.03	Mizo girls 45.19
EFT	Khasi boys	29.48	X	0.67	2.55	15.71**
	Khasi girls	30.15		X	1.88	15.04**
	Mizo boys	32.03			X	13.16**

** significant at 0.01 level

Figure – 17: Means for levels of 'culture' and 'sex' interaction on EFT(EW).



The pattern of mean differences (Scheffe Test) in significant interaction between 'culture x EW level' variables on HI, IV, COS, RSPM and EFT measures are shown in Table – 6.2.2 and Figure – 13, 14, 15, 16 and 17. (i) Khasi high scorers (M = 52.79) manifested significantly greater HI scores as compared to the remaining three groups, that is, Khasi low scorers (M = 46.42), Mizo low scorers (M = 46.03), and Mizo high scorers (M = 45.39) on HI measure. Besides, all other groups emerged to be more or less equal. In conclusion, significantly greater horizontal individualism in Khasi high scorers than in low scorers, and no difference between Mizo low and high scorers on EW emerged to moderate the 'culture x EW level' interaction on HI measure (Table – 6.2.2 and Figure – 13), (ii) significantly greater IV scores in Khasi high (M = 32,95) as compared to their counter low (M = 29.42) scorers and Mizo high scorers (M = 30.50), and significantly greater IV scores in Mizo low (M = 32.45) than in Khasi low (M = 29.42) scorers (Table - 6.2.2 and Figure 14), (iii) Mizo high (M = 110.00) and low scorers (M = 107.13) by showing no significant difference between them revealed greater scores as compared to Khasi high scorers (M = 102.26) and all the other three groups revealed greater scores than in Khasi low scorers (M = 92.45) on COS measure. Significantly greater COS scores in Khasi high scorers than in their counter low scorers, and no difference between Mizo low and high scorers moderated the 'culture x EW level' interaction on COS measure (Table – 6.2.2 and Figure – 15). (iv) Khasi high scorers (M = 48.10) revealed greater RSPM scores as compared to the remaining three groups: Khasi low (M = 46.09), Mizo low (M = 45.47) and Mizo high (M = 43.55) scorers. Besides, all other mean comparisons resulted non-significant (Table – 6.2.2 and Figure – 16). (v) Mizo high scorers (M = 42.66) revealed greater EFT scores as compared to the remaining three groups: Mizo low (M = 34.55), Khasi low (M = 31.47) and Khasi high (M = 28.16) scorers. All other mean comparisons emerged to be more or less equal. Significantly more field-dependence in Mizo high scorers than in their counter low scorers, and no such

differences between Khasi low and high scorers moderated the 'culture x EW level' interaction on EFT measure (Table – 6.2.2 and Figure – 17).

Table - 6.2.2: Scheffe Tests for significant 'culture x EW level' interaction on HI, IV, COS, RSPM and EFT.

	GROUPS		Mizo high	Mizo low	Khasi low	Khasi high
		MEANS	45.39	46.03	46.42	52.79
HI	Mizo high	45.39	X	0.64	1.03	7.4**
	Mizo low	46.03		X	0.39	6.76*
	Khasi low	46.42			X	6.37*
			Khasi low	Mizo high	Mizo low	Khasi high
		MEANS	29.42	30.5	32.45	32.95
IV	Khasi low	29.42	X	1.08	3.03*	3.53*
	Mizo high	30.5		X	1.95	2.45*
	Mizo low	32.45			X	0.5
			Khasi low	Khasi high	Mizo low	Mizo high
		MEANS	92.45	102.26	107.13	110
COS	Khasi low	92.45	X	9.81**	14.68**	17.55**
	Khasi high	102.26		X	4.87	7.74**
	Mizo low	107.13			X	2.87
			Mizo high	Mizo low	Khasi low	Khasi high
		MEANS	43.55	45.47	46.09	48.1
RSPM	Mizo high	43.55	X	1.92	2.54	4.55*
	Mizo low	45.47		X	0.62	2.63
	Khasi low	46.09			X	2.01
			Khasi high	Khasi low	Mizo low	Mizo high
		MEANS	28.16	31.47	34.55	42.66
EFT	Khasi high	28.16	X	3.31	6.39	14.5**
	Khasi low	31.47		X	3.01	11.19*
	Mizo low	34.55			X	8.11*

** significant at 0.01 level * significant at 0.05 level

Figure - 18: Means for levels of 'culture' and 'emotional warmth' interaction on HI.

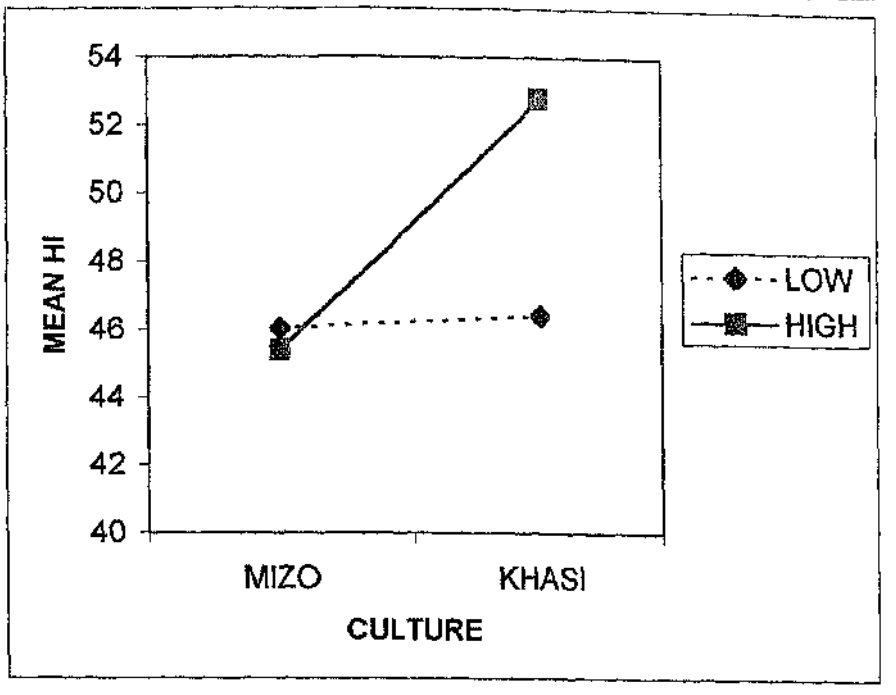


Figure - 19: Means for levels of 'culture' and 'emotional warmth' interaction on IV.

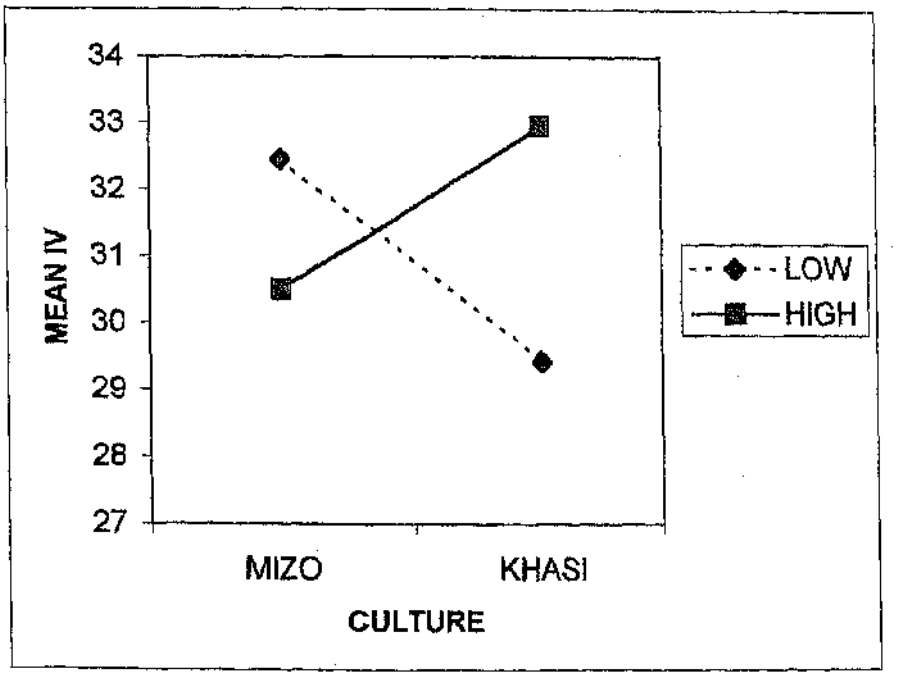


Figure - 20: Means for levels of 'culture' and 'emotional warmth' interaction on COS.

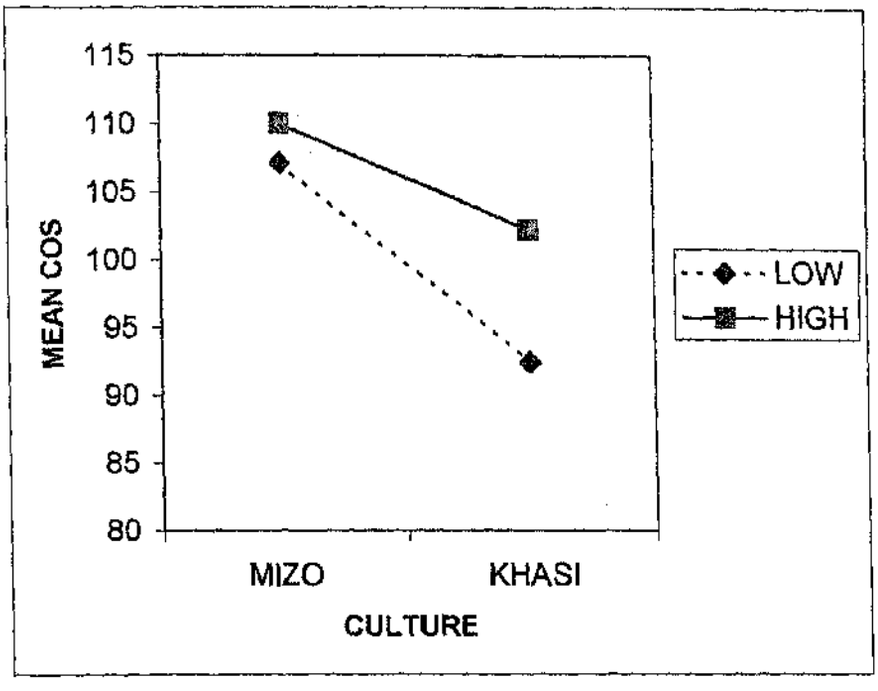


Figure - 21: Means for levels of 'culture' and 'emotional warmth' interaction on RSPM.

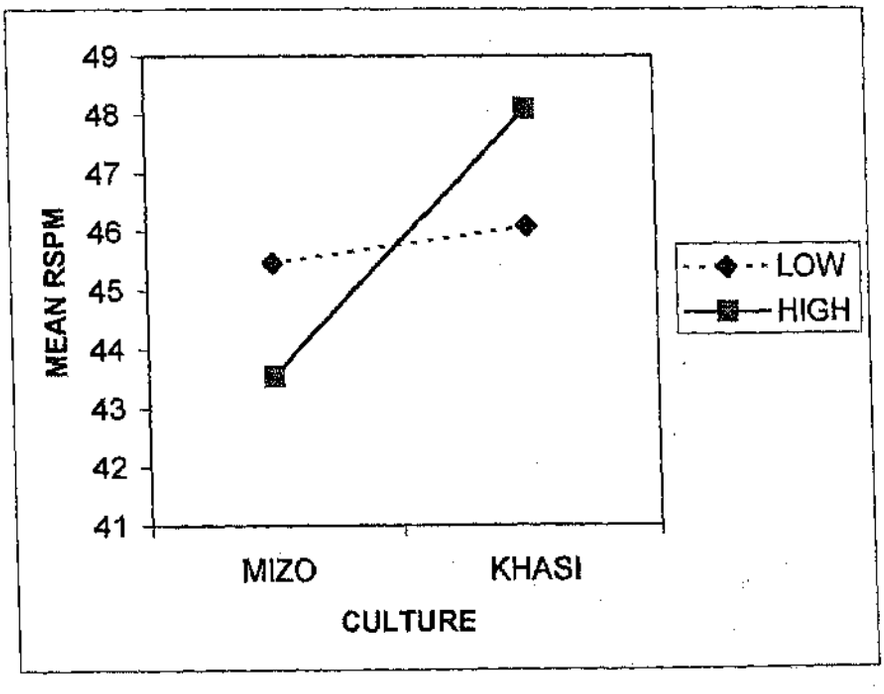


Figure - 22: Means for levels of 'culture' and 'emotional warmth' interaction on EFT.

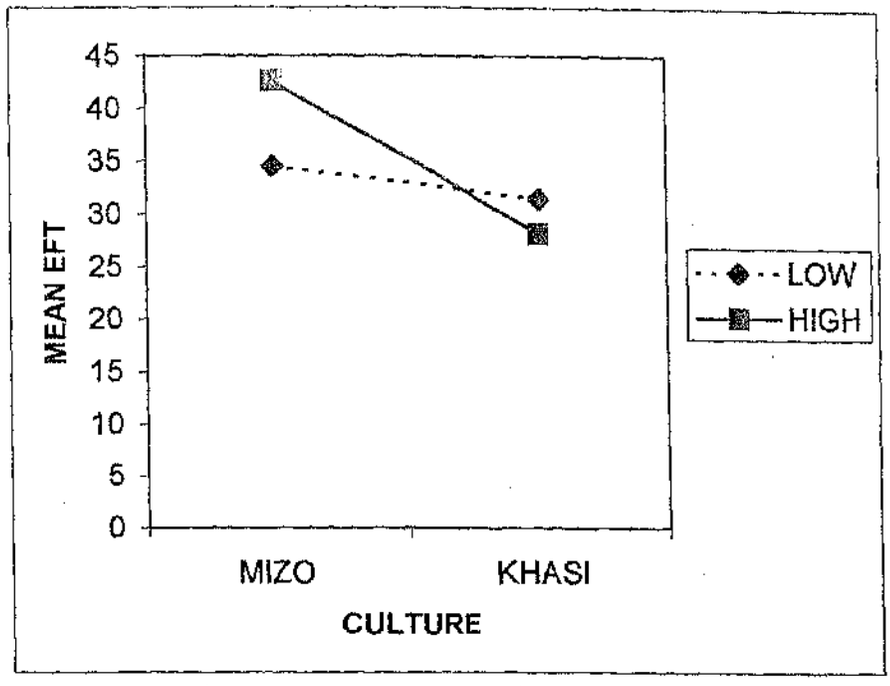


Table – 7.1.1: M ± SD values for the four groups (2 culture x 2 sex) on ALJT.

CULTURE	SEX	M / SD	CONFORMITY
MIZO	BOYS (N=25)	MEAN	11.32
		SD	19.67
	GIRLS (N=25)	MEAN	14.24
		SD	22.61
KHASI	BOYS (N=20)	MEAN	12.05
		SD	9.67
	GIRLS (N=30)	MEAN	14.73
		SD	18.19

Table – 7.1.2: Result of 2 x 2 ANOVA (2 culture x 2 sex) on ALJT.

Source	Sum of Squares	df	Mean Square	F	Sig.
CULTURE	9.163	1	9.163	0.027	0.871
SEX	192.229	1	192.229	0.560	0.456
CULTURE * SEX	0.343	1	0.343	0.001	0.975
Error	32928.817	96	343.009		

The overall results of '2 culture x 2 sex x 2 EW level' ANOVA revealed reversed trends in significant 'EW level' effects and its interaction with 'culture' on measures of the dependent variables (individualism – collectivism, intellectual ability and field-dependence) as compared to the analysis of '2culture x 2 sex x 2 R level' ANOVA in significant R level effects and its interaction with 'culture' on individualism – collectivism, intellectual ability and field-dependence. Interestingly, 2 x 2 ANOVA (2 culture x 2 sex) failed to manifest any instance of significant independent and interaction effect of 'culture' and 'sex' variables on conformity behaviour (Tables – 7.1.1 and 7.1.2). In studies that compared "traditional" samples with samples having greater exposure to Western societies (i.e., with experience of European education, urbanization, and wage employment), there were indications that exposure to Western values leads to a weakening of traditional norms and to less cross-cultural variation in conformity (Berry, 1974,1979).

To recapitulate, the overall analysis revealed: (a) substantial psychometric criterion pertaining to the replicability of the test scales among Mizo and Khasi (deduced on the basis of sequential analysis of the original items and the common items across the samples), (b) the factor structures of the various behavioural measures of individualism and collectivism provided mixed picture among Mizo and Khasi adolescents, leading to the conclusion that the three factor structures would not be treated as indices for cross cultural comparisons. Therefore, it was felt desirable to compare the cultures on each of the sub-factor measures of individualism and collectivism, (c) the parenting styles predicted individualism and collectivism, however, not to the expected level, (d) substantial behavioural indices emerged for contrasting the Mizo and Khasi cultures; and (e) the overall analysis of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 R level) and 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 EW level) on measures of the dependent variables provided very consistent patterns of mean differences in significant 'culture' effects. Mizo emerged to show greater scores on the collectivism scales of HC, VC, CA, CV, NORC, EVAC,

COS, and vertical individualism (VI) and field-dependence (EFT); whereas Khasi manifested greater scores than Mizo on individualism scales of HI, VI, and eductive intellectual ability (RSPM). Very consistent pattern also emerged on significant 'sex' effects. Boys indicated greater scores than girls on eductive intellectual ability (RSPM), and girls indicated greater scores on collectivism (VC, CV) and field-dependence (EFT) than boys. Another salient feature of the study emerged on significant independent effect on level of 'R' variable, and level of 'EW' variable. Low scorers on 'R' (non-rejected) manifested greater scores on the collectivism measures of VC, CA, CV, NORC, EVAC, and COS; and correspondingly, high scorers on 'EW' (high emotional warmth) variable revealed greater scores on the same (VC, CA, CV, NORC, EVAC, and COS). Besides, significant interaction between 'culture x R level' together with 'culture x EW level' as well as 'culture x sex' (interaction irrespective of EW and R levels) variables provided complementary basis on measures of IC, RSPM and EFT. Mizo girls manifested greater field dependence as compared to the other three groups; and Khasi low scorers on R (non-rejected) manifested greater individualism (HI and IV) and eductive intellectual ability (RSPM) as compared to the remaining three groups; whereas Mizo low scorers manifested greater collectivistic cultural orientation (COS) and field dependence (EFT). correspondingly, high scorers on EW in the two cultures showed the same pattern of results.

These observations provided corroborative evidences supporting the view that parenting style plays a dominant role on psychosocial differentiation, and that it is an important mechanism of cultural transmission. These findings provided empirical bases regarding the theoretical expectations set forth for the conduct of the study. Further extended studies by incorporating more measures of parenting styles and socialisation patterns together with the culture-specific dimensions of individualism and collectivism, cognitive style coupled with differentials in emotional expressions are desirable to be replicated not for want of the corroborative evidences with regard to the major trends of the results, but for contrasting different cultures of East and

West in general, and particularly different cultures of the North East India. This follows the leads from studies by Barry, Child, & Bacon (1959); Berry (1979), Witkin & Berry (1975); Hsu (1981); Hofstede (1980); Triandis (1989, 1996); Triandis & Gelfand (1998), Hui (1988); Oyserman, Coon, & Kemmelmeier (2002); Bond (2002); Fiske (2002); and Kitayama (2002).

Chapter – V

SUMMARY AND CONCLUSIONS

Subject-wise scores on the specific items of Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma *et al.*, 1991), the Horizontal-Vertical Individualism-Collectivism Scale (HVIC; Singelis *et al.*, 1995), Individualistic-Collectivistic Attitude and Value Scale (CIAV; Chan, 1994), and Cultural Orientation Scale (COS; Bierbrauer *et al.*, 1994) were separately prepared and analysed to check their psychometric adequacy for measurement purposes across the samples: Mizo (boys and girls) and Khasi (boys and girls) adolescents. The psychometric adequacy of the behavioural measures was analysed by employing SYSTAT 7.0 (SPSS Inc., 1997) in a step-wise manner: for Mizo and for Khasi adolescents separately in an effort to evolve consistency in results (emic approach), and to derive empirical bases for cross-cultural comparisons (etic approach). Analysis included (i) item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), (ii) reliability coefficient (Cronbach alpha and split-half reliability), (iii) inter-scale relationship; and (iv) predictive validity of the test scales by highlighting the 'sex' differences on each of the sub-scale sub-factor measures of individualism and collectivism, and the significant independent and interaction effects of 'adolescent sex' and 'parental sex' on the sub-factors of PPRSQ (a measure of socialisation) separately among Mizo and Khasi adolescents with the objective (a) to find consistency in results, (b) to evolve theoretical foundations regarding the measurement of the theoretical construct(s); and (c) to find empirical basis for comparability of the test scales for cross-cultural comparisons. This was aimed in view of the theoretical and methodological concerns pertaining to the measurement of the theoretical construct(s) in culture specific and cross-cultural perspectives (Berry, 1976; Eysenck & Eysenck, 1985; Poortinga, 1989; van de Vijver & Poortinga, 1997; Witkin & Berry, 1975). This led to the foundation for the first objective of the study for cross-cultural comparisons: 'culture' (Mizo and Khasi) and 'sex' (boys and girls).

Embedded within this was the objective to elucidate the relationship between the measures of the behavioural gamut (to form basis for factor analysis) with the objective to elucidate the cluster(s) of behavioural gamut that would be accounted for the parenting style correlates of individualism and collectivism, and to check the predictability of parenting styles on individualism and collectivism. For this purpose, a step-wise (backward) regression analysis was aimed. This part of analysis was selectively aimed for Mizo and Khasi adolescents separately in an effort to evolve consistency in results, and to derive empirical foundations for comparability of the test scores across the samples: 'culture' (Mizo and Khasi) and 'sex' (boys and girls). This constituted the second objective of the study. Besides, the study aimed to highlight the significant independent and interaction effects of 'culture' and 'sex' variables on measures of the behavioural gamut.

The study further aimed to supplement with cause-and-effect relationship, in addition to the correlational inferences, by way of highlighting the significant independent and interaction effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls), and 'level of rejection' (low and high scorers) on the various sub-scale/sub-factor measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT, and RSPM). For this purpose, the subjects scoring below the 30^{th} percentile (low scorers) and above the 70^{th} percentile (high scorers) were screened out and their corresponding scores on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT, and RSPM) were aimed for analysis. Similarly, the significant independent and interaction effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls), and 'level of emotional warmth' (low and high scorers) on measures of the dependent variables may well reasonably be conceptualised.

The Rejection (R) and Emotional warmth (EW) sub-factors of PPRSQ were selectively aimed for analysis in view of the fact that the two scales (R and EW) are significantly negatively correlated, with positive and moderate coefficients of correlation with the other two scales of

'Overprotection' (OP) and 'Favouring Subject' (FS); and that the OP and FS scales are positively significantly correlated (Arrindell *et al.*, 1988; Gerlsma *et al.*, 1991; Singh & Fente, 1998; Perris *et al.*, 1980). Additionally, the independent and interaction effects of 'culture' and 'sex' variables were aimed to be highlighted for the study on conformity behaviour.

To meet the objectives, 316 Mizo (158 boys and 158 girls) and 258 Khasi (121 boys and 137 girls) adolescents, respectively representing patrilineal and matrilineal cultural groups, were randomly sampled by following a multi-stage sampling procedure. First, the higher secondary schools situated in and around Aizawl (Capital City of Mizoram), and Shillong (Capital City of Meghalaya) were listed. Second, 5(five) schools from each of the capital cities of Mizoram (Aizawl) and Meghalaya (Shillong) were selected with due considerations of quality of schooling (like educational qualification of teachers, play and recreational facilities available, medium of instruction). Third, 400 adolescents from the selected schools (200 boys and 200 girls) of both the cultural groups (Mizo and Khasi) were randomly sampled and their background information like age, sex, and birth order of the adolescents, the size and structure (joint or nuclear) of their families, the educational qualification and employment status of both their parents (single/dual parenting) as well as the lineage (as clarified by surnames of both the parents) were recorded. In the final count, 316 Mizo (158 boys and 158 girls) and 258 Khasi (121 boys and 137 girls) adolescents served as subjects for the conduct of the final study. Here it deserves mention that 21% Mizo (84 out of 400) and 35.5% Khasi (142 out of 400) adolescents were screened out because of the following: (i) uncompleted questionnaires, (ii) adolescents of single parents, and (iii) adolescents of intermarriages (to ensure the representativeness of the two cultural groups). The age of the subjects ranged between 16 – 19 years.

The Mizo and Khasi adolescents were compared in terms of the extraneous variables. Analysis revealed that the extraneous variables were relatively homogeneously distributed across the samples: 2 culture (Mizo and Khasi) x 2 sex (boys and girls).

Design of the Study

The study aimed to incorporate separate group design to (i) ascertain the psychometric adequacy of the behavioural measures of (a) Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma *et al.*, 1991), (b) Horizontal-Vertical Individualism-Collectivism Scale (HV-IC; Singelis *et al.*, 1995), (c) Collectivistic and Individualistic Attitude and Value Scales (CIAV; Chan, 1994), (d) Cultural Orientation Scale (COS; Bierbrauer *et al.*, 1994) for measurement purposes of the theoretical construct(s), (ii) study the relationship between the measures of the behavioural gamut (coefficient of correlation matrices) in order to form the basis for factor analysis with the objective to elucidate the cluster(s) of behavioural gamut that would be accounted for the parenting style correlates of individualism and collectivism; and (iii) check the predictability of perceived parental rearing styles (predictors) on each sub-scale/sub-factor measure of individualism and collectivism (criterion). The analysis was aimed for Mizo and Khasi adolescents (boys plus girls) separately in an effort to evolve consistency in results for cross-cultural comparisons (2 culture x 2 sex) on measures of the dependent variables.

The study further aimed to elucidate the significant independent and interaction effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls), and 'level of rejection' (low and high) on measures of the dependent variables: horizontal individualism (HI), vertical individualism (VI), horizontal collectivism (HC), vertical collectivism (VC), collectivistic attitude (CA), individualistic attitude (IA), collectivistic value (CV), individualistic value (IV), normative collectivism (NORC), evaluative collectivism (EVAC) and cultural orientation (COS). It may be recalled that the adolescents were required to indicate the parenting styles of both their parents (father and mother) separately. Therefore, the composite scores on 'rejection' sub-factor of PPRSQ (the total sum of rejection from father and mother) for each subject with considerations of 'culture' (Mizo and Khasi) and 'sex' (boys and girls) variables were computerised, and the subjects scoring low (below 30th percentile) and high (above 70th percentile) on the 'R' sub-

factor of PPRSQ were screened out and their corresponding scores on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS) were aimed for analysis, each at a time. In the final count, 2 x 2 x 2 factorial design (2 culture x 2 sex x 2 level of rejection) was employed (and subjects individually investigated) for studies on field-dependence (EFT; Witkin *et al.*, 1971) and intellectual ability (RSPM; Raven *et al.*, 1992) in an effort to address to the target research problem on psychosocial differentiation. A series of ANOVA (2 culture x 2 sex x 2 level of rejection) were analysed to elucidate the significant and independent and interaction effects of the independent variables on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS; and subjects individually investigated on EFT and RSPM measures). Similarly, analyses were simultaneously aimed to elucidate the significant independent and interaction effects of 'culture', 'sex' and 'level of emotional warmth' on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT and RSPM).

The 'Rejection'(R) and 'Emotional Warmth' (EW) sub-factors of PPRSQ, alongside the 'culture' and 'sex' variables, were selectively aimed for analyses in view of the fact that the two scales are significantly negatively correlated, with positive and moderate coefficients of correlation with the other two scales of 'Overprotection' (OP) and 'Favouring Subject' (FS); and that the OP and FS scales are positively significantly correlated (Arrindell *et al.*, 1988; Gerlsma *et al.*, 1991; Perris *et al.*, 1980; Singh & Fente, 1998). This part of the study projects a three-way classification of variables of 'culture' (Mizo and Khasi), 'sex' (boys and girls) and 'level of R' (low and high) for studies on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT and RSPM). Similarly, the significant independent and interaction effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls) and 'level of emotional warmth' (low and high) may be conceptualised for studies on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT and RSPM). Here it deserves mention

that under the 8-cells of the design (2 culture x 2 sex x 2 level of rejection), an unequal proportion of subjects remained the outcome as their selection are based on strict statistical criterion for both sets of the study. Additionally, a small but representative sample randomly drawn from the four groups of adolescents (2 culture x 2 sex: 25 Mizo boys, 25 Mizo girls, 20 Khasi boys and 30 Khasi) were sampled for the study on conformity behaviour.

Subject-wise scores on the specific items of Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma *et al.*, 1991), the Horizontal-Vertical Individualism-Collectivism Scale (HVIC; Singelis *et al.*, 1995), Individualistic-Collectivistic Attitude and Value Scale (CIAV; Chan, 1994), and Cultural Orientation Scale (COS; Bierbrauer *et al.*, 1994) were separately prepared and analysed to check their psychometric adequacy for measurement purposes across the samples: Mizo (boys and girls) and Khasi (boys and girls) adolescents. First of all, response matrix of the four groups (2 culture x 2 sex) for each of the behavioural measures was scrutinised to check response endorsement for each item. Analysis revealed that the specific items of the behavioural measures were endorsed within the optimal limits ($p = < 5\ \%$ or $p = > 95\ \%$), thus ensuring for further psychometric analyses.

The preliminary psychometric checks of the behavioural measures included (i) item-total coefficient of correlation (and the relationship between the specific items of the sub-scales/ sub-factors as an index of internal consistency). The items showing substantial item-total coefficient of correlation (= or > than 0.30) in the analysis of the whole sample, but some items showing identical trends in the analyses for boys and girls separately but of slightly lower strength (lower than 0.30) were retained for further analyses, (ii) reliability coefficient (Cronbach alpha and split-half reliability for the sub-scales/sub-factors), (iii) relative interdependence of the sub-scales /sub-factors; and (iv) the predictive validity of the test scores by highlighting 'sex' (boys versus girls) difference on each measure. The significant independent and interaction effects of 'parental sex' (father and mother) and 'adolescent sex' (boys and girls) variables on R, EW, OP

and FS scales of PPRSQ, and 'sex' differences (boys versus girls) on each of the sub-scales/sub-factors measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS) among Mizos.

Following the observations (as presented in the foregoing), the relationship between the various measures of individualism and collectivism (and factor analysis) was computerised with the objective to elucidate the external criterion of validation of individualism and collectivism. Furthermore, the study aimed to elucidate the predictability of R, EW, OP, and FS sub-factors (independent variables) of PPRSQ on HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS (dependent variable), each at a time. Similarly, the preliminary psychometric checks of the behavioural measures, the relationship between the various measures of individualism and collectivism (and factor analysis), and the predictability of the of R, EW, OP, and FS sub-factors of PPRSQ (independent variables) on HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS (dependent variables), each at a time, were computerised for Khasi adolescents.

The preliminary psychometric analyses of the behavioural measures (PPRSQ, HVIC, CIAV and COS) in Mizo and Khasi cultural groups separately revealed their trustworthiness, but some of the items of the specific behavioural measures which failed to satisfy the statistical criterion (= or > 0.30 item-total coefficient of correlation), were deleted (and the results shown were based on the items so finally retained for the Mizo and Khasi cultures). A comparative evaluation of the results among Mizo and Khasi cultures revealed that **(a)** item 1 and 4 of R sub-scale, 21 and 36 of EW sub-scale, and 49 of OP sub-scale of the PPRSQ failed to satisfy the statistical criteria (more than .30 item-total coefficient of correlation) among Mizo; whereas items 1, 8, and 18 of R sub-scale, 27, 32, and 33 of EW sub-scale, and 40 and 49 of OP sub-scale of the PPRSQ failed to satisfy statistical criteria among Khasi; **(b)** item 16 of VI sub-scale, and 32 of VC sub-scale of HVIC scale failed to satisfy the statistical criteria among Mizo; whereas item 16 of VI sub-scale of HVIC scale failed to satisfy the statistical criteria among Khasi

adolescents; **(c)** item 13 of IA sub-scale and item 21 of IV sub-scale among Mizo, and items 10 and 13 of IA sub-scale of CIAV scale for Khasi failed to satisfy the statistical criteria; and **(d)** items 6 and 8 of NORC sub-scale and items 14, 18, and 21 of EVAC sub-scale of COS among Mizo; and item 8 of NORC sub-scale and items 18, 19 and 21 of EVAC sub-scale of COS among Khasi failed to satisfy the statistical criteria. Besides, the inter-scale relationships between the various sub-scales of I and C (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS) showed different pattern of relationships between individualism and collectivism sub-scales across the cultural groups (Mizo and Khasi). For instance, significant negative coefficient of correlation emerged between CA versus HI and EVAC versus IA among Mizo; whereas the same were found to be positively correlated among Khasi.

Furthermore, the three-factor structure of the sub-scale/sub-factor measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC and EVAC) among Mizo revealed that (a) HC and VC (sub-scales of HVIC) and CV and CA (sub-scales of CIAV) loaded on the first factor (explaining 27.96 % of variance), (b) HI (sub-scale of HVIC), and IA and IV (sub-scales of CIAV) loaded on the second factor (explaining 19.09 % of variance), and (c) EVAC and NORC (sub-scales of COS) and VI (sub-scales of HVIC) loaded to the third factor (explaining 9.77 % of variance). Similar analysis among Khasi revealed that (a) VC, HI, HC and VI (sub-scales of HVIC) loaded on the first factor (explaining 34.26 % of variance), (b) NORC and EVAC (sub-scale of COS) loaded on the second factor (explaining 14.38 % of variance), and (c) IA, CV and IV (sub-scales of CIAV) loaded to the third factor (explaining 11.57 % of variance). These observations (as presented in the foregoing) suggest that the test scores as such are not comparable.

Therefore, it became imperative to work out (a) common items showing identical loadings; and (b) identical factor structures for comparability of the test scores in view of the theoretical and methodological foundations pertaining to the measurement and comparability of

the test scores across cultures (Witkin & Berry, 1975; Berry, 1976; Eysenck & Eysenck, 1985; Poortinga, 1989; van de Vijver & Poortinga, 1997). Keeping in view the observations: (i) item-total coefficient of correlation of the common items with the defined criterion (loading = or > 0.30), (ii) reliability coefficient (Cronbach alpha and split-half reliability), (iii) and the inter-scale relationships between the behavioural measures among Mizo and Khasi adolescents were re-analysed, and the results (based on common items) separately reconfirmed the earlier analysis: (i) item-total coefficient of correlation (and the relationship between the specific items as an index of internal consistency), (ii) reliability coefficient (Cronbach alpha and split-half reliability), (iii) inter-scale relationship, (iv) the relationship between the various measures of individualism and collectivism (and factor analysis); and (vi) the predictability of the of R, EW, OP, and FS sub-factors of PPRSQ (independent variables) on HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and COS (dependent variables), each at a time, emerged to be of higher order, both in Mizo and Khasi adolescents as compared to that of the analyses based on the original items. In sum, the results provided empirical foundations sufficient enough pertaining to the replicability if the specific scales, and foundations for cross-cultural comparisons: 2 'culture' (Mizo and Khasi) x 2 sex (boys and girls).

Having ascertained the psychometric adequacy of the behavioural measures, the study aimed to elucidate the significant independent and interaction effects of 'culture' (Mizo and Khasi), 'sex' (boys and girls) variables on each of the sub-scale / sub-factor measures of the behavioural gamut. Here, it may be recalled that alongside the 'culture' (Mizo and Khasi) and 'sex '(boys and girls) variables, the adolescents were required to indicate their perception regarding parenting styles of both their 'parents' (father and mother), therefore, the predictive validity of the PPRSQ sub-factors (R, EW, OP and FS) were analysed by employing 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 parent with repeated measures on the last component), following Winer *et al.* (1991, *pp.*509-512). The results of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 parent

with repeated measures on the last component) on the sub-factor measures of PPRSQ (R, EW, OP and FS), and the results of 2 x 2 ANOVA (2 culture x 2 sex) on each of the sub-scale / sub-factor measures of individualism and collectivism may summarily be concluded as follows:

2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 parent with repeated measures on the last component) revealed (i) significant independent effects of (a) 'culture' on OP and FS sub-factors. Post-hoc mean comparisons revealed greater OP and FS in Mizo than in Khasi, (b) 'sex' effect on OP sub-factor. Mean comparison indicated more OP in girls than in boys; and (c) 'parent' effects on EW, OP and FS sub-factors. Post-hoc mean comparisons revealed more EW, OP and FS from mothers as compared to fathers; and (ii) significant 'parent x culture' interaction on EW, OP and FS sub-factors of PPRSQ. Scheffe Test revealed that (a) Mizo (M = 44.57) and Khasi (M = 44.31) mothers emerged to show greater emotional warmth as compared to Mizo (M = 42.19) and Khasi (M = 42.89) fathers, and no reliable difference emerged within the former and latter sub-sets of means, (b) Mizo mothers (M = 26.11) emerged to be more overprotective as compared to Khasi mothers (M = 24.67), Mizo fathers (M = 24.63) and Khasi fathers (M = 23.67). Additionally, Khasi mothers (M = 24.67) and Mizo fathers (M = 24.63) by showing no difference between them emerged to be more overprotective as compared to Khasi fathers (23.67); and, (c) Mizo mothers (M = 10.88) and fathers (M = 10.53) emerged to show greater FS scores as compared to Khasi fathers (M = 9.36) and mothers (M = 9.41). No difference emerged within the former and the latter sub-sets of means.

The results of 2 x 2 ANOVA (2 culture x 2 sex) on each measure of I and C manifested significant independent effects of **(a)** 'culture' on HI, VI, HC, VC, CA, IA, CV, NORC, EVAC and COS measures (except for the IV scale). Post-hoc Mean comparisons revealed greater (i) HI in Khasi (Mean = 50.14) than in Mizo (Mean = 43.91), IA in Khasi (Mean = 22.14) than in Mizo (Mean = 19.69), (ii) greater VI in Mizo (Mean = 47.28) than in Khasi (Mean = 44.61), (iii) greater HC in Mizo (Mean = 56.32) than in Khasi (Mean = 52.76), (iv) greater VC in Mizo

(Mean = 47.14) than in Khasi (Mean = 44.14) (v) greater CA in Mizo (Mean = 33.70) than in Khasi (Mean = 31.48), (vi) greater IA in Khasi (M = 22.14) than in Mizo (M = 19.69), (vii) greater CV in Mizo (Mean = 39.69) than in Khasi (Mean = 36.50), (viii) greater NORC in Mizo (Mean = 57.68) than in Khasi (Mean = 50.36), (ix) greater EVAC in Mizo (Mean = 50.22) than in Khasi (Mean = 44.53); and (x) greater COS in Mizo (Mean = 107.90) than in Khasi (Mean = 94.89), **(b)** 'sex' on VC and CA measures. Mean comparisons indicated (i) greater VC in girls (Mean = 46.46) than in boys (Mean = 44.78); (ii) greater CA in girls (Mean = 33.05) than in boys (Mean = 32.11); and **(c)** 'culture x sex' interaction on NORC and COS measures. Scheffe Test revealed to conclude (i) greater NORC in Mizo girls (Mean = 58.69) than in boys (Mean = 56.68), and reverse trend in Khasi, that is, greater NORC in boys (Mean = 51.03) than in girls (Mean = 49.78); and (ii) greater COS in Mizo girls (Mean = 109.35) than in boys (Mean = 106.45), and no difference between Khasi boys (Mean = 95.79) and girls (Mean = 94.10) respectively emerged to moderate 'culture x sex' interactions on NORC and COS measures.

In the final count, a series of ANOVA (2 culture x 2 sex x 2 levels of R) on each measure of the dependent variable was separately analysed to address to the target problem of the study. Furthermore, Scheffe Test (on the assumption of post-hoc mean comparisons) was applied to mark out the patterns of mean differences in significant two-factor interaction variance on measures of the dependent variables (individualism-collectivism, intellectual ability and field-dependence). Results revealed **(a)** 'culture' effects on HI, VI, VC, CA, IA, CV, NORC, EVAC, COS, RSPM and EFT measures. Mean comparisons indicated (i) greater scores in Mizo than in Khasi on VI, HC, VC, CA, CV, NORC, EVAC, COS and EFT; and (ii) greater scores in Khasi than in Mizo on HI, IA and RSPM; **(b)** 'sex' effects on VC, CV, RSPM and EFT measures. Mean comparisons revealed (i) greater scores in boys than in girls on RSPM; and (ii) greater scores in girls than in boys on VC, CV and EFT measures; **(c)** 'R level' effects on VC, CA, CV, NORC, EVAC and COS measures. Mean comparisons manifested greater scores in low than in

high scorers on R on all these measures of collectivism. Additionally, results manifested significant interaction between **(d)** 'culture x sex' variables on EFT, **(e)** 'culture x R level' interaction on HI, IV, COS, RSPM and EFT measures. Besides, all other interaction variances, that is, 'sex x culture' and 'culture x sex x R level' variables failed to manifest any instance of statistically significant F-ratio.

Post-hoc mean comparisons applied to mark out the patterns of mean differences (Scheffe Test) in significant interaction between 'culture x sex' variables on EFT manifested greater scores in Mizo girls (M = 45.19) as compared to the remaining three groups: Mizo boys (M = 32.03), Khasi girls (M = 30.15) and Khasi boys (M = 29.48). All other mean comparisons revealed non-significant patterns of mean differences. In other words, significantly greater field-dependence in Mizo girls as compared to counter boys, and no difference between the Khasi boys and girls moderated the 'culture x sex' interaction variance on EFT measure.

The pattern of mean differences (Scheffe Test) in significant interaction between 'culture x R level' variables on HI, IV, COS, RSPM and EFT measures revealed that (i) Khasi low scorers (M = 52.79) manifested significantly greater HI scores as compared to the remaining three groups: Khasi high scorers (M = 46.42), Mizo high scorers (M = 46.03), and Mizo low scorers (M = 45.39) on HI measure. Besides, all other groups emerged to be more or less equal. Significantly greater horizontal individualism in Khasi low scorers as compared to high scorers, and no difference between Mizo low and high scorers on R emerged to moderate the 'culture x R level' interaction on HI measure, (ii) significantly greater IV scores in Khasi low (M = 32.95) as compared to their counter high (M = 29.42) scorers, and no difference between and Mizo low (M = 30.50) and high(M = 32.45) scorers emerged as the moderator of the interaction variance. Additionally, Mizo high (M = 32.45) scorers indicated greater scores than in Khasi high (M = 29.42) scorers, (iii) Mizo low scorers (M = 110.00) and high scorers (M = 107.13) by showing no difference between them revealed greater scores as compared to Khasi low scorers (M =

102.26), and all the other three groups revealed greater scores than in Khasi high scorers (M = 92.45) on COS measure. Significantly greater COS in Khasi low scorers than in their counter high scorers, and no difference between Mizo low and high scorers moderated the 'culture x R level' interaction on COS measure, (iv) Khasi low scorers (M = 48.10) revealed greater RSPM scores as compared to the remaining three groups: Khasi high (M = 46.09), Mizo high (M = 45.47) and Mizo low (M = 43.55) scorers. Besides, all other comparisons resulted non-significant mean differences, (v) Mizo low scorers (M = 42.66) revealed greater EFT scores as compared to the remaining three groups: Mizo high (M = 34.55), Khasi high (M = 31.47) and Khasi low (M = 28.16) scorers. All other mean comparisons emerged to be more or less equal. Significantly more field-dependence in Mizo low scorers on R than in their counter high scorers, and no such differences between Khasi low and high scorers moderated the 'culture x R level' interaction on EFT measure.

The significant independent and interaction effects of 'culture', ' sex' and 'levels of EW' on measures of the dependent variables (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, COS, EFT and RSPM) were analysed in a manner as described for the analysis of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 levels of R).1 Results manifested significant **(a)** 'culture' effects on HI, VI, VC, CA, IA, CV, NORC, EVAC, COS, RSPM and EFT measures. Mean comparisons revealed (i) greater scores in Mizo than in Khasi on VI, HC, VC, CA, CV, NORC, EVAC, COS and EFT, and (ii) greater scores in Khasi than in Mizo on HI, IA and RSPM; **(b)** 'sex' effects on VC, CV, RSPM and EFT measures. Mean comparisons revealed (i) greater scores in boys than in girls on RSPM; and (ii) greater scores in girls than in boys on VC, CV and EFT measures; **(c)** 'EW level' effects on VC, CA, CV, NORC, EVAC and COS measures. Mean comparisons manifested greater scores in high than in low scorers on EW on all these measures of collectivism. Additionally, results manifested significant interaction between **(d)** 'culture x sex' variables on EFT, **(e)** 'culture x EW level' interaction on HI, IV, COS, RSPM and EFT

measures. Besides, all other interaction variances, that is, 'sex x culture' and 'culture x sex x EW level' variables failed to manifest any instance of statistically significant F-ratio.

The pattern of mean differences (Scheffe Test) in significant interaction between 'culture x sex' variables (irrespective of level of EW) revealed greater field-dependence in Mizo girls (M = 45.19) as compared to the remaining three groups: Mizo boys (M = 32.03), Khasi girls (M = 30.15) and Khasi boys (M = 29.48). All other mean comparisons revealed non-significant patterns of mean differences. In other words, significantly greater field-dependence in Mizo girls as compared to their counter boys, and no difference between the Khasi boys and girls moderated the 'culture x sex' interaction variance on EFT measure.

The pattern of mean differences (Scheffe Test) in significant interaction between 'culture x EW level' variables on HI, IV, COS, RSPM and EFT measures revealed that (i) greater scores in Khasi high scorers (M = 52.79) as compared to the remaining three groups, that is, Khasi low scorers (M = 46.42), Mizo low scorers (M = 46.03), and Mizo high scorers (M = 45.39) on HI measure. All other groups emerged to be more or less equal. In conclusion, significantly greater horizontal individualism in Khasi high scorers than in low scorers, and no difference between Mizo low and high scorers on EW emerged to moderate the 'culture x EW level' interaction on HI measure, (ii) significantly greater IV scores in Khasi high (M = 32.95) as compared to their counter low (M = 29.42) scorers and Mizo high scorers (M = 30.50), and significantly greater IV scores in Mizo low (M = 32.45) than in Khasi low (M = 29.42) scorers moderated the 'culture x EW level' interaction, (iii) Mizo high (M = 110.00) and low scorers (M = 107.13) by showing no significant difference between them revealed greater scores as compared to Khasi high scorers (M = 102.26), and all the other three groups revealed greater scores than in Khasi low scorers (M = 92.45) on COS measure. Significantly greater COS scores in Khasi high scorers than in their counter low scorers, and no difference between Mizo low and high scorers moderated the 'culture x EW level' interaction on COS measure, (iv) Khasi high scorers (M =

48.10) revealed greater RSPM scores as compared to the remaining three groups: Khasi low (M = 46.09), Mizo low (M = 45.47) and Mizo high (M = 43.55) scorers. Besides, all other mean comparisons resulted non-significant, (v) Mizo high scorers (M = 42.66) revealed greater EFT scores as compared to the remaining three groups: Mizo low (M = 34.55), Khasi low (M = 31.47) and Khasi high (M = 28.16) scorers. All other mean comparisons emerged to be more or less equal. Significantly more field-dependence in Mizo high scorers than in their counter low scorers, and no such differences between Khasi low and high scorers moderated the 'culture x EW level' interaction on EFT measure. The overall results of '2 culture x 2 sex x 2 EW level' ANOVA and '2 culture x 2 sex x 2 R level' ANOVA revealed reverse trends (a) in significant 'EW level' and 'R level' effects, and (b) in the interaction variances between 'culture x R Level' and 'culture x EW level' effects. These observations, that is, the reverse trends in results with regards to the 'level of R' and the 'level of EW' provided self-corroborative evidences in support of the findings on psychosocial differentiation across Mizo and Khasi adolescents. Interestingly, 2 x 2 ANOVA (2 culture x 2 sex) failed to manifest any instance of significant independent and interaction effects of 'culture' and 'sex' variables on conformity behaviour. In studies that compared "traditional" samples with samples having greater exposure to Western societies (i.e., with experience of European education, urbanization, and wage employment), there were indications that exposure to Western values leads to a weakening of traditional norms and to less cross-cultural variation in conformity (Berry, 1974,1979).

To recapitulate, the overall analysis revealed: (a) substantial psychometric criterion pertaining to the replicability of the test scales among Mizo and Khasi (deduced on the basis of sequential analysis of the original items and the common items across the samples), (b) the factor structures of the various behavioural measures of individualism and collectivism provided mixed picture among Mizo and Khasi adolescents, leading to the conclusion that the three factor structures would not be treated as indices for cross cultural comparisons. Therefore, it was felt

desirable to compare the cultures on each of the sub-factor measures of individualism and collectivism, (c) the parenting styles predicted individualism and collectivism, however, not to the expected level, (d) substantial behavioural indices emerged for contrasting the Mizo and Khasi cultures; and (e) the overall analysis of 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 R level) and 2 x 2 x 2 ANOVA (2 culture x 2 sex x 2 EW level) on measures of the dependent variables provided very consistent patterns of mean differences in significant 'culture' effects. Mizo emerged to show greater scores on the collectivism scales of HC, VC, CA, CV, NORC, EVAC, COS, and vertical individualism (VI) and field-dependence (EFT); whereas Khasi manifested greater scores than Mizo on individualism scales of HI, VI, and eductive intellectual ability (RSPM). Very consistent pattern also emerged on significant 'sex' effects. Boys indicated greater scores than girls on eductive intellectual ability (RSPM), and girls indicated greater scores on collectivism (VC, CV) and field-dependence (EFT) than boys. Another salient feature of the study emerged on significant independent effect on level of 'R' variable, and level of 'EW' variable. Low scorers on 'R' manifested greater scores on the collectivism measures of VC, CA, CV, NORC, EVAC, and COS; and correspondingly, high scorers on 'EW' variable revealed greater scores on the same (VC, CA, CV, NORC, EVAC, and COS). Besides, significant interaction between 'culture x R level' together with 'culture x EW level' as well as 'culture x sex' (interaction irrespective of EW and R levels) variables provided complementary basis on measures of IC, RSPM and EFT. Mizo girls manifested greater field dependence as compared to the other three groups; and Khasi low scorers on R manifested greater individualism (HI and IV) and eductive intellectual ability (RSPM) as compared to the remaining three groups, whereas Mizo low scorers manifested greater collectivistic cultural orientation (COS) and field dependence (EFT). correspondingly, high scorers on EW in the two cultures showed the same pattern of results.

These observations provided corroborative evidences supporting the view that parenting style plays a dominant role on psychosocial differentiation, and that it is an important mechanism of cultural transmission; and has provided empirical bases regarding the theoretical expectations set forth for the conduct of the study. Further extended studies by incorporating more measures of parenting styles and socialisation patterns together with the culture-specific dimensions of individualism and collectivism, cognitive style coupled with differentials in emotional expressions are desirable to be replicated not for want of the corroborative evidences with regard to the major trends of the results, but for contrasting different cultures of East and West in general, and particularly different cultures of the North East India. This follows the leads from studies by Barry, Child, & Bacon (1959); Berry (1979), Witkin & Berry (1975); Hsu (1981); Hofstede (1980); Triandis (1989, 1996); Triandis & Gelfand (1998), Hui (1988); Oyserman, Coon, & Kemmelmeier (2002); Bond (2002); Fiske (2002); and Kitayama (2002).

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APPENDICES

APPENDIX - 1

Socio-Cultural Life Of Mizo

The origin of the Mizo people, like those of many other tribes in the North Eastern India is shrouded in mystery. They are generally accepted as part of a great Mongoloid wave of migration from China and later moved out to India to their present habitat. It is most probable that the Mizo came from Shinlung or Chhinlungsan located on the banks of the river Yalung in China. They first settled in the Shan State and moved on to Kabaw Valley to Khampat and then to the Chin Hills in the middle of the 16th century.

The Mizo people had been referred to as the 'Chins' or 'Khyan' by the Burmese, giving this name to the great Chindwin River and Chin Hills. When sections of this people gradually moved across the hills and came in contact with the plains people of Assam and Bengal (now Bangladesh), they were given the name 'Kuki', and 'Khongjai' by the manipuris. However from the early days of these contacts, writers observed that the people concerned neither recognised these names nor employed them for themselves. When the people further came to inhabit the hills south of Cachar district, they received the name 'Lushai Hills'. Even the name 'Lushai' was not liked insofar as it was a corruption of 'Lusei', the dominant clan of the area. Though 'Lushai' was used inclusively to cover the whole population, that the term had not received favour with many of the people is apparent by the fact seen in the 1901 census that the majority used the names of their particular clans – e.g. Hmar, Lushai, Paihte, Pawih, Ralte . Thus, all three of the names – Chin, Kuki and Lushai - have come into disfavour with the people to whom they are applied. This does not mean that it is impossible to derive a name for the said people. In fact, the people themselves seem to have found the right term on which to build based on the most ancient and apparently original generic name, 'Zo'.

The first mention of 'Zo' as the name of a people is found in the writing of Fan-ch'o, a diplomat of the Tang Dynasty of China who, in 862 A.D., who described the inhabitants of the Chindwin valley, whose princes and chiefs were called 'Zo'. In the modern period, the first mention of the Kuki-Chin people as 'Jo' comes from Father Vincentius Sangermano in his book, 'A Description of the Burmese Empire'(1833). Another early use of the name '*Zo*' with reference to the Kuki-Chin people, the first on the Lushai Hills side which till then was a *terra incognito*, was by Col. T.H. Lewin, the first white man to know the inhabitants of Mizoram well. He wrote that he came to know, during the Lushai Expedition of 1871 –72, that 'the generic name of the whole nation is Dzo'. The variant spellings of 'Zo' in various regions of South East Asia, particularly Burma and China are Dzo, Jo, Jau, Jou, Yau, You, Zhau, Zhou.

Most writers, Mizo as well as non-Mizo, seems to have accepted the translation of 'Zo' as 'high land' or 'cold region', and simultaneously affixed the word 'mi', meaning 'man' or 'people' to the generic 'Zo', either as a suffix in common speech (as in Zomi) or as a prefix in poetic language (as in Mizo), thus 'Mizo' and 'Zomi' both meaning 'highlanders' or 'people of the hills'. However, some recent Mizo writers render that 'Zo' refers more to the concept of 'health and pleasantness' rather than the mere fact of the villages being located on top of the hills which are more often referred to as 'tlang' than 'Zo'. Further, based on the findings of F.K. Lehman(1980), head of the History Department of the University of Illinois in the USA who has done extensive research on the Chins of Burma, it has been advocated that it was not the people who derived their name 'Zo' from the high altitude of their abode, but on the contrary, it was the high lands and especially the farm lands there called 'Zo lo' which derived their name from the '*Zo*' people who cultivated the farms. Nevertheless, once '*Zo*' is accepted as the generic name of the whole people, the so-called Kuki – Chin - Lushai people may be referred to as Mizo who inhabit the region which is today the state of Mizoram.

Regarding the origin of the Mizo people, folklore has an interesting tale to offer. The Mizo, so goes the legend, emerged from under a large covering rock known as Chhinlung. Two people of the Ralte clan, known for their loquaciousness, started talking noisily while coming out of the region. They made a great noise which led God, called Pathian by the Mizo, to throw up his hands in disgust and say enough is enough, that too many people had already been allowed to step out and so closed the door with the rock.

History often varies from legends. But the story of the Mizo people getting out into the open from the nether world through a rock opening is now part of the Mizo fable. The Mizo have songs and stories about the glory of the ancient Chhinlung civilization handed down from one generation to another . It is hard to tell how far the story is true. This, nevertheless points that the Mizo came from Shinlung or Chhinlungsan located on the banks of the river Yalung in China, close on the sino-Burmese border. According to K.S.Latourette, there were political upheavals in China in 210 B.C. when the dynastic rule was abolished and the whole empire was brought under one administrative system. Rebellions broke out and chaos reigned throughout the Chinese State that the Mizo people left China as part of one of those waves of migration. Whatever the case may have been, it seems probable that the Mizo moved from China to Burma and then to India under forces of circumstances. They first settled in the Shan State after having overcome the resistance put up by the indigenous people. Then they changed settlements several times, moving from the Shan State to Kabaw Valley to Khampat to Chin Hills in Burma. They finally began to move across the river Tiau to India in the Middle of the 16th Century.

The Shans had already been firmly settled in their State when Mizo came there from Chhinlung around 5th Century. The Shans did not welcome the new arrivals, but failed to throw the Mizo out. The Mizo had lived happily in the Shan state for about 300 years before they moved on to Kabaw Valley around the 8th Century.

It was in the Kabaw Valley that the Mizo got the opportunity to have an unhindered interaction with the local Burmese. The two cultures met and the two tribes influenced each other in the spheres of clothing, customs, music and sports. According to some, the Mizo learnt the art of cultivation from the Burmese at Kabaw. Many of their agricultural implements bore the prefix Kawl which was the name given by the Mizo to the Burmese.

Khampat (now in Myanmar) is known to have been the next Mizo settlement. The area claimed by the Mizo as their earliest town, was encircled by an earthen rampart and divided into several parts. The residence of the ruler stood at the central block call Nan Yar (Palace Site). The construction of the town indicates the Mizo had already acquired considerable architectural skills. They are said to have planted a banyan tree at Nan Yar before they left Khampat as a sign that the town was made by them.

The Mizo, in the early 14th century, came to settle at Chin Hills on the Indo-Burmese border. They built villages and called them by their clan names. The hill and difficult terrain of Chin Hills stood in the way of building another central township like Khampat. The villages were scattered so unsystematically that it was not always possible for the various Mizo clans to keep in touch with one another. They finally began to move across the river Tiau to India in the Middle of the 16th Century and began to settle in their present habitat .

The Mizo history upto the 18th and 19th Century is marked by many instances of tribal raids and retaliatory expeditions of security. Mizo Hills were formally declared as part of the British-India by a proclamation in 1895. North and south hills were united into Lushai Hills district in 1898 with Aizawl as its headquarters. The process of the consolidation of the British administration in tribal dominated area in Assam started in 1919 when Lushai Hills along with some other hill districts was declared a Backward Tract under government of India Act. The tribal districts of Assam including Lushai Hills were declared Excluded Area in 1935.It was

during the British regime that a political awakening among the Mizo in Lushai Hills started taking shape, and through many political and social hardships and sacrifices, the Union Territory of Mizoram came into being on 21st January, 1972; and Mizoram became a full fledged State on 20th February, 1987.

Like all human communities, the Mizo people have their own distinctive culture. It has features in common with other tribal groups living in the hills of North East India, Burma and South East Asia, including the Philippines and Indonesia. But it is quite different from the Buddhist, Hindu and Islamic cultures of their neighbours. Cultures are, of course, shaped by a variety of factors in the environment a people inhabit, and cultures developed in isolation are different from those whose adherents have been exposed to outside influences. As the Mizo people inhabiting Mizoram had very little contact with the outside world prior to the coming of the British, the influence of other cultures and religions upon theirs was limited, and the traditional religious culture of the Mizo remained intact till the coming of Christianity. The only area in which outside influence appears to have had some impact was in their material culture, e.g., agricultural implements, personal ornaments, a variety of musical instruments and weapons of war. The acquisition of guns contributed significantly to their migration to the west and north, until they were finally checked by the British in the last decade of the 19th Century. The limited circulation of the Indian currency was not highly regarded as the trade amongst the Mizo was by barter. It was used in dealings with the plains dwellers. When they acquired foreign goods, they used them in their own way, and thus indigenised the goods that enriched the traditional culture.

In the 19th century, they were generally described in a derogatory way as 'nomads', 'warlike', head-hunters', 'wild savages' etc.. These were the images that impressed themselves on the outside world, images created by their depredatory raids on the peoples living in the foothills and plains of their mountainous country. It is not surprising under the circumstances that positive attitudes towards the people and their culture were not formed. They were simply

feared as savages little more advanced then the animals with which they shared their jungles. In some respect, these superficial impressions were accurate in that the Mizo people were nomads, and that a semi-nomadic life continued for a time after British rule was established over them in 1980. They also took heads, but this did not make them uncultured savages as became evident when more was learned about them after they became accessible to outsiders once the British had opened the area.

The Mizo people were found to be highly intelligent, perceptive, adaptable and disciplined (McCall, 1938). The presence of such positive qualities and the existence of a Chin ballad which celebrate the brick city of their forefathers led some anthropologists like J.H. Hutton to surmise that the "Kukis' (as they were known then) once "possessed a higher culture than they have now". Outsiders have found the complexity of the Mizo character difficult to understand. A.G. McCall , a government official described them thus: "Lushai, land of tranquillity yet upheaval, of wisdom and dire folly, of plenty yet poverty, of spirit and materialism, hope and again despair, lethargy yet vitality, its very name alluring and provoking". More recently on his several trips to Mizoram, J.D. Baveja (1970) was similarly surprised and bewildered. He concluded that "the Mizo personality...presents a picture of contrast. He can be a crusader when he chooses. He can be as lazy as an opium addict if he likes. It is difficult to guess his mood". These are typical observations of the Mizo people by outsiders who note both the passive and active aspects of their nature and find it difficult to determine which is most characteristic. But one trait of Mizo character about which most writers agree is their "high degree of intelligence". This was reflected in the 'sharpness' which astonished the British expeditionary officer, Lieut. R.G. Woodthrope(1873), and delighted missionary educator F.W Savidge(1908). In the days of the first Welsh missionary contact with the people, T.H. Lewin was so deeply impressed by what he saw and learnt of this people that he regarded them to be "a higher race than the ordinary hill people"

with joking together balanced the rigours of the strict observance of the rules and made life in the "Zawlbuk" lively, enjoyable and creative. "Zawlbuk" was also an information centre for the village. Young as well as old gather there at the end of the day to share with one another the news of the day about things seen and heard, activities that merited either appreciation or criticism, and any other matters of interest. Information was given and received pertaining to the affairs of the village as well as of other villages. Most importantly, the "Zawlbuk" served as the educational centre of the village. It was here that the inmates learned useful arts and handicrafts, sports and gymnastics, singing and dancing, discipline and the mores of the society. It is the "crucible wherein the Mizo youth, the marginal man was shaped into the responsible adult member of their society". Hence, the "Zawlbuk" was a well developed institution serving the needs of Mizo society, shaping its personality and lifestyle through the inculcation of a disciplined mode of conduct. It is hardly possible to understand the development and nature of the Mizo culture without giving it a central place to its role .

The most important outcome of "Zawlbuk" training with lasting effect was the development and perfection of ""tlawmngaihna"". "tlawmngaihna" is the term used for the Mizo "code of morals" , a highly prized virtue and a wonderful philosophy of life which is so rich in meaning and so wide in scope so that it has been found virtually impossible to render it in any single word or phrase of another language. There are writers who in their efforts to get to the nearest core of the concept suggested words such as "altruism" and "chivalry" only to quickly acknowledge their inadequacies. All that one can do at best has been to fall back to the conventional way of giving , as N.Chatterji put it, an operational definition to show the multidimensional facets of "tlawmngaihna". This was what J.H. Lorrain did when he tried to give the meanings of Tlawmngai, the verbal, adjectival and adverbial form of "tlawmngaihna" in his monumental Dictionary of the Lushai Language, parts of which are given below:

1. to be self-sacrificing, unselfish, self-denying, persevering, stoical, stout-hearted, plucky, brave, firm, independent (refusing help)

2. to put one's own inclinations on one side and do a thing which one would rather not do with the object either of keeping up one's prestige etc. or of helping another or of not disappointing another etc.

3. to do whatever the occasion demands no matter how diatasteful or inconvenient it may be to oneself or to one's own inclinations.

Putting it contextually, a person who possesses "tlawmngaihna" must be obedient and respectful to the elders, courteous in dealing with the weak and the lowly, generous, and hospitable to the poor, the needy and the strangers, self-denying and self-sacrificing at the opportune moments in favour of others, ready to help those in distress, compassionate to a companion who falls sick while on journey or becomes victim of a wild beast in the hunt by never abandoning him to his fate, heroic and resolute at war and in hunting, stoical in suffering and in facing hardship under trying circumstances, and persevering in any worthwhile undertaking however hard and daunting that might prove to be. A Tlawmngai person will do whatever the occasion demands no matter how distasteful or inconvenient that might be to oneself or to one's own inclinations; vie with others in excelling in sports or any other corporate labour, and try to surpass others in hospitality and in doing his ordinary daily task independently and efficiently. "Its dimensions", rightly observed Chatterji, "covered both personal and collective levels of activities wherein self- interest was subordinate to the interest of others individually and collectively " and the "self-sacrifices for the needs of the others was to come in spontaneously as a natural part of one's life. Chatterji stated "tlawmngaihna" to a Mizo stands for that compelling moral force which finds expression in self-sacrifice for the service of others

after stating that ""tlawmngaihna" should enter into every branch of a Lushai life". N.E Parry who was one of those who knew in-depth the life and culture of the Mizo still feels that ""tlawmngaihna" can really only be explained by examples" and so gave six descriptive examples to show how "tlawmngaihna" can express itself in real life situations – in matters of helping the sick, concerning hospitality to travellers, when out for hunting expeditions, in ordinary circumstances as on a journey, in joyful celebrations, individually and collectively when calamity struck a family or a village as in damage by fire, when death occurs in the village.

How and in what way this high quality in the character of the Mizo youth was developed into maturity through the "Zawlbuk" system of discipline is clearly brought out by Neera Chatterji , a social scientist, and former Senior Research Officer of the Tribal Research Institute, Aizawl. The practice of early transfer of control of the male child from the family to the "Zawlbuk" discipline led to easy assimilation of the norms learned in his family with those prevailing in the society of the grown ups; preventing, thus, any cleavage between his own style and that expected of him by the society effectively. The simple forms of education for life evolved, as a follow up, in "Zawlbuk" through their various activities, code of conduct and mode of living ensured healthy reciprocity between different age groups and the elders, so also between the claims of the family as a social unit and the wider society as an organic whole; preventing once again any problem of 'generation gap' from raising its ugly head as it almost always does in the more developed societies.

In this task of up-building the life and character of the youth, the elders and the chief of the village played vital roles. The elders, especially those reputed as 'Pasal tha'('a brave and manly person' or 'a hero') through deeds of "tlawmngaihna" would often visit the "Zawlbuk" and recount the heroic past of their lives of their young men and of the other 'pasal tha' with the aim of driving the message of "tlawmngaihna" ideals home, to be emulated by the

youth. They thus help in shaping the personalities and aspirations of the younger ones. The ideals thus received from the elders usually found practical expressions in the various activities of the "Zawlbuk", helping the aspirants to demonstrate their worth as pasal tha. The chief in his turn would uphold the ideals of "tlawmngaihna" by patronising the "Zawlbuk" and by giving incentive to the proven pasal tha.

While giving due recognition to the qualities of "tlawmngaihna" in the young man, one should not forget to acknowledge the equally high "tlawmngaihna" qualities found in the girls. Due to a different and subtle nature it took in the case of the girls , most writers, particularly non Mizo writers failed to see this even while giving generous tributes to them for their quality of hard work. The hard work they did were done in the spirit of "tlawmngaihna", the result of vigorous training imparted at homes. This means that "tlawmngaihna" was taught not only at "Zawlbuk". As the girls had no access to "Zawlbuk", their training was confined at homes, but in no way was the severity of the training less than nor its outcome inferior to that of the boys, according to Challiana (1969), a respected first generation Baptist pastor.

By the time a girl can carry two bamboo water tubes on her back, that is about seven or eight years of age, the mother will begin teaching her the ways of "tlawmngaihna" which include all aspects of household chores and even more. She would teach her how to carry water, collect firewood, husk paddy and winnow it, cook the family food, feed the pigs and entice the fowls to the coop. Besides, while the parents work in the jhum, she would baby-sit if there was one and thud would keep herself busy the whole day. When she becomes a maiden, she would learn weaving, continues in doing all the household work and also starts joining her parents in jhum work. She would join 'lawm-rual', a party of youngsters engaged in helping one another in turns, especially in field work. While thus going to the field and back home girls would carry the noonday meal wrapped packets and implements of the male members. They

would also wash their clothes and repair the same whenever required and a girl of "tlawmngaihna" would do all these willingly and happily.

When night comes, the young man of the village would go around to court girls in their homes. A tlawmngai would welcome them warmly, and after sitting the young men around the hearth and other convenient places, she would keep herself busy cooking food for pigs , spinning cotton, rolling the thread into bowls or mending torn clothes and all these while also keeping the young men in good humour. When the young men were ready to leave, she would extend an appropriate courtesy or two to make them feel that they are very much welcomed to stay on. The courtesies were given so generously that sometimes a young may be foolish enough not to realise the real intent of the girl and stay on late till the cocks announce the approaching of a new day. Then the girl could only have a nap of about an hour or two and get up again to prepare for the days requirements. She would light the fire(not easily done), fetch water(often from a considerable distance down the stream), and hush paddy (another really hard job). Soon after the morning meal, which usually is about the time of sunrise, she would be out for the jhum field. Thus girls of the traditional Mizo society practically had no time to rest. At the same time a girl of "tlawmngaihna" would see to it that she maintains restraint in food habits, eating as little as possible, especially while eating in places other than her own home. "The extent of work they did with the little amount of food they consume", said Challiana "made one wonder how it was possible for the Mizo girls to remain healthy and strong". "Women also were not lacking in the spirit of "tlawmngaihna"" (Rokhuma). It is a pity, therefore, that the traditional Mizo society made no due recognition to it in the way it was done to that of the young men.

The Mizo people do not claim ""tlawmngaihna" to be their exclusive possession. Bits of its ideals and practice are to be found in every tribe and nation around the world with varying degrees. And yet, considering the comprehensiveness of its ideal and practice in the Mizo society, the concept of ""tlawmngaihna"" may be said to be peculiarly Mizo, so much so

that one who is lacking in its qualities is regarded as 'un-Mizo', a censure which can hardly be met by any other. A complete Mizo is one who has "tlawmngaihna" in the fullest measure if that was at all possible(Sangliana...). And, for any one who is familiar with the tenets of Christianity, the importance of the concept of "tlawmngaihna" for the growth and vitality of the church in Mizoram will be obvious, bringing about a near - total transformation in the Mizo lifestyle and outlook.

The Bawi system in Mizoram has been variously described, ranging from a form of social security to slavery. In the absence of any other means of caring for the destitute, it had a charitable dimension. The British administrators, following the policy of minimal interference in the indigenous customs, and in order not to offend the chiefs and create law and order problems, were reluctant to call the system a form of slavery; anf the missionaries did not criticize it much. While acknowledging that it did play a useful role as a crude form of charity, one needs also to recognise that once a people became bawi, they and their descendants from generation to generation were in bondage to the chief. In theory, it was possible to be redeemed by payment of one 'mithun'(gayal) or Rs.40 for an individual or family. In practice, it was virtually impossible for Bawi to afford it. There was also one type of bawi called the 'fatlum bawi' (a position inherited by the youngest son of the family) who could not be redeemed. While the system was usually benevolent, with good chiefs treating their bawi leniently, there were other chiefs who oppressed their Bawi The four main types of bawi were – Inpuichhung bawi (one who takes refuge in the chief's house due to starvation, Chemsen bawi (criminals who take refuge in the chief's house to escape consequences of their ill-deeds), Tuklut Bawi (those who deserted their losing side in war and surrender as bawi to a chief), and Sal(those who are captured in raids)

The Mizo economy was , and still is, based on agriculture. The agricultural system of 'jhuming' (slash and burn) as practised in Mizoram is very destructive of the soil. It gives the cultivator a reasonable return for his labour in the first year, an acceptable return in the second

year, but unprofitable in the third year in the absence of the use of chemical fertilizers. Hence, a new plot was chosen for the third year. The practice of cultivating land for only one or two years and then clearing new land meant that after about five years, all the land near a village had been used. Since there was unoccupied land available elsewhere, after this [illegible] time the entire village would be shifted to a new site. This, and inter-clan feudi[illegible] onsible for the nomadic pattern of mizo life. Constant shifting of villages made it [illegible] o amass wealth in the form of immovable or even substantial movable property.

One of the most important element in the Mizo economy was bamboo. bamboos of various types met many of the essential needs of the people – the new shoots provided food, the young ones provided material for making household implements, and mature bamboo provided the primary building material. However, despite its general value, the bamboo is periodically a source of great misery to the Mizo, which is in the form of famine(Tam in Mizo). The reason for the famine is the rapid multiplication of the rodent population which feed on the bamboo seeds, and devour the standing crops. The two species of bamboo-Mautak and Rawthing at approximately fifty year intervals, and because they do not flower at the same time, it mens that there is famine every 18 to 30 years. the first documented Mautam occurred in 1862, and the first Thingtam in 1880. Since then, they types of famine occurred alternately in 1911, 1929, and 1959 which resulted in widespread malnutrition, epidemics and extensive loss of life. Even today, the people remember with horror the deaths of entire families and of the difficulties experienced in even burying the large number of dead in some villages (Thanga, The Mizo, p.90)

The Mizo society was well ordered and governed by well established and understood customary laws and practice., which were not so rigid as to preclude any freedom. The spirit of "tlawmngaihna" presupposed the possibility and even the community of individual decision making as a contribution to the welfare of the community. A limited discussion of certain important aspects of the mizo customary laws and practices will suffice here for a more detailed

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information on this, N.E. Parry (1828), Lt. Col. John Shakespeare (1912), and Seletthanga (1973) may be referred.

1) Village Administration: The conduct of village government, the chief 's position was dominant. However, this did not mean that he could ignore the established norms or be unduly oppressive to his subjects for that would ring migration of his subjects to other villages. The chief was rather the guardian of the customary laws and had to act within their framework. He was entitled to receive certain taxes from his subjects, and the subjects were also found to render free labour to build and repair the chief's house and "Zawlbuk". The village administration had a democratic elements where the chief was assisted by the Upa (elders) appointed by him to run the village. Other village officials were Tlangau (village crier), Thirdeng (blacksmith), Puithiam (preist) and Ramhual(advisors concerning land to be cultivated).

2) Marriage: A mizo marriage is proceeded by courtship and engagement. The boy and girl are allowed to mix freely during the engagement period. But an engagement may be broken off midway through if the couple fails who get on with each other.

As the majority of the Mizo are now Christians, marriages are solemnized in Church. Both bride and the bridegroom wear wedding dresses in the latest Western Style But sometimes the bride is also decked in puanchei, a traditional Mizo costume, and white blouse. The bride bring along to her husband a traditional rug called Puandum in which his body is to be wrapped during burial. This is an integral part of the Mizo marriage and failure to bring the cloth entails punishment leading to a reduction in the bride price. There are other types of marriage as well. In the Makpa chhungkhung type of wedding the bridegroom does not pay bride price but goes to his wife's house to live her. This type of marriage happens in families where there are no male heirs. Consequently, it becomes the duty of the son-in-law to care for his wife's parents. Another type of Mizo marriage, as Luhkhung, is performed without a social ceremony. If a girl becomes pregnant, she start living quietly with the boy responsible for her condition in his house.

However, the marriage of a pregnant girl is sometimes performed in the Vestry instead of the main Hall of a Church. Tlandun is yet another kind of marriage in which a couple runs away from home to get married.

The Mizo are not alone in putting a price on a bride. This custom is a prevalent in a few other Indian Communities as well. When a Mizo boy approaches his fiancee's parents for permission to get married, the first thing he has to do is to settle the bride price. If the price among other things, demanded by him, is acceptable to the parents, the boy and the girl are allowed to get married. Thus the settlement of the bride price to be paid by the bridegroom is an essential pre-requisite to a Mizo marriage.

It so generally happens that part of the bride price which may be paid on the eve of the wedding, while the part of bride price called 'Thutphah' is held back over the years as a sort of security of paying off the debts fall on the next generation. In case of the death of a husband, his son is obliged to pay the bride price. The principal bride price is known as Manpui. Besides, there are subsidiary bribe prices like Sumhmahruai and Sumfang. These prices are to be paid to the bride's father or brother. Pusum is payable to the nearest relation on the side of the bride's mother who most often than not turns out to be the maternal uncle of the bride. An equivalent amount, known as Ni-ar, is paid to the bride's paternal aunt as well. The elder sister or sisters of the bride are entitled to Naupuakpuan, which is the price received by them for having given the bride their clothes to wear or taken of the bride in her childhood. In the event of the bride being the eldest daughter take or an only child, this price is received by other female relations. A sum also goes to the Palal who acts as the bride's foster father and takes on the responsibility of safeguarding her interests throughout her married life. The bride's maid also get a price known as Thian man. There are some optional payments as well. Taken together, the bride price adds up to a considerable figure which is often impossible for the bridegroom to pay at one time.

However, it would be a mistake to continue bride price with sale or dowry. For all those who get a share of it come under a special obligation to look after the welfare and interest of the bride.

3) Divorce: Though a pseudo-religious ceremony was performed, traditional marriage among the mizo was essentially a civil contract, and the marriage bond was not as strong as it would have been with strong religious sanctions, as reflected by such sayings as " a bad woman and broken fence can be replaced" (L.Malsawmi, 1975). Divorce was quite common, but unless the wife through a fault of her own physical bearings jeopardised her position, such as failing to give birth to a son which was important in the Mizo patriarchal society, she was protected by the customary law. The wife had rights of divorce equal with those of her husband and both were bound by specific conditions of the customary law. They would be equally liable to fines depending on who was judged to be at fault. The divorced woman was also not heavily victimised by social stigma and was free to remarry, which she usually did. (Parry, 1828).

4) Women's Position in Society: Generally speaking, in the social organisation and village administration, women had no place except under special circumstances where the widow of a deceased chief might rule over a village on behalf of her minor son until his maturity. The Mizo society was undoubtedly male-dominated. The woman's domain was considered to be the home. In community matters, they were not consulted, and if they volunteered their opinions, they were not given weight. As the traditional saying went "as the crab's meat is not meat, so is the opinion of a woman no opinion" or "the wisdom of a woman does not extend beyond the limit of the village water source". But, such sayings did not apply to her role at home. In the family, she was as important , if not more important than the man. There, she exercised more influence upon the men folks than the latter were prepared to admit, as they have developed "a fine technique of being behind all major issues" (Baveja, Bamboo,p.25)

5) Inheritance: The Mizo being patriarchal, property is inherited by men rather than women. The family property usually goes to the youngest son although the father may leave shares to other sons, if he desires. If a man has no sons, his property is inherited by the next kin on the male side.

If a man dies leaving a widow and minor children, a male relation (who usually happens to be a brother of the deceased) takes charge of the family and looks after the property until one of the sons comes of age. If no such male relative is around, then the widow acts as a trustee of her husband's property until such times as his son or sons are old enough to inherit it.

However, although the youngest son of the family is the natural or formal heir to his father under the Mizo customary laws, in actuality the paternal property is generally divided among all sons. The youngest of them gets a preferential treatment in that he would get the first choice of the articles, and he would get two share of the cash in case of one each for the other brothers.

A daughter or a wife can inherit property only if the deceased has no heir on the male side. Women, however, are entitled to their own property. The 'thuam' (a kind of a dowry) that she gets during the marriage from her parents is exclusively her own property. However, a written 'will' formally executed may now confer woman the right to inherit the family property. This is a happy amendment to the traditional customary laws.

The people of Mizoram entered the 20th century as little known, but feared tribes; they were very superstitious and performed sacrifices; they had no fixed homes, led nomadic lives; they had no script nor currency. And yet, there has been tremendous progress made during the last century, with very rapid economic and social change. The fabric of social life in the Mizo society has undergone tremendous changes over years, especially during the last century with very rapid economic and social transformations.

The shock of exposure to the two powerful influences of British imperialism and Christianity would have been highly detrimental to the culture and identity of the Mizo, had not certain measures been taken that were designed to preserve that identity. However, despite administrative policies designed to safeguard the traditional culture, it was inevitable that the very presence of the British would lead to changes in the life of the people. It may be that the Mizo themselves, because of their nomadic life, had become accustomed to change and were hence more ready to accept the new situation than others might be. The fact remains that the British judged traditional practise by their own value system – condemning aspects of the culture which they judged to be detrimental to the interests of the people. In thus acting in what they believed to be the interests of the people, they were, of course, interfering with the culture. The so-called "barbaric practices" many of which were disciplinary procedures and sports were done away with, the nomadic behaviour was curbed by introduction of Land settlement in 1898-99 to stabilised the clashes caused by migration, the Bawi System (a form of slavery) along with the chieftainship were abolished, and the main institution for socialisation into the norms of the Mizo culture , ""Zawlbuk"", the centre of Mizo socio-cultural life was abandoned.

Although the process of abolishment of the ""Zawlbuk"" cannot be put entirely in the hands of the missionaries or the foreign government, they did play a major role in bringing its end by bringing about change in their social life. "Zawlbuk" was positively evaluated by the missionaries because unlike their counterparts in other parts of the North East, the drinking of

"Zu" (liquor) and the entrance of women was prohibited in them. There was also no obvious connection between the "Zawlbuk" and the traditional religious system. The "Zawlbuk" also promoted the development of admirable lifestyle, traits which approximated the missionaries own understanding of behaviour appropriate for Christians, and they tried to follow the policy of retaining "all that was inherently good in the tribal lives of the mizos" (Chapman and Clark...Miracle, p.120). But due to the fact that the missionaries working in Mizoram had as soon as possible turned over important decision-making responsibilities to the Mizo Christians themselves, it was ultimately the Mizo themselves who would decide the fate of the "Zawlbuk".

As the Mizo Christians saw it, "Zawlbuk"(although undoubtedly a place for inculcation of the values of "tlawmngaihna") was a place for spreading rumours and unhealthy gossip especially of clandestine love affairs. the second problem was that the practice of young men staying away from the family in the "Zawlbuk" contributed to the situation in which they would father children before marriage. Even after marriage, they would visit their wives after dark and then go back to the "Zawlbuk". Other men could impersonate the husband, which also led to opportunities for adultery on the part of the women, and the permissibility of young married men in the "Zawlbuk" to seduce young unmarried women were clearly contrary to the Biblical Evangelical Christian understanding of morality. further, the frequent absence of the men folk from the family also resulted in economic instability and the disruption of the filial ties with the parents. Efforts to provide a Christian upbringing in the family was undermined and there was great concern about "the danger of insidious syncratism" which resulted from residence there(Zairema, 1978). Finally, the "Zawlbuk" was an institution designed to perpetuate the traditional cultural norms and values. As such, it failed to project any creative vision in the minds of the youth for progressive social change. For those who wished to see a transformed Mizoram, "Zawlbuk" was an obstacle that needed to be removed – to be replaced by more dynamic institutions like the school. So, parents kept their boys at home until a later age on the

plea that they "could not study their books, except in their own homes" (McCall, Chrysalis,p.211).Pastors and teachers began to openly express the opinion that "parents could control their children better if kept under their care instead of at the "Zawlbuk", "there is no tribal wars to be fought", "the church has taken the place of "Zawlbuk". The exposure of the western material culture to those Mizo who served in the First World war in Europe further influenced many minds to the extent that the way of life in the "Zawlbuk" was regarded not conducive to their own material development, that the only way to improve their lot was to break away from the old ways and imitate those of the westerners. In addition, the growth of the Christian concept of family life and parental responsibility created too strong a wave of public opinion. Even the anthropological interests and Executive Order of the Superintendent Parry (1926) to rebuild the "Zawlbuk" throughout mizoram could not save the most valuable socio-cultural institution of the Mizo people. The process of deterioration of the "Zawlbuk" continued till it finally disappeared along with its patron-institution, chieftainship, when the latter was abolished by an Act of the Government of Assam in 1954.

In the face of sweeping changes, the mizo "tlawmngaihna" also underwent a trying period but survived, clearly showing the extent to which the idea of "tlawmngaihna" had been embedded in the life and character of the youth. Its survival to a great extent ensured the preservation of Mizo identity and progress. However, this does not mean that it was unaffected. While the "Zawlbuk" way of life was declining, there was also a perceptible decline in discipline and morality among the youth which provoked N.E. Parry to make a rather harsh comment: "no one can pretend that it is a good thing that "tlawmngaihna", while still practised by heathen Lusheis, should often be conspicuous by its absence among Christian Lushei communities; the reverse should be the case, and the fact that it is not so is due to failure in the past to study and make use of Lushei custom". Parry placed the blame squarely upon the foreign missionaries

whose work in "ignorance" of the Mizo customs, he feared, caused as much harm as the good they had done.

The response of the missionaries and the Mizo church leaders to Parry' criticism was mixed. But they also saw that the old discipline had been lost and that there was an increase in immorality and unsocial behaviour in the society. They were aware of the seriousness of the situation, though to them it as transitory in nature , inevitable in a rapidly changing society. Chapman and Clark (Miracle,p,114-5) put it this way " where radical changes in belief and practice take place in a tribe, the old taboos are often discarded before the new standards have been established, and there is an increase in immorality and unsocial acts. This happened among the Mizos also".

Lalsawma describes the situation in that period thus: " Because of this breakdown in social institutions, unless you are religious, you are free to go your own way. ..you are free for there are no cultural prohibitions in Mizo society"(1975 "The Shaking of Foundations in Mizo Society"). Seeing the danger in such a situation, some of the younger missionaries started the Boys Scout, the Wolf Club, the Girl's Auxiliary. In 1935, David Edwards introduced a social welfare organisation in the north which was called the Young Lushei Association (now the infamous Y.M.A.).

"Its chief purposes", wrote E.L.Mendus, "are the uplifting of the nation by the application of Christian principles and giving the youth opportunities of service and guidance in the use of leisure hours". (Welsh Foreign Mission report, 1935,p.70 and Saiaithanga Kohhran p.61).

The YMA thus stood for the welfare and unity of the people of Mizoram, for the promotion of all that was good, both the old and the new, and , in short, for advocating and putting into practice the moral code of "tlawmngaihna". The inclusion of girls in the Association represented an adaptation of modern society, doing justice to them in a way that "Zawlbuk" has never done. Thus, the advent of the British as the conquering and administering power in the

hitherto secluded hill country had shaken the Mizo culture to its roots. The changes affected by the British administration were not confined to matters beyond those that have been discussed. The rapid changes in the realm of religious faith was integral to it all.

Although Christianity brought about a near - total transformation in the Mizo lifestyle and outlook some customary laws have stayed on. The efforts of the Missionaries, so it seems, were not directed at changing the basic customs of the Mizo society presumably because they saw nothing much wrong with them, except for the aforementioned few. The customs and traditions which they found meaningless and harmful were abolished by persistent preaching. Thus tea replaced 'Zu'(liquor) as a popular drink among the Mizo. 'Zawlbuk' had been replaced by modern education and the church to some extent. Animal sacrifices on ceremonial occasions, which were once an integral part of mizo religious system, are now considered anathema, the bawi system was abolished, as well as the chieftainship. But such traditions as the payment of bride price, the spirit of "tlawmngailhna" are still continued and encouraged so are some other customs and community traditions.

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Socio-Cultural Life Of Khasi

Khasi is a general name given to the various tribes and sub-tribes that inhabit the Khasi and Jaintia Hills, which comprises the eastern and central portions of Meghalaya. The Khasi and Jaintia Hills are bounded on the north, east and south-east by Assam, on the south by Bangladesh and on the west by the Garo Hills District of Meghalaya, and is divided into three regions – the Bhoi region on the north, the Ri Lum covering east to south with Shillong Peak situated in the heart of the country, and the Ri War forming a narrow belt of oblong and sturdy ridges, abruptly terminating at the Surma Valley.

The term 'Khasi' has a particular significance. 'kha' means 'born of', and 'si' refers to an 'ancient mother'. 'Khasi' therefore means 'born of a mother', and so the various names of the Khasi clans bear their mother's names, and the system of ascribing the names of clans after mothers is intimately related to the matrilineal system of the people themselves. Syntengs also hold a similar significance. According to tradition, 'Teng' was the ancient mother and therefore 'synteng' means 'children of an ancestral mother'. The old Khasis were accustomed in naming things after mothers. Even the 'syiem', the head of the state in the male attribute is called 'U Kmie', literally 'the mother'. Jaintia seems to have been an aryanization of the original Khasi word 'synteng' (pronounced zaintein) which in the course of time developed into 'Jaintia'. The association of Khasi-Synteng with the mother seems very significant .

The name Khasi includes the following sub-tribes – (i) Khynriams or Nonglums (Khasi proper) inhabiting the middle ranges of Khasi Hills, comprising the Khynriams and their allied tribes in the central plateau; (ii) the Jaintias called Syntengs (but they prefer to be called Pnars; (iii) the War people of the south comprising the Shella people and their allied groups of tribes; (iv) the Amwi people and their allied War Synteng in the south of Jaintia Hills who appear to

form a parent tribe of Khasis during the earliest period of settlement in the land; (v) the Bhoi people, both Khasi and Pnar, inhabiting the north of Khasi and Jaintia Hills with their different sub-groups.

It is believed that the ancient Khasis were immigrants somewhere from the Cambodian region and from the banks of the Mekong river. It is interesting to note that there is a matriarchal tribe called 'Khasi' in Laos which is associated with the Moi and Rade Jarai groups of clans. Gurdon states that many affinities can be traced among the Khasi and the people of the far east, particularly the Mon-Aman (mon-Khmer). In any case, it would be more correct to say that they came from the east than from any other direction. There is a tradition amongst the Khasi that they originally came into Assam via the Patkoi range which is described as 'a hill they met on their journey'.

The Khasi speak a Mon-Khmer language of the Austro-Asiatic family. Khasi, Jaintia, and Lynngam are the three major dialects spoken, with variations occurring in each village. The Khasi language is giving way to Assamese on the fringes of the Khasi and Jaintia Hills area. In 1841, the Khasi language was reduced to writing in the Roman script by the Welsh missionaries, which have given "the first fruits of Khasi thoughts and feelings". The Khasi, in the Pre-British period, preserved important records written in obsolete Bengali, Assamese, and even Persian and Arabic scripts, but which are antiquated and very hard to decipher. The records reflect that the chieftains were conversant with the languages of their subjects, Muslim or Hindu, and could read and write them. Border conditions and the relations of the Khasi rulers with their subjects in the plains necessitated the use of such scripts for official purposes as well as the medium of expression. The adoption of the script was made with no concomitant acceptance of cultural influence from the plains as the Khasis adopted neither the religion nor the culture of their neighbours. The use of these scripts was abandoned after 1941 when they were replaced by the Roman alphabet.

The Syiems inscribed their own seals called 'Mohurs' which bore mixed colours – brown, green and black and were either circular or quadrilateral in shape. They carried the Rajah's name and date. Brass and copper seals were further used by servants of Khyrim and Mylliem Syiems with Bengali symbols. Coins and gold 'mohurs' issued by Syiems were inscribed in those characters. A kind of paper was made from a bark and the ink was prepared from a wild fruit, a herbal plant or even some crops. Sometimes, papers made of cotton were used.

One noticeable physical feature of the Khasi country is the great number of monoliths, megaliths and stone tables to be seen anywhere. With the progress of anthropological study, these provide important sources of information in regard to the history and culture of the Khasi people. Remains of such megaliths which also lie scattered in some places in Assam and North Cachar Hills have been associated with the settlement of Khasi clans before they migrated into their present home. Some of the stones are of considerable size, sometimes projecting twenty feet or more above the ground, and reflecting that the probability that 'the Khasis were a much more powerful people' in earlier times (Lt. Col. Allan Wilson, 1938).

The village is the basic unit of political organization. An assembly of adult males from the village, and the headman elected by this assembly, govern the village. The Khasi chiefdoms, or states, probably arose from the voluntary association of villages. Because villages readily transfer their allegiance from one chief to another, chiefdoms are not territorial entities. Chiefs have executive and judicial functions, but before they can act, they must be granted approval by an executive council. Market tolls, fines, and licenses to distil rice whisky provide revenue for the chief. Lineages are classed as either noble, commoner, or servant. The majority of the people are commoners. A few servant lineages remain, and the people belonging to these lineages must perform certain duties in the chief's household. The positions of state and village priest and the chief's councillor and elector can be filled only by members of the noble lineages.

The country until 1972 formed a United Khasi-Jaintia Hills District. At one period, the whole country formed one kingdom which comprised both hill and plain portions in Assam and places nearby. In the course of time, it became divided into two kingdoms – Jaintia and Khyrim and subsequently into numerous political unit. Even before the country was split up into two kingdoms, there were other kingdoms in the Bhoi and Jaintia Hills. At present, the Khasi Hills Division alone has sixteen native states called 'syiemships', one native state called 'Wahdadarship' and five others called 'Sidarships'. The whole of Jaintia Hills with some thirty-five villages in the Khasi Hills are called non-States distinguished from the above states. Before the British came, the whole of Jaintia Hills formed a single kingdom(Syiemship) which was split into twelve units called the 'doloiships' in its internal organisation. Jaintia Syiemship lapsed in 1835 when the whole of Jaintia Hills was declared British Area or Non-State. While Syiems and other rulers still remain heads of their respective states, the Jaintia Syiem ie. Rajah had ceased to function since the date of annexation and only the Dalois or heads of the local units are allowed to remain, aiding and assisting the District Council in administering the country. In addition, Non-States in Khasi are ruled by Sirdars as agents of the District Council.

Both the States and Non-States are now placed under the Autonomous District Council as have been provided for under the Indian constitution. The District Council is not only autonomous in its internal affairs, but it also acts as an intermediary body determining the relations between the Hill areas on the one hand and the States and the Union Government on the other.

Management of the Khasi house and inheritance is matrilineal. Property is of two kinds – inalienable and alienable. The first type, more prevalent previously, is a legacy, an ancestral property, bequeathed by predecessors of the house upon the present members who cannot dispose of it or any part thereof, without the general agreement of the whole family concerned. It consists of both movable and immovable goods, and as ordained by customs, it shall have to remain a possession of a family, except in cases of emergency. Alienable property relates to an earning of

the present members, which subsequently may or may not become merged into an ancestral property. The first type is called 'nongtymmen' or 'ancestral', and the latter is called 'nongkhynraw', that is personal. The latter may be inherited in part by the sons if their parents may decide so. The system of today should be connected with its long course of migration, the stages of settlement and the socio-economic traits it is connected with. It is in these hills that one sees an original matrilineal society. However, the 'Wars' of the southern hills are an exception to the rule where both males and females own, control and possess property and therefore, observe both patrilineal and matrilineal customs.

As to the origin of matrileany among the Khasi, the history is not very clear. There is a theory that matrileany existed in the society since the beginning of the history of the Hynniew Trep. The other is that matrileany in the Khasi society began with the handing over of responsibility to the women by the men in an age of wars and conquests. The ancients, for the safety and security of the property, territory and clan name, transferred the responsibility to the women. At the time when the lives of men were in constant danger, it seemed logical to authorise the women to carry on the clan name and property. This was so that the clan name continued even if the man of the family was killed at war, and the tribe was conquered by other tribes or clans. It was also so that the property stayed on in the family. It was much later that the law that women should hold the key to the house was established.

The main system of inheritance prevailing in the plateau (Ri Lum) may be examined as the prototype of the Khasi's matrilineal system of inheritance. The youngest daughter or 'Khadduh' inherits all the property which include 'ka ling seng' (foundation house) for holding celebrations of the family. She inherits her mother's property; but in case of alienable property, she has to act in concord with the members of the house notwithstanding her position as a custodian. In reality, other sisters also receive shares of inheritance from the mother's family in the form of lands, vessels, ornaments, residential houses, tools, implements, provided that there is

much available but the lion's share descends to Ka Khadduh. The mother's residential house is managed by her, but she has no authority to dispose of it or transfer ownership because the house is a base of family rituals and relations. Ka Khadduh is debarred from such a status only when she enters into an illegal or unauthorised marriage. A minor is controlled by a female regent till she is considered fit to manage herself. 'Ka Khadduh' cannot enter into contract with outsiders without the knowledge of the senior members of the house. She is further regarded as nominal authority since the real management devolves upon her brothers and maternal uncles or a principal representative of the 'Kur'. If she dies, her youngest daughter secures the ancestral property, and if she has a single daughter, the latter secures everything. If she is heirless without any offspring, her next elder possesses the property which in turn goes to her youngest daughter and , consequently to the youngest. In case no daughter is left, an adopted female member called 'Ka nongrap ling' or 'helper of the house' is kept to act as house-keeper until the birth of a female offspring. Expenses involved in common matters of the house, like marriage, treatment of sickness, ceremonies, high functions and matters of life and death are borne by all members by a kind of subscription (Synniang). Similarly, large undertaking are shared, managed and financed by members. 'Ka Khadduh is the priestess of the house. Moreover, she has special duties of caring her parents at their old age, thereby becoming a custodian offamily property.

It is agreed upon that the 'Khadduh' is not really the sole owner of the property. She is the custodian and any decision taken is made jointly by the siblings, including the brothers, without whom no decisions can be made. The 'Khadduh's responsibility of being the custodian of the property was in part because she is the last to marry, and partly to secure her weak position as youngest from the dominance of elder siblings. It also had to do with her religious duties as priestess. She has no right to refuse a family member in need of shelter, whether male or female.

In Khasi tradition, a man is 'U nongda'(protector) and a woman 'Ka Nongri Ling' (keeper of the house), the custodian of family property. In his 'Kur's (mother's clan) family, he

has the position of 'Uknii'(uncle i.e. counsellor), at his wife's house, he is the father. The mother's claim to return all the articles he took from his mother to his wife at the time or after his marriage are not so binding though still observed by orthodox villagers. A man also takes a portion of his 'Kamai nongkhynraw' (bachelor's earnings) to his wife. In a few cases, the husband even stays with his mother until the birth of a first child, after which he assumes parental responsibility at his wife's place.. But this depends on other factors like his wife staying with her mother, the mother often helping her daughter to bring up the baby. A married man may transfer a part of his income to her mother. His wife, if she works, may also give a part of her income to her mother. If a man undertakes business with his wife's capital, he does not give this income to his mother, though he might help her on some occasions. In the 'War' area, children are entitled to inherit property that is descended from their father's mother. The 'War' laws of inheritance therefore exhibit both patrilineal and matrilineal characteristics. The father solicits obedience from his children. A resourceful father who has made provisions (out of his income alone) in the form of lands, orchards, houses, and other articles of wealth disposes of them to his children. Wealthy maternal uncles also use to leave provisions for their nephews and nieces(i.e. their sister's offspring), and the father is therefore the executive , the mother being the spiritual leader of the house.

A man can also carry on business and contracts in his own name which is legally enforceable against him and his own property though his wife's property cannot be affected, which is nowadays an everyday feature of Khasi life. In the case of a childless husband, he can make gifts in his lifetime, and the 'Kurs' can claim at least half of what he earned on his death.

The authority of the Khasi man is not adequately defined. Normally he is bound to wield authority in his mother's house. A man of position may exercise such authority in both cases. If suppose a man has set up a thriving business with his wife's investment, definitely, she exercises more authority. In the 'War' area, since both men and women are entitled to inherit property, the

systems is a curious blending of new traits. But, elsewhere we find mothers provided land, houses and other forms of property to their married sons although leaving larger provisions to the daughters. resourceful fathers may even leave property to their sons and daughters according to their choice. But this usage was previously more restricted. Family adjustments made on mutual considerations are helpful to decide the issue of inheritance. Otherwise in their absence, it might lead to quarrels which tax heavily upon the time and resources of the families when the case is lodged in the court.

In the Jaintia Hills, the same maternal principles applies but in a stricter fashion. The husband is still more attached to his mother in all affairs; though a father in another house, his earnings are transferred to his mother. The daytime is spent by him at his mother's house and the night time at his wife's residence. But he may divert a part of his income ('bai kait') for maintaining his wife and children.. In other cases, he is required to pay his mother the sum of expense she incurred during his marriage from his personal earnings and after clearing the amount, he may make a notable contribution to his wife. This system however is in a state of decline. At Jowai and other more economically advanced areas, the Khasi system is more in vogue, husbands staying with his wife and working for their maintenance, supervising the care of their children, which is more evident in the case of Christian families. But in non-Christian villages, the old system is still maintained and vitalised.

In 'War' (both Jaintia and Khasi), the man exercises good authority in the household and actually becomes recipient of family wealth in terms of landed property. Elsewhere on the western highlands, a jobless man might be provided with cultivable plots of land by his mother at the time of his marriage, but instead of being transacted to his children, they have to revert back to his mother or sister after a given time. Hence, the 'War' man possesses more authority than the 'Bhoi' or 'Khynriam' man in respect of the management of property.

The collective opinion appears to be that the Khasi society is an egalitarian one with the position of the men and women differing only on a functional level. People looking in from the outside are of the misconception that the women oppress and exploit men as men do women in patriarchal societies. The system is, it is to be noted, matrilineal and not matriarchal. The duties to be performed by the men and women are clear-cut at the naming ceremony itself. The boy-child is symbolised by three arrows – one to protect himself, one to protect his kith and kin and one protect his state or property. Protection means providing the family with food and shelter as well. The girl-child is symbolised by a small 'thapa' which symbolises her duty to accept whatever the brothers and uncles bring home, and look after what has been brought in. The other symbol was a 'dau' representing home and hearth indicating that she cleans the surroundings, so that when the men-folk come back from their hard work in the fields or war, they have a comfortable house to come back to, where they know they will be well looked after.

In modern times, some say that the system of matrileany needs to be changed, however, majority of the older generation is aware of the difficulty in changing a system that goes backs many hundreds of years. The need for change, as some other older Khasi says, is in the property law, so that it becomes flexible enough to allow the male members to manage and inherit property from the family. However, they are also aware that such piece-meal change may do more harm than good since the system does not affect only property, but also the whole system of kinship and inter-relationships.

Matrileany is a system that is deeply entrenched in the Khasi society, and has survived even the influence of Christianity. With the coming of Christianity, the 'Khadduh' lost much of her importance, because her function as priestess was no longer existent. Even in the non-Christian segment, the Khadduh's function as priestess has diminished as ceremonies relating to the dead are no longer performed. But her position as guardian remains both in Christian and non-Christian families.

The mother is the custodian of family rites and a family priestess, although the task of sacrifice and other religious celebrations of the house devolve upon the male inmates. She makes ready all the accessories for the religious offerings. The mother, the maternal uncle and the father are revered as the makers of the clan. The maternal uncles i.e. the mother's brothers acts as preceptors of their nephews. Children, therefore, receive guidance both from the father and the maternal uncle.

The ancestral father is "Thawlang" and he is revered. The three persons – 'Ka lawbei' (progenitress), 'U Suidnia' (representing maternal uncle), and 'U Thawlang' (of the paternal ancestry) are revered. Although the father has no important part to play in his children's house, his bones on his death being restored to his mother's cromlech, yet the father has his part to play in bringing up his children and providing for them. In fact, the 'Thawlang' (the ancient father) is revered and acknowledged with acts of ceremonial homage by his children.. The father is the executive head of the new home. He occupies a high place in his home and is second to none but 'U Kni' (maternal uncle). However, it is the father who bears the heat and burden of the day, and the maternal uncle comes only when it is a question of life or death. (Gurdon, 'The Khasis, p.78-79). The nuclear family forms part of a sub-clan, families originating from a common ancestress, and those having direct lineage to the father's side are clearly differentiated.

Thus, the nuclear family is the basic domestic unit, but this unit may temporarily include other relatives. Neolocal residence is common today; traditionally, however, residence was either matrilocal, uxorilocal, or, occasionally, virilocal. Elopement frequently occurs among the Christians and non-Christians, but some Khasi still prefer to be married according to the traditional ceremony. Other characteristics of Khasi marriage include: monogamy, sib exogamy, and the lack of a bride-price or dowry. a person is a member of his or her own matrilineage from birth. The maximal matrilineage is the sib, and the minimal matrilineage is the local descent group, or 'iing'. In the past, this group spanned six generations, but today

this has been reduced to four. An 'iing' divides after it grows to more than four generations in a single village, and new houses are located some distance from the old 'iing'. The term 'iing' also indicates an extended family, a nuclear family, or a house.

At present, the society seems to have been largely disintegrated, whereas on erstwhile occasions, a maternal uncle or failing him, an eldest brother, exercised control over the action, behaviour and movement of the girls who could not leave their hearths and homes without their senior male counter-part's permission nor attend trade outside their village without being accompanied by the warriors from the house so that the beauty of family discipline and its moral standards were kept intact and the power of males thus was amply demonstrated by such traditions.

The marriage solemnisation is featured by addresses between the spokesman of the bride and the groom, with the marriage being held at the bride's house. The first approach may have been initiated by the couple in love who report the matter to their respective parents. The parents may also negotiate directly regarding the marriage, but with the consent of the couple. Love marriage and free choice appear to have been more prevalent than family arranged marriage. In any case, the first approach comes from the male side. Though the ceremony is held in the bride's house, feasts celebrating the wedding may be held at both the bride and the grooms house, but the party at the brides house is larger. The marriage ceremonies in regard to details and formalities differ from place to place. Usually, the groom is escorted to the bride's house by his uncles, farther, brothers, cousins, nephews and friends. The marriage ceremony is often graced by a Syiem or ruler who acts as a witness to the course of solemnisation from the civil point of view expressing benediction on behalf of the couple.

Divorce plays an important part in the system of kinship. A simple divorce ceremony is held as a form of public declaration of the divorce. Divorce may ensue from mutual disagreement between the husband and wife. When there is a side requesting divorce in opposition to the

partner's wishes, he or she may lose his or her rights and privileges of ownership and may be due to pay a sum of compensation which is regarded humiliating to the other side. The Khasi laws and ordinances recognise remarriage of widows and divorcees after a certain period of time, usually one year., which is especially strict to women. In case of the widow, she cannot remarry so long as the husbands bones are with her. To remarry, she reconcile with her mother-in-law by paying certain amount of compensation, and her children takes his bones to his own mother.

The Khasi have a market economy based on agriculture. Most Khasi not only produce goods but also participate in trade as sellers, middlemen, etc. On the Shillong Plateau, the major field crops are potatoes, maize, millet, and dry rice. The potato was introduced to this area in 1830 by David Scott. Paddy rice is found in parts of Jaintia. The upland Khasi tend house gardens of pumpkins, eggplant, sweet potatoes, etc. Hunting with bow and arrow is only for sport, and fishing for subsistence is common only in the southern foothills. In Khasi villages, women operate household shops. Markets are held in different places according to the eight-day week, but the Shillong market, which attracts Khasi from all over the hill area, is open daily. The use of currency has replaced the barter system. Markets fulfil social as well as economic functions, by supplying recreation in the form of archery contests, opportunities for courtship, disseminating information, etc. There are few industrial arts, but those that exist are the specialty of certain villages (e.g., the forging of knives and swords in the villages of the upland Khasi). The production of ready-made garments has been made possible by the introduction of the sewing machine. Boiled rice and dried fish are the staple foods of the Khasi; beef, pork, and chicken are beyond the means of most people. The use of betel nut, tobacco, and rice whisky as stimulants is common.

Of all the deities in the Khasi pantheon, the unnamed God and Goddess are the most important. The God is characterized as powerful and merciful, yet also passive; the Goddess is closer to the individual. Divination by reading eggshells and entrails is practiced. Sacrifice is

performed to explain and remedy misfortune. The Khasi also believe in demons, omens in nature and in dreams, and mystic numbers and colours. Ceremonies addressed to the ancestors take place during life crises, marriage, divorce, etc. Many chiefdoms also have a state religion, in which the Pombland ceremony takes place over a year to secure the blessing
of the ancestors for the entire chiefdom. Many foreign missionaries have been active among the Khasi, with great success. The Calvinistic Methodist missionaries were the first to establish themselves among the Khasi in 1832; Unitarians, Seventh Day Adventists, Catholics, and others followed.

Education plays a vital role in the Khasi socio-cultural transformation. The Serampore Baptist Mission started in 1833 opened three schools where they had 36 pupils. Even before the advent of this Mission, a few Khasi persued study at the Serampore College and Fort William College in Calcutta. The Khasi had recognised the need for higher education and were acquainted to it since it was necessary on their part to run the administration independently and keep the trade relations on advanced lines. The first students were said to have assisted Carey in translating the Bible. The Welsh Calvinistic Methodist Mission later carried forward the establishment of schools leading to notable developments in the field of education with the help of local collaborators. During the late 1920s, the Ram Krishna Mission had also opened three schools. Female literacy had been considerably high, and although Khasi women topped in Assam in this respect, they secured a second place in the whole of this sub-continent on the eve of her independence. The University (North eastern Hill University) was established in 1973 in Shillong to meet the needs of the tribal communities of Meghalaya, Nagaland , Mizoram and Arunachal Pradesh.

A century of contact with the British administration has brought on many socio-cultural and economic changes in the life of the Khasi, more so it seems than any other contact with other neighbouring cultures. The changes resulted from the gradual expansion of the new

administration coupled with the spread of Christianity and education. The position of shillong as the premier capital in the North East India resulted in rapid urbanisation. In this process of transformation, there was fear that some primeval traits were being lost. In one way, the change killed some of the indigenous characteristics while in another way, it replaced them with the modern ideas, techniques and occupations.

However, it is a paradox that the matrilinear, matrilineal and matrilocal customs still survive side by side with the change. Yet, even then , the system has undergone alterations. Men in the past wielded real power in the household whereas women were title-holders and custodians of the family rites. The pivot and potential figure in the household was the maternal uncle who supervised important functions such as the division of property, sacerdotal affairs and represented the clan and by usage should and ought to be qualified to discharge that responsibility. The female counterparts were to obtain his permission when leaving the village and in the event they went outside the village, he dispatched an armed guard to accompany them. Women were under strict supervision and therefore had their moral obligations duly performed. He trained his nephews in warfare, oratory, community life and the fulfilment of other civic duties. he maintained discipline at all levels and the position of 'U Knii' was highly respected. Women in the past acted as the priestess of the family, but this is no longer tenable in respect of the Christians where the church affairs are handled by men.. The power of the 'U Knii' under the stress and strain of this transformation has broken down except perhaps in a few villages which still keep the old traditions.

Christian Khasis no longer observe their old religious beliefs and rituals. The avuncular trait, therefore, no longer predominates. Christianity has not materially changed the law of inheritance and succession so that some of the old institutions still survive. However, old usages of megalithic erections, household and community religious celebrations and festivals have become obliterated. Christianity has also caused reversals in marriage, funeral, and village

ceremonies. With them, several social traits and other aspects of cultural heritage have also been forgotten. On the hand, Christianity was embraced with firm conviction because of its enlightening power which stood the test of persecution, excommunications from the community, loss of property and other untold sufferings on the part of the early converts. Supplementary reasons for conversions could be the duplicity of sacrificial offerings which taxed upon the family's financial resources and energies. Moreover, the facilities of western education during those days were obtained through schools of the Christian missions.

Many other social traits, however, still survive. The traditional form of polity still persists in Christian States with an emphasis on the law of succession, election of chiefs and the conduct of the administration. In some of them, the conduct of religious ceremonies also still continues which concerns the Non-Christian congregation mainly. With the advent of Christianity and education, transformation in social life is inevitable further resulting in change in livelihood, trade structures and white collar jobs and occupation. The traditional system of education along with its consistent programme of community living became gradually broken down. which has also been brought on by urbanisation and exposure of the society to contacts from the outside. In fact, social change seems to be more phenomenal with the Khasis than their neighbouring and far-flung tribes. They were the first of all the tribes in the surrounding areas to come into regular contact with the British Government. The consolidation of the territory was complete in 1863 – 1869 which synchronised with the establishment of the Jowai Sub-division. The change, of course gained momentum from 1874 when Shillong became the capital of the erstwhile province of Assam. On the other hand, there is no denying the fact that the facilities available in Shillong have made the people easy-going. It is a felt need to impart new incentives for socio-cultural and economic consciousness and create all possible patterns of a viable and consistent leadership, especially among the men.

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APPENDIX - 3

PERCEIVED PARENTAL REARING STYLE QUESTIONNAIRE
(PPRSQ-ADOLESCENT; Gerlsma *et al.*, 1991)

Below are statements regarding parent-child relationships. Consider your father's/mother's behaviour against each statement and circle the response most applicable to you from the alternatives specified below. Please ensure that you have rated for your mother and your father separately.

NO, NEVER	YES, BUT SELDOM	YES, OFTEN	YES, MOST OF THE TIME
1	2	3	4

	Father	Mother
1. Does your Father/Mother interfere in everything you do?	1-2-3-4	1-2-3-4
2. Does your Father/Mother show that he/she loves you?	1-2-3-4	1-2-3-4
3. Compared to your brothers and sisters, are you spoiled by your Father /Mother?	1-2-3-4	1-2-3-4
4. Would your Father/Mother like you to be different?	1-2-3-4	1-2-3-4
5. Does it ever happen that your Father/Mother won't speak to you for a while after you've done something wrong?	1-2-3-4	1-2-3-4
6. Does your Father/Mother punish you for little things?	1-2-3-4	1-2-3-4
7. Does your Father/Mother think that you have to try and go far in the world?	1-2-3-4	1-2-3-4
8. Do you think that your Father/Mother would like you to be different?	1-2-3-4	1-2-3-4
9. Do you get things from your Father /Mother that your brothers and sisters don't get?	1-2-3-4	1-2-3-4
10. If you have done something stupid, can you then make it up to your Father/Mother?	1-2-3-4	1-2-3-4
11. Does your Father /Mother ever say which clothes you should wear and what you should look like?	1-2-3-4	1-2-3-4
12. Does your father/mother ever give you a cuddle?	1-2-3-4	1-2-3-4

3. Do you get the feeling that your Father /Mother is more fond of your brother and sister than of you?	1-2-3-4	1-2-3-4
.4. Is your Father /Mother more unfair to you than to than to your brothers and sister?	1-2-3-4	1-2-3-4
.5. Does your Father/Mother forbid you to do things that your classmates are allowed to do because he/she is afraid that something will happen to you?	1-2-3-4	1-2-3-4
16. Does your Father/Mother tell you off when other people are present?	1-2-3-4	1-2-3-4
17. Does your Father /Mother worry about what you do after school has finished?	1-2-3-4	1-2-3-4
18. If things aren't going well for you, does your Father /Mother try to console or help you?	1-2-3-4	1-2-3-4
19. Does your Father/Mother strike you more often than you deserve?	1-2-3-4	1-2-3-4
20. If you have done something which is not allowed, does your Father/Mother act so unhappy that you start to feel guilty?	1-2-3-4	1-2-3-4
21. Do you feel that your Father /Mother loves you more than your brothers and sister?	1-2-3-4	1-2-3-4
22. Do you think that your Father/Mother likes being with you?	1-2-3-4	1-2-3-4
23. Do you ever get the feeling that your Father/ Mother doesn't have time for you?	1-2-3-4	1-2-3-4
24. Do you have to tell your Father/Mother what you have been doing when you get home?	1-2-3-4	1-2-3-4
25. Do you feel that your Father/Mother is trying to provide you with a happy youth during which you can learn about all sorts of different things (for e.g. through books and excursions etc.)?	1-2-3-4	1-2-3-4
26. Is your Father/Mother interested in your school grades?	1-2-3-4	1-2-3-4
27. Do you feel that your Father/Mother minds helping you if you have to do something difficult?	1-2-3-4	1-2-3-4
28. Does your Father/Mother treat you like the 'black sheep' or the 'scapegoat' of the family?	1-2-3-4	1-2-3-4
29. Do you feel that your Father/Mother loves you?	1-2-3-4	1-2-3-4
30. Does your Father /Mother thinks that you have to be the best at everything?	1-2-3-4	1-2-3-4

31. Does your Father/Mother makes it clear that he/she loves you?	1-2-3-4	1-2-3-4
32. Do you think that your Father/ Mother takes your opinion into account?	1-2-3-4	1-2-3-4
33. Does your Father/Mother ever pay you compliments?	1-2-3-4	1-2-3-4
34. Do you ever feel guilty because you are behaving in a way that your Father/Mother doesn't approve of?	1-2-3-4	1-2-3-4
35. Do you feel that your Father/ Mother expects a lot from you in the way of report grades, sporting achievements and so on ?	1-2-3-4	1-2-3-4
36. Can you count on help and understanding from your Father/ Mother if you're unhappy?	1-2-3-4	1-2-3-4
37. Do you ever get punished by your Father/ Mother when you haven't done anything wrong?	1-2-3-4	1-2-3-4
38. Does your Father/ Mother say unpleasant things about you to other people, for example that you are lazy or difficult ?	1-2-3-4	1-2-3-4
39. When something happens, does your Father/ Mother put the blame mainly on you?	1-2-3-4	1-2-3-4
40. Does your Father/Mother accept you just the way you are?	1-2-3-4	1-2-3-4
41. Does your Father/Mother act in a harsh and unfriendly way towards you?	1-2-3-4	1-2-3-4
42. Does your Father / Mother punish you a lot even for a little things?	1-2-3-4	1-2-3-4
43. Does your Father / Mother ever give you a slap for no reason?	1-2-3-4	1-2-3-4
44. Is your Father/ Mother interested in your hobbies and what you like doing?	1-2-3-4	1-2-3-4
45. Does your Father/Mother ever strikes you?	1-2-3-4	1-2-3-4
46. Does your Father/Mother ever treat you in a way that makes you feel small?	1-2-3-4	1-2-3-4
47. Do you find that your Father/Mother is over-scared that something will happen to you ?	1-2-3-4	1-2-3-4
48. Do you feel that your Father/Mother and you like each other?	1-2-3-4	1-2-3-4
49. Does your Father/Mother allow you to have different opinions from his/her own?	1-2-3-4	1-2-3-4
50. Does your Father/Mother ever send you to bed without any food?	1-2-3-4	1-2-3-4

51. Do you feel that your Father/Mother is proud of you if you do something really well?	1-2-3-4	1-2-3-4
52. Does your Father/Mother give you preferential treatment compared to your brothers and sisters ?	1-2-3-4	1-2-3-4
53. Does your Father/Mother blame your brothers and sisters when it was actually your fault?	1-2-3-4	1-2-3-4
54. Does your Father/Mother show that he/she loves you, for example by giving you a hug?	1-2-3-4	1-2-3-4

Items of PPRSQ sub-factors

REJECTION: 4, 5, 6, 8, 13, 14, 16, 19, 24, 30, 37, 38, 39, 41, 42, 43, 45, 47, 50.

EMOTIONAL WARMTH: 2, 10, 12, 18, 22, 23, 25, 27, 28, 29, 32, 33, 36, 40, 44, 48, 49, 51,54.

OVERPROTECTION: 1, 7, 11, 15, 17, 20, 26, 31, 34, 35, 46.

FAVOURING SUBJECT: 3, 9, 21, 52, 53.

HORIZONTAL – VERTICAL INDIVIDUALISM AND COLLECTIVISM SCALE
(HVIC; Singelis *et al.*, 1995)

elow are statements to which you are requested kindly to express your view on each of the atements using the 9-point scales provided ranging from 'never' to 'always'.

1. I often do my own things.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

2. It annoys me when other people perform better than I do.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

3. The well –being of my classmates is important to me.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

4. I would sacrifice an activity that I enjoy very much if my family did not approve of it.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

5. One should live one's life independently of others.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

6. Competition is the law of nature.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

7. If a classmate gets a prize, I would feel proud.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

8. I would do what please my family, even if I detested that activity.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

9. I like my privacy.
   (Never) 1-2-3-4-5-6-7-8-9 (Always)

10. When another person does better than I do, I get tense and aroused.
    (Never) 1-2-3-4-5-6-7-8-9 (Always)

11. If a relative were in financial difficulty, I would help within my means.
    (Never) 1-2-3-4-5-6-7-8-9 (Always)

12. Before taking a major trip, I consult with most members of my family and my friends.
    (Never) 1-2-3-4-5-6-7-8-9 (Always)

13. I prefer to do direct and forthright when discussing with people.
    (Never) 1-2-3-4-5-6-7-8-9 (Always)

14. Without competition, it is not possible to have a good society.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

15. It is important to maintain harmony within my group.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

16. I usually sacrifice my self-interest for the benefit of my group.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

17. I am a unique individual.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

18. Winning is everything.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

19. I like sharing little things with my neighbours.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

20. Children should be taught to place duty before pleasure.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

21. What happen to me is my own doing.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

22. It is important to do my job better than others.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

23. I feel good when I cooperate with others.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

24. I hate to disagree with others in my group.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

25. When I succeed it is usually because of my abilities.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

26. I enjoy working in situations involving competition with others.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

27. My happiness depends very much on the happiness of those around me.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

28. We should keep our aging parents with us at home.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

29. I enjoy being unique and different from others in my ways.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

30. Some people emphasize winning, I am not one of them.
(Never) 1-2-3-4-5-6-7-8-9 (Always)

COLLECTIVISTIC AND INDIVIDUALISTIC ATTITUDE AND VALUE SCALE (CIAV; Chan, 1994)

Below are statements regarding attitudes and values. Please indicate (i) your agreement or disagreement with the attitude items on the 7-point scales provided ; and (ii) your judgement of the value items on the extent to which they constituted 'the guiding principles' in your life on the scales ranging from 'not important' to 'supreme importance' .

1. What I look for in a job is a friendly group of co-workers.
(Agree) 1-2-3-4-5-6-7 (Disagree)

2. I tend to do my own things, and most people in my family do the same.
(Agree) 1-2-3-4-5-6-7 (Disagree)

3. Honour of parents and elders (showing respects).
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

4. Pleasure (gratification of desires).
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

5. Children should live at home with their parents until they get married.
(Agree) 1-2-3-4-5-6-7 (Disagree)

6. When faced with a difficult personal problem, it is better to decide what to do yourself, rather than follow the advice of others?.
(Agree) 1-2-3-4-5-6-7 (Disagree)

7. Social order (stability of society).
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

8. Creativity (uniqueness, imagination).
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

9. Aging parents should live with their children.
(Agree) 1-2-3-4-5-6-7 (Disagree)

10. The most important thing in my life is to make myself happy.
(Agree) 1-2-3-4-5-6-7 (Disagree)

11. National security (protection of my own nation from enemies).
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

12. A varied life (filled with challenge, novelty and change)
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

13. When faced with a difficult personal problem, one should consult widely one's friends and relatives.
(Agree) 1-2-3-4-5-6-7 (Disagree)

14. I like to live in cities where there is anonymity.
(Agree) 1-2-3-4-5-6-7 (Disagree)

15. Self- discipline (self restraint, resistance to temptation)
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

16. Being daring (seeking adventure, risk)
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

17. I would help within my means if a relative told me that he/she is in financial difficulties.
(Agree) 1-2-3-4-5-6-7 (Disagree)

18. I would rather struggle through a personal problem myself than discuss it with my friends.
(Agree) 1-2-3-4-5-6-7 (Disagree)

19. Politeness (courtesy, good manner).
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

20. Freedom (freedom of action and thought).
(Agree) 1-2-3-4-5-6-7 (Disagree)

21. I like to live close to my good friends.
(Agree) 1-2-3-4-5-6-7 (Disagree)

22. What happen to me is own doing.
(Agree) 1-2-3-4-5-6-7 (Disagree)

23. Obedience (fulfilling duties, meeting obligations)
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

24. Independence (Self reliance, choice of own goals and interests)
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

25. Aging parents should have their own household.
(Agree) 1-2-3-4-5-6-7 (Disagree)

26. An exciting life (stimulating experience)
(Not important) 1-2-3-4-5-6-7 (Supreme importance)

.....

Items of CIAV sub-scales

CA: 1, 5, 9, 13, 17, 21. IA: 2, 6, 10, 14, 18, 22, 25.

CV: 3, 7, 11, 15, 19, 23. IV: 4, 8, 12, 16, 20, 24, 26.

CULTURAL ORIENTATION SCALE
(COS; Bierbrauer *et al.*, 1994)

Below are questions about general aspects of life. You are requested to kindly answer each question using the most appropriate response alternative as you think fit.

1. How often do teenagers in your native country listen to their parents advice on dating?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

2. What do you think of teenagers in your native country listening to their parents advice on dating?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather bad	good	very good

3. How often do people in your native country sharing their ideas and newly acquired knowledge with their parents?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

4. What do you think of people in your native country sharing ideas and newly acquired knowledge with their parents?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

5. How do you think people in your native country listen to the advice of their parents or close relatives when choosing a career?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

6. What do you think of people in your native country listening to the advice of their parents or close relatives when choosing a career?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

7. How often do people in your native country talk to their neighbours about politics?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

8. What do you think of people talking to their neighbours about politics?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

9. How often people in your native country refuse to take the advice of their friends on how to spend their money because they may consider this a personal matter?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

10. What do you think of someone in your native country refusing to take the advice of friends on how to spend his/ her money?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither bad nor good	rather good	good	very good

11. If someone in your native country is together with friends or colleagues, how often does he/she do exactly what he/ she wants to do , regardless of what the others think?

1	2	3	4	5	6	7
not at all	very rarely	rarely	sometimes	often	very often	always

12. What do you think of someone doing exactly what he/she wants to do, regardless of what friends and colleagues present may think?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

13. How often do children in your native country live at home with their parents until they get married?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

14. What do you think of children in your native country living at home with their parents until they get married?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

15. Do people in your native country often find it annoying when visitors arrive unannounced?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

16. What do you think of people in your native country being annoyed when visitors arrive unannounced?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

17. How often do people in your native country take care of a sick relative rather than go to work?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

18. What do you think of people choosing to take care of a sick relative than go to work?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

19. How often people in your native country consult their family before making an important decision?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

20. What do you think of people in your consulting their family before making an important decision?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

21. How often do people in your native country discuss job or study related problems with their parents?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

22. What do you think of people in your native country discussing jobs or study related to problems with their parents?

1	2	3	4	5	6	7
very bad	bad	rather bad	neither good nor bad	rather good	good	very good

23. Do people in your native country often feel lonely when not with their brothers, sisters or close relatives?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

24. What do you think of people in your native country feeling lonely when not with their brothers, sisters or close relatives?

1	2	3	4	5	6	7
Very bad	bad	rather bad	neither good nor bad	rather good	good	very good

25. Would someone in your country feel insulted if his/her brother had been insulted?

1	2	3	4	5	6	7
Not at all	very rarely	rarely	sometimes	often	very often	always

26. What do you think of someone in your native country feeling insulted because his/her brother had been insulted?

1	2	3	4	5	6	7
Very bad	bad	rather bad	neither good nor bad	rather good	good	very good

.....

Items of COS sub-scales

NORC: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19,21, 23, 25.

EVAC: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26.

APPENDIX - 7

BACKGROUND DEMOGRAPHIC SHEET

NAME:……

AGE:……SEX:……

CLASS:……BIRTH ORDER……..

FAMILY SIZE……JOINT/NUCLEAR FAMILY……

NO. OF SIBLINGS:……(SISTERS:……BROTHERS:……)

FATHER'S NAME AND SURNAME……

MOTHER'S NAME AND SURNAME:……

FATHER'S OCCUPATION:……

MOTHER'S OCCUPATION:……

NAME OF SCHOOL:……

YOUR LOCALITY:……

RELIGION:……

Psychometric Adequacy of the Behavioural Measures Among Mizo Adolescents

Perceived Parental Rearing Style Questionnaire (PPRSQ; Gerlsma et al., 1991)

Item-total coefficient of correlation (and the relationship between the specific items of the sub-factors as an index of internal consistency), reliability coefficient, M±SD values, and the relationships between PPRSQ sub-factors (R, EW, OP and FS) over the levels of analyses for Mizo adolescents (for boys, for girls, and for the whole sample) are given together in Appendix – 8.1.1. Item-total coefficient of correlation of the specific items of the four sub-factors (and the relationship between the specific items of the sub-factors) and reliability coefficient (Cronbach alpha and split-half reliability) of the PPRSQ sub-factors (R, EW, OP and FS) emerged to be robust at each level of analysis: boys and girls for their fathers and mothers separately, and over the level of 'parental sex' (fathers and mothers with sex of the adolescents pooled under each), suggesting the trustworthiness of the PPRSQ sub-factors among Mizo adolescents (Appendix–8.1.1). Analysis of relationships between the sub-factors of PPRSQ (R, EW, OP, and FS) revealed (a) significantly negative coefficient of correlation between R and EW sub-factors, (b) other relationships emerged to be more or less positively correlated. This uniform pattern emerged at each level of analysis: boys and girls for their fathers and mothers separately, and over the level of 'parental sex' (fathers and mothers with sex of the adolescents pooled under each), similar to the patterns found by Arrindell *et al.*, (1986 a & b), Gerlsma *et al.* (1991), Perris *et al.* (1980), Singh & Fente (1998).

The predictive validity of the four PPRSQ sub-factors (R, EW, OP, FS) was separately highlighted by applying 2 x 2 ANOVA (2 sex of adolescents x 2 parental sex) with repeated measures on the last component (parental sex). It may be recalled that adolescents (boys and girls) were required to indicate their perception regarding the parenting styles of both their parents (fathers and mothers) separately. This arrangement follows the factorial model of two

way classification of variables of 'sex of the adolescents' (boys and girls) and 'parental sex' (fathers and mothers) with repeated measures on the last component (Winer *et al.*, 1991, *pp.*509-512). The results of 2 x 2 ANOVA (2 sex of adolescents x 2 parental sex with repeated measures on the last component) on R, EW, OP and FS sub-factors of PPRSQ are summarily given in Appendix– 8.1.2.

Results (Appendix– 8.1.2) revealed (a) significant 'sex' effect on EW sub-factor. Girls perceived more emotional warmth (M = 53.12) as compared to boys (M = 51.91); and (b) significant 'parent' effects on EW, OP and FS sub-factors. Post-hoc Mean comparisons indicated (ii) mothers to be more emotionally warm (Mean = 53.88) as compared to fathers (Mean = 51.15), more overprotective (Mean = 29.15) as compared to fathers (Mean = 27.68); and more favouring (Mean = 10.88) as compared to fathers (Mean = 10.53).

Horizontal and Vertical Individualism and Collectivism Scale (HVIC; Singelis et al., 1995)

Item-total coefficient of correlation of the specific items of the four sub-factors of HVIC (and the relationship between the specific items of the sub-scales as an index of internal consistency), reliability coefficient (Cronbach alpha and split-half reliability), relationship between HI, VI, HC, and VC sub-scales of HVIC together with the M±SD values for boys and girls separately, and for the whole sample (boys + girls) are put together in Appendix– 8.2.1. Analysis (Appendix– 8.2.1) revealed substantial item-total coefficient of correlation (and relationship between the items of the specific scales) for the four sub-scales (HI, VI, HC and VC) over the levels of analyses. The reliability coefficient (Cronbach alpha and Split-half reliability) emerged to be of moderate order over all the levels of analysis: for boys, for girls, and for the whole sample (boys + girls). Inter-scale coefficient of correlation emerged to be significantly positive between (a) HI and VI, (b) VI and HC, (c) VI and VC, (d) HC and VC; and (e) non-significant positive relationships between all other scale combinations (except for a

lone instance of non-significant negative relationship between HI and HC for Mizo girls). Significant positive coefficient of correlation between (i) HI versus VI scales emerged to be contrary to the observations among Illinois sample (Triandis *et al.*, 1998), (ii) HC versus VC scales emerged to be similar to the observations among Hawaii and Illinois samples (Singelis *et al.*, 1995), and among U.S, Taiwan and Argentine samples (Chiou, 2001); and, (iii) VI versus HC emerged to be similar to Hawaii (Singelis *et al.*, 1995) and Taiwan (Chiou, 2001) samples, however, contrary to the observations among Argentine (Chiou, 2001) and U.S (Chiou, 2001; Singelis *et al.*, 1995) samples.

The predictive validity of the four scales (HI, VI, HC, and VC) were highlighted by applying One-Way ANOVA for 'sex' (boys and girls) differences which are put together in Appendix– 8.2.2. Results (Appendix– 8.2.2) revealed significant 'sex' effect on HI and VC scales. Post-hoc Mean comparisons indicated that (i) boys (Mean = 45.03) are more horizontally individualistic than girls (Mean = 42.8) [*Horizontal Individualism (HI) is conception of an autonomous individual and emphasis on equality*], and (ii) girls (Mean = 48.14) are more Vertically Collectivistic than boys (Mean = 46.13) [*Vertical Collectivism (VC) is perceiving the self as a part / an aspect of a collective, and accepting inequalities within the collective*].

Collectivistic and Individualistic Attitudes and Values (CIAV; Chan, 1994)

Item-total coefficients of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), reliability coefficients (Cronbach alpha and split-half reliability), relationship between CA, IA, CV, and IV sub-scales of CIAV Scale together with the M±SD values for boys and girls separately, and for the whole sample (boys + girls) are put together in Appendix– 8.3.1. Analysis of item-total coefficients of correlation (and the relationship between the specific items of the sub-scales) showed significantly positive item-total coefficients of correlations. The reliability coefficients (Cronbach alpha and split-half

reliability) of correlation were consistently of low order over all the levels of analyses, especially in respect of CA and IA scales, even lower than what was derived in the original construction of the scale (Chan, 1994) where the lower than required alphas were attributed to the heterogeneity of the items. The attitude items tap the constructs across very different aspects of life, and although this diversity of items increase the generality of the constructs, the scale is less likely to be internally consistent (Chan, 1994). In fact, Cronbach alphas reported in studies using these types of attitude items in the collectivism literature are generally relatively low (Hui, 1988; Leung & Iwawaki, 1988; Triandis *et al.*, 1993)

Analysis of inter-scale coefficients of correlation of CA, IA, CV, and IV sub-scales of CIAV Scale revealed significant positive inter-scale coefficients between CA versus CV, between IA versus IV, and negative trends of correlation between IA versus CA, IV versus CA, CV versus IA, which emerged to be similar to the findings of Chan (1994). However, the significant positive inter-scale coefficient of correlation between CV and IV was observed to be contrary to the findings by Chan (1994) in the original construction of the scale which supported a unidimensional construct of individualism-collectivism, and in opposition to the concerns held by other investigators (e.g. Kagitcibasi, 1987; Schwartz, 1990) about the assumption of the unidimensionality of the I-C constructs.

The predictive validity of the four scales (CA, IA, CV, and IV sub-scales of CIAV Scale) were separately highlighted by applying one- way ANOVA which are put together in Appendix– 8.3.2. Results (Appendix– 8.3.2) revealed significant 'sex' effect on CA and CV scales. Girls (Mean = 34.42) emerged to manifest greater collectivistic attitude as compared to boys (Mean = 32.99); and at the same time girls emerged to show greater collectivistic value (Mean = 40.18) as compared to boys (Mean = 39.20).

Cultural Orientation Scale (COS; Bierbrauer et al., 1994)

Item-total coefficients of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), reliability coefficients (Cronbach alpha and split-half reliability), relationship between NORC and EVAC sub-scales of COS, and M±SD values for boys and girls separately, and for the whole sample (boys + girls) are put together in Appendix– 8.4.1. Item-total coefficient of correlation and the reliability coefficients of COS (NORC and EVAC) emerged to be substantial over the levels of analyses (for boys, for girls, and for the whole sample), suggesting the trustworthiness of the test scales for measurement purposes in the project population. Here, one crucial observation deserves mention, that the reliability coefficients uniformly emerged to be of lower order, especially with regard to the EVAC scale, however, significant, as compared to the observations of Bierbrauer *et al.* (1994). The relationship between NORC and EVAC with that of COS (composite scores of NORC and EVAC) emerged to be highly significantly positively correlated in all probable combinations. This uniform pattern emerged at each level of analysis (for boys, for girls and for the whole sample) in consonance with the theoretical expectations (Bierbrauer *et al.*, 1994).

The predictive validity of the two sub-scales (NORC and EVAC) and the full scale (COS) were highlighted by applying one-way ANOVA which are put together in Appendix– 8.4.2. Results (Appendix– 8.4.2) revealed significant 'sex' effects on NORC scale and COS. Post-hoc Mean comparisons indicated: (i) girls (Mean = 58.69) emerged to be more normative collectivist as compared to boys (Mean = 56.68); and (ii) girls (Mean = 113.16) emerged to be more collectivistic on overall cultural orientation as compared to boys (Mean = 110.32).

Having ascertained the psychometric adequacy of the various sub-scales for measurement purpose of individualism and collectivism in Mizo adolescents (for boys, for girls,

and for the whole sample), the relationships between the various sub-scales for the whole sample was computerised with the objective to form basis for factor analysis. The relationships between the various measures of individualism and collectivism are given in Appendix - 8.5.1. Principal Component analysis: scales loading = or > 0.30, eigen values = 1.00 by employing Direct Oblimin method (Kaiser normalization method) was computerised on the assumption that the sub-scale/sub-factor measures of individualism and collectivism would show definite patterns of factor structure(s) as they all are measures of individualism and collectivism. The outcomes of the overall analysis of three-factor structure: (a) communalities, (b) component matrix, (c) total variance explained, (d) pattern matrix, (e) structure matrix, and (f) component correlation matrix are given in Appendix – 8.6.1 a, b, c, d, e, and f. The three-factor plots are portrayed in Figure - 2. Results (Appendix – 8.6.1 a, b, c, d, e, and f) revealed that: (a) HC and VC (sub-scales of HVIC) and CV and CA (sub-scales of CIAV) loaded on the first factor (explaining 27.96 % of variance), (b) HI (sub-scale of HVIC), and IA and IV (sub-scales of CIAV) loaded on the second factor (explaining 19.09 % of variance), and (c) EVAC and NORC (sub-scales of COS) and VI (sub-scales of HVIC) loaded to the third factor (explaining 9.77 % of variance). In conclusion, all scales emerged to load on three factors and that the three factors emerged to explain a substantial percentage of variance (56.83 %). The three factors (a, b and c) may respectively be named as collectivism (including HC, VC, CV and CA), individualism (including HI, IA and IV), and cultural orientation (including EVAC, NORC and VI).

The component correlation matrix (vide Appendix– 8.6.1.f) indicated significant positive coefficient of correlation between collectivism (including HC, VC, CV and CA) versus cultural orientation (including EVAC, NORC and VI): r = 0.35, and other relationships emerged to be negligible, that is collectivism (including HC, VC, CV and CA) versus individualism (including HI, IA and IV): r = 0.0039, and individualism (including HI, IA and IV) versus cultural orientation (including EVAC, NORC and VI): r = -0 .0064. The relationships between the

collectivism, individualism and cultural orientation factors emerged to be contrary to the theoretical expectations (Bierbrauer *et al.*, 1994; Singelis *et al.*, 1995; Chan, 1994), supporting the theoretical and methodological concerns pertaining to the measurement of the individualism (I) – collectivism (C) construct across culture, and that the I-C construct cannot be treated as universal, and may be attributed to culture-specifics (Bond, 2002; Chiou, 2001; Fiske, 2002; Oyserman *et al.*, 2002; Voronov & Singer, 2002).

The three-factor structure of the sub-scale/sub-factor measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC and EVAC) suggest that the three factors may additionally be taken into consideration to check the predictability of the PPRSQ sub-factors on measures of individualism and collectivism. The results of step-wise regression analysis (backward) with PPRSQ sub-factors (R, EW, OP and FS) as predictors (independent variables) on each sub-factor of the measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC); and the collectivism (the composite score of HC, VC, CV and CA), individualism (the composite score of HI, IA and IV), and cultural orientation (the composite score of EVAC, NORC and VI) - based on the results of factor analysis (vide Appendix - 8.6.1 a, b, c, d, e, and f) - as criterion (dependent variable) at a time along with the outcomes of the resulting One-Way ANOVA may summarily be concluded as follows: (a) HI could hardly be predicted (vide Appendix -8.7.1a & b), (b) 6 % of VI (vide Appendix -8.7.2 a & b), (c) 7 % of HC (vide Appendix -8.7.3 a & b), (d) 12 % of VC (vide Appendix -8.7.4 a & b), (e) 8 % of CA (vide Appendix -8.7.5 a & b), (f) 6 % of IA (vide Appendix -8.7.6 a & b), (g) 6 % of CV(vide Appendix -8.7.7 a & b) , (h) IV could hardly be predicted (vide Appendix -8.7.8 a & b), (i) 4 % of NORC (vide Appendix -8.7.9 a & b), (j) 6 % of EVAC (vide Appendix -8.7.10 a & b), (k) 7 % of Collectivism (vide Appendix -8.7.11 a & b), (l) 3 % of Individualism (vide Appendix -8.7.12 a & b), and (m) 16 % of Cultural Orientation (Appendix -8.6.16 a & b) could be predicted by the sub-factors of PPRSQ.

Appendix – 8.1.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of PPRSQ sub-factors (R, EW, OP and FS) over the levels of analyses.

	Mizo boys for Father				Mizo boys for Mother				Mizo girls for Father				Mizo girls for mother				Mizo Father (boys+girls)				Mizo Mother (boys+girls)			
PPRSQ Sub-scales	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS
R	**0.35**	-0.01	0.10	0.10	**0.45**	-0.14	-0.10	0.21	**0.31**	-0.15	0.11	0.01	**0.39**	-0.23	-0.03	0.06	**0.33**	-0.08	0.11	0.05	**0.42**	-0.19	-0.07	0.13
R	**0.45**	-0.19	-0.01	0.08	**0.42**	-0.14	-0.02	0.06	**0.41**	-0.14	-0.06	0.04	**0.56**	-0.19	0.01	0.12	**0.43**	-0.17	-0.03	0.06	**0.49**	-0.16	0.00	0.09
R	**0.58**	-0.40	-0.03	0.26	**0.60**	-0.43	-0.23	0.07	**0.45**	-0.37	0.01	-0.06	**0.46**	-0.40	-0.03	-0.03	**0.52**	-0.39	-0.02	0.11	**0.53**	-0.41	-0.14	0.02
R	**0.51**	-0.39	-0.11	0.19	**0.48**	-0.46	-0.30	0.15	**0.50**	-0.24	-0.03	0.04	**0.48**	-0.20	0.13	0.16	**0.49**	-0.31	-0.07	0.13	**0.47**	-0.32	-0.10	0.16
R	**0.24**	0.00	0.19	0.14	**0.28**	-0.03	-0.02	0.05	**0.40**	-0.02	-0.09	0.12	**0.56**	-0.07	0.19	0.11	**0.32**	-0.01	0.06	0.13	**0.34**	-0.04	0.03	0.06
R	**0.52**	-0.18	-0.01	0.09	**0.43**	-0.14	0.00	0.04	**0.57**	-0.25	-0.08	-0.08	**0.60**	-0.19	0.04	0.05	**0.55**	-0.21	-0.04	0.00	**0.52**	-0.16	0.02	0.05
R	**0.43**	-0.22	-0.04	0.27	**0.46**	-0.22	-0.07	0.17	**0.45**	-0.31	-0.11	-0.06	**0.54**	-0.34	0.08	0.00	**0.43**	-0.26	-0.07	0.10	**0.49**	-0.26	0.00	0.10
R	**0.55**	-0.32	0.04	0.02	**0.56**	-0.33	-0.03	-0.01	**0.54**	-0.33	0.09	-0.01	**0.61**	-0.24	0.17	0.00	**0.55**	-0.32	0.06	0.00	**0.58**	-0.30	0.05	-0.01
R	**0.47**	-0.27	-0.13	0.03	**0.38**	-0.18	-0.02	0.07	**0.61**	-0.23	0.03	-0.01	**0.54**	-0.31	0.08	0.04	**0.54**	-0.25	-0.06	0.01	**0.46**	-0.24	0.02	0.05
R	**0.52**	-0.15	0.20	0.23	**0.47**	-0.18	0.02	0.11	**0.45**	-0.13	0.13	0.08	**0.50**	-0.17	0.11	0.05	**0.49**	-0.15	0.17	0.15	**0.48**	-0.19	0.06	0.07
R	**0.49**	-0.21	0.17	0.22	**0.37**	-0.18	0.06	0.02	**0.46**	-0.07	0.10	-0.01	**0.50**	-0.14	0.07	0.08	**0.48**	-0.14	0.14	0.11	**0.44**	-0.16	0.06	0.04
R	**0.39**	-0.16	0.12	0.02	**0.45**	-0.11	0.07	-0.01	**0.53**	-0.23	0.12	-0.05	**0.50**	-0.28	-0.01	0.06	**0.46**	-0.20	0.12	-0.02	**0.47**	-0.20	0.03	0.01
R	**0.52**	-0.14	0.02	0.22	**0.50**	-0.18	-0.08	0.06	**0.70**	-0.15	0.05	0.05	**0.64**	-0.10	0.10	0.14	**0.61**	-0.15	0.03	0.13	**0.57**	-0.13	0.01	0.10
R	**0.58**	-0.25	-0.05	0.08	**0.53**	-0.22	0.00	0.04	**0.57**	-0.11	0.10	0.01	**0.58**	-0.20	0.05	0.13	**0.58**	-0.18	0.02	0.05	**0.56**	-0.21	0.02	0.08
R	**0.26**	0.06	0.10	0.00	**0.32**	0.08	0.14	0.06	**0.51**	0.03	0.23	0.02	**0.38**	0.01	0.07	0.09	**0.40**	0.03	0.16	0.00	**0.35**	0.03	0.10	0.06
R	*0.28*	0.19	0.28	0.06	*0.30*	0.23	0.25	0.21	**0.33**	0.12	0.31	0.25	**0.29**	0.09	0.33	0.13	*0.30*	0.15	0.29	0.15	*0.30*	0.16	0.29	0.17
R	**0.48**	-0.07	-0.02	0.13	**0.46**	-0.21	-0.07	0.06	**0.44**	-0.17	-0.26	0.07	**0.49**	-0.18	-0.14	0.12	**0.46**	-0.12	-0.13	0.10	**0.47**	-0.19	-0.10	0.09
EW	-0.12	**0.43**	0.15	-0.04	-0.20	**0.46**	0.19	0.09	-0.08	**0.40**	0.06	0.00	-0.17	**0.39**	0.07	-0.02	-0.10	**0.42**	0.11	-0.02	-0.19	**0.44**	0.14	0.05
EW	0.00	**0.49**	0.18	0.00	0.01	**0.48**	0.19	0.25	-0.06	**0.51**	0.21	0.29	-0.08	**0.51**	0.09	0.14	-0.04	**0.50**	0.20	0.14	-0.04	**0.51**	0.16	0.21
EW	-0.25	**0.60**	0.31	-0.05	-0.25	**0.66**	0.34	0.15	-0.15	**0.58**	0.20	0.17	-0.12	**0.48**	0.14	0.02	-0.20	**0.59**	0.25	0.07	-0.19	**0.59**	0.26	0.11
EW	-0.37	**0.60**	0.12	-0.07	-0.32	**0.65**	0.21	0.06	-0.20	**0.53**	0.24	0.11	-0.30	**0.60**	0.12	0.12	-0.28	**0.56**	0.17	0.01	-0.31	**0.62**	0.17	0.09
EW	-0.14	**0.57**	0.33	0.02	-0.16	**0.59**	0.39	0.10	-0.02	**0.53**	0.27	0.19	-0.05	**0.56**	0.34	0.26	-0.08	**0.55**	0.30	0.10	-0.12	**0.58**	0.37	0.17
EW	-0.24	**0.48**	0.28	-0.08	-0.16	**0.39**	0.30	-0.04	-0.27	**0.59**	0.25	0.05	-0.08	**0.42**	0.30	0.07	-0.26	**0.53**	0.26	-0.02	-0.13	**0.41**	0.30	0.01
EW	-0.33	**0.57**	0.36	0.00	-0.33	**0.54**	0.39	-0.03	-0.27	**0.60**	0.24	0.08	-0.24	**0.55**	0.22	-0.03	-0.30	**0.58**	0.30	0.04	-0.28	**0.54**	0.31	-0.03
EW	-0.23	**0.54**	0.37	-0.03	-0.39	**0.59**	0.30	0.06	-0.20	**0.58**	0.34	0.07	-0.36	**0.52**	0.20	0.08	-0.21	**0.56**	0.35	0.02	-0.37	**0.55**	0.25	0.07
EW	-0.27	**0.58**	0.37	-0.09	-0.23	**0.62**	0.44	0.11	-0.27	**0.67**	0.14	0.09	-0.32	**0.60**	0.20	-0.03	-0.28	**0.63**	0.26	0.00	-0.28	**0.61**	0.33	0.05
EW	-0.20	**0.55**	0.22	0.10	-0.19	**0.48**	0.28	0.09	-0.16	**0.41**	0.03	0.02	-0.35	**0.50**	0.04	0.02	-0.19	**0.49**	0.14	0.06	-0.26	**0.49**	0.19	0.07
EW	-0.07	**0.49**	0.27	0.00	-0.08	**0.47**	0.18	-0.10	-0.15	**0.52**	0.07	0.15	-0.23	**0.57**	0.18	0.20	-0.11	**0.50**	0.18	0.08	-0.16	**0.51**	0.18	0.05

EW	-0.22	**0.57**	0.33	-0.02	-0.13	**0.48**	0.30	0.09	-0.21	**0.55**	0.22	0.15	-0.16	**0.63**	0.22	0.15	-0.22	**0.56**	0.28	0.07	-0.15	**0.56**	0.27	0.13
EW	-0.10	**0.31**	-0.01	-0.05	-0.11	**0.38**	-0.05	-0.05	-0.12	**0.28**	-0.04	0.11	-0.16	**0.38**	-0.04	-0.04	-0.12	**0.30**	-0.02	0.04	-0.14	**0.39**	-0.04	-0.03
EW	-0.25	**0.61**	0.20	-0.04	-0.24	**0.40**	0.25	0.05	-0.22	**0.58**	0.12	0.12	-0.08	**0.64**	0.24	0.10	-0.23	**0.59**	0.16	0.03	-0.16	**0.52**	0.25	0.08
EW	-0.38	**0.64**	0.18	-0.12	-0.40	**0.64**	0.31	0.12	-0.35	**0.64**	0.16	0.03	-0.40	**0.65**	0.15	-0.02	-0.36	**0.63**	0.17	-0.04	-0.40	**0.65**	0.24	0.06
EW	-0.06	**0.29**	0.09	-0.03	-0.02	0.27	0.13	-0.14	-0.05	**0.33**	0.17	0.11	-0.09	**0.35**	0.19	0.09	-0.06	**0.32**	0.13	0.04	-0.05	0.30	0.15	-0.05
EW	-0.05	**0.62**	0.21	-0.07	-0.03	**0.65**	0.36	0.17	-0.14	**0.62**	0.23	0.34	-0.16	**0.60**	0.23	0.20	-0.10	**0.62**	0.22	0.12	-0.09	**0.63**	0.30	0.19
OP	0.02	0.34	**0.39**	-0.02	-0.03	0.22	**0.36**	0.13	0.15	0.12	**0.41**	-0.04	0.06	0.11	**0.26**	0.13	0.09	0.22	**0.39**	-0.04	0.01	0.18	**0.32**	0.14
OP	0.02	0.13	**0.54**	-0.02	-0.10	0.26	**0.55**	-0.05	0.08	0.09	**0.43**	0.15	0.16	0.12	**0.52**	-0.03	0.06	0.10	**0.48**	0.06	0.03	0.17	**0.53**	-0.04
OP	0.15	0.18	**0.46**	-0.02	-0.07	0.25	**0.53**	0.12	0.03	0.03	**0.29**	0.10	0.11	0.11	**0.36**	0.03	0.09	0.11	**0.39**	0.04	0.01	0.21	**0.46**	0.09
OP	0.07	0.02	**0.43**	0.03	0.05	0.03	**0.38**	0.02	-0.02	0.20	**0.45**	0.09	0.19	0.10	**0.53**	0.16	0.02	0.11	**0.44**	0.06	0.12	0.06	**0.45**	0.08
OP	0.05	0.31	**0.50**	-0.08	-0.04	0.29	**0.49**	0.00	0.06	0.28	**0.45**	0.03	0.09	0.21	**0.45**	-0.01	0.05	0.30	**0.47**	-0.02	0.02	0.26	**0.47**	0.01
OP	0.04	0.27	**0.42**	0.17	0.10	0.22	**0.34**	0.12	0.23	-0.08	**0.44**	0.15	0.15	-0.03	**0.50**	0.13	0.14	0.10	**0.43**	0.16	0.13	0.08	**0.41**	0.12
OP	0.28	0.17	**0.40**	0.07	0.16	0.21	**0.51**	0.29	0.16	0.06	**0.48**	0.02	0.24	-0.04	**0.39**	0.09	0.21	0.13	**0.44**	0.05	0.19	0.11	**0.46**	0.21
OP	-0.01	0.11	**0.44**	-0.06	0.01	0.21	**0.49**	-0.15	-0.02	0.28	**0.55**	0.08	-0.04	0.39	**0.61**	0.04	-0.02	0.20	**0.49**	0.01	-0.02	0.29	**0.54**	-0.06
OP	-0.03	0.17	**0.47**	-0.07	-0.14	0.32	**0.50**	-0.14	-0.17	0.27	**0.36**	0.02	-0.21	0.24	**0.26**	0.04	-0.11	0.23	**0.42**	-0.02	-0.18	0.30	**0.39**	-0.04
OP	-0.06	0.33	**0.60**	0.04	-0.15	0.36	**0.54**	0.08	-0.09	0.24	**0.54**	0.09	-0.09	0.26	**0.52**	0.11	-0.07	0.27	**0.56**	0.06	-0.11	0.29	**0.52**	0.08
FS	0.09	0.07	0.07	**0.61**	0.09	0.11	0.09	**0.63**	-0.03	0.18	0.12	**0.69**	0.08	-0.01	0.04	**0.63**	0.03	0.12	0.09	**0.64**	0.09	0.05	0.07	**0.62**
FS	0.29	0.00	0.11	**0.63**	0.19	0.20	0.26	**0.66**	0.03	0.29	0.19	**0.72**	0.22	0.19	0.23	**0.68**	0.14	0.15	0.15	**0.67**	0.19	0.21	0.25	**0.67**
FS	0.15	-0.10	-0.01	**0.72**	0.09	-0.03	-0.07	**0.76**	0.03	0.04	0.07	**0.69**	0.07	0.07	0.03	**0.74**	0.10	-0.04	0.02	**0.70**	0.08	0.01	-0.03	**0.75**
FS	0.14	-0.08	-0.10	**0.68**	0.07	0.20	0.05	**0.74**	0.11	0.26	0.18	**0.77**	0.09	0.15	0.16	**0.73**	0.12	0.09	0.04	**0.73**	0.07	0.19	0.10	**0.74**
FS	0.15	-0.10	-0.04	**0.39**	0.15	-0.10	-0.02	**0.32**	0.03	-0.02	-0.05	**0.32**	0.00	0.07	0.02	**0.35**	0.09	-0.06	-0.04	**0.36**	0.08	-0.02	0.00	**0.33**
Cronbach alpha	0.74	0.83	0.59	0.56	0.67	0.81	0.49	0.59	0.79	0.83	0.53	0.65	0.81	0.83	0.55	0.61	0.77	0.83	0.56	0.60	0.74	0.83	0.57	0.60
Split half reliability	0.75	0.87	0.64	0.60	0.69	0.85	0.66	0.68	0.84	0.86	0.57	0.73	0.84	0.89	0.55	0.65	0.79	0.86	0.61	0.66	0.77	0.87	0.62	0.65
Inter-scale relationships																								
R	1.00				1.00				1.00				1.00				1				1.00			
EW	-0.35**	1.00			-0.35**	1.00			-0.32**	1.00			-0.36**	1.00			-0.34**	1			-0.36**	1.00		
OP	0.12	0.43**	1.00		-0.04	0.51**	1.00		0.09	0.33**	1.00		0.15*	0.32**	1.00		0.10	0.38**	1		0.05	0.42**	1.00	
FS	0.28**	-0.07	0.01	1.00	0.19*	0.12	0.10	1.00	0.05	0.25**	0.17*	1.00	0.15*	0.15*	0.16*	1.00	0.16*	0.09	0.09	1	0.17*	0.15*	0.13	1.00
MEAN	33.39	50.72	27.58	10.37	33.24	53.10	28.97	10.68	32.4	51.6	27.79	10.68	32.75	54.66	29.33	11.08	32.91	51.15	27.68	10.53	32.99	53.88	29.15	10.88
SD	5.44	5.87	3.44	2.15	5.71	5.75	3.53	2.35	5.56	5.62	3.09	2.10	5.99	5.47	3.18	2.10	5.51	5.75	3.27	2.13	5.85	5.66	3.36	2.23

** significant at .01 level * significant at .05 level

Appendix– 8.1.2: Summary of 2 x 2 ANOVA (2 adolescent sex x 2 parental sex with repeated measures on the last component) on sub-factors of PPRSQ.

PPRSQ Sub-scales	Source	SS	df	MS	F	P
Rejection (R)	Between Subjects					
	SEX	82.253	1	82.253	1.485	0.224
	Error	17392.323	314	55.390		
	Within Subjects					
	PARENT	1.070	1	1.070	0.117	0.732
	PARENT*SEX	8.203	1	8.203	0.898	0.344
	Error	2866.728	314	9.130		
Emotional Warmth (EW)	Between Subjects					
	SEX	229.685	1	229.685	4.459	0.036
	Error	16175.687	314	51.515		
	Within Subjects					
	PARENT	1178.432	1	1178.432	90.459	0.000
	PARENT*SEX	19.495	1	19.495	1.496	0.222
	Error	4090.573	314	13.027		
Overprotection (OP)	Between Subjects					
	SEX	13.103	1	13.103	0.702	0.403
	Error	5857.953	314	18.656		
	Within Subjects					
	PARENT	339.191	1	339.191	102.363	0.000
	PARENT*SEX	0.837	1	0.837	0.253	0.616
	Error	1040.472	314	3.314		
Favouring Subject (FS)	Between Subjects					
	SEX	20.204	1	20.204	2.613	0.107
	Error	2427.965	314	7.732		
	Within Subjects					
	PARENT	20.204	1	20.204	11.597	0.001
	PARENT*SEX	0.267	1	0.267	0.153	0.695
	Error	547.028	314	1.742		

Appendix– 8.2.1: Item-total coefficient of cor ip and
Mean ± SD values of HVIC sub-factor

HVIC	MIZO BOYS						IRLS)
Sub-scales	HI	VI	HC	VC	HI		VC
HI1	**0.54**	0.15	0.02	0.00	**0.59**		-0.11
HI2	**0.37**	0.02	0.03	0.07	**0.37**		0.12
HI3	**0.49**	0.03	0.01	-0.09	**0.51**		-0.08
HI4	**0.45**	0.13	0.13	-0.02	**0.40**		0.04
HI5	**0.57**	0.14	0.27	0.11	**0.46**		0.01
HI6	**0.45**	0.09	0.14	0.12	**0.40**		0.20
HI7	**0.36**	0.04	0.03	0.00	**0.44**		0.08
HI8	**0.30**	0.07	-0.09	-0.13	**0.47**		-0.15
VI1	-0.03	**0.56**	-0.07	-0.06	0.07	**0.50**	-0.06
VI2	0.04	**0.38**	0.17	0.14	-0.02	**0.46**	0.23
VI3	0.10	**0.58**	0.13	0.01	0.28	**0.66**	0.05
VI4	0.06	**0.43**	0.12	0.18	-0.04	**0.36**	0.24
VI5	0.16	**0.53**	0.23	0.17	0.25	**0.61**	0.24
VI6	0.10	**0.47**	0.37	0.14	0.23	**0.56**	0.29
VI7	0.20	**0.51**	0.07	0.01	0.27	**0.58**	0.11
HC1	0.10	0.19	**0.56**	0.14	0.08	0.21	**0.6** 0.21
HC2	0.02	0.01	**0.54**	0.37	-0.13	0.20	**0.6** 0.41
HC3	-0.01	0.09	**0.51**	0.20	0.02	0.15	**0.4** 0.24
HC4	0.06	0.16	**0.37**	0.20	0.05	0.28	**0.4** 0.26
HC5	0.05	0.13	**0.63**	0.22	-0.29	0.10	**0.6** 0.21
HC6	-0.04	0.26	**0.52**	0.15	-0.37	0.13	**0.4** 0.22
HC7	0.24	0.08	**0.36**	0.11	0.13	0.03	**0.3** 0.09
HC8	0.09	0.16	**0.54**	0.27	-0.05	0.28	**0.6** 0.22
VC1	-0.09	-0.02	0.08	**0.59**	-0.07	0.33	0.3 **0.58**
VC2	0.06	-0.08	0.06	**0.60**	-0.01	0.14	0.2 **0.54**
VC3	0.01	0.02	0.15	**0.48**	0.13	0.12	0.0 **0.50**
VC4	0.02	0.06	0.18	**0.48**	-0.03	0.20	0.3 **0.45**
VC5	-0.04	0.17	0.29	0.24	0.03	0.12	0.1 0.30
VC6	-0.04	0.19	0.27	**0.36**	0.12	0.12	0.2 **0.42**
VC7	0.16	0.25	0.42	**0.39**	0.01	0 3	0.3 **0.41**
Cronbach alpha	0.41	0.49	0.55	0.36	0.46	0 7	0.5 0.36
Split half	0.35	0.39	0.49	0.51	0.35	0 1	0.5 0.45
MEAN	45.03	46.92	55.83	46.13	42.80	4 4	56.8 47.14
SD	8.11	6.47	6.80	6.09	8.36	6 2	6.8 6.23
Interscale r							
HI	1.00				1.00		
VI	0.19*	1.00			0.32**	0	
HC	0.15	0.25**	1.00		-0.09	0 **	
VC	0.02	0.14	0.40**	1.00	0.07	0	1.00

** significant at .01 level * significant at .05 level

Appendix– 8.2.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of HVIC sub-factors over the levels of analysis.

HVIC	MIZO BOYS				MIZO GIRLS				MIZO (BOYSPLUSGIRLS)			
Sub-scales	HI	VI	HC	VC	HI	VI	HC	VC	HI	VI	HC	VC
HI1	**0.54**	0.15	0.02	0.00	**0.59**	0.04	-0.12	-0.17	**0.58**	0.09	-0.06	-0.11
HI2	**0.37**	0.02	0.03	0.07	**0.37**	0.18	-0.06	0.22	**0.38**	0.09	-0.03	0.12
HI3	**0.49**	0.03	0.01	-0.09	**0.51**	0.01	-0.13	-0.08	**0.49**	0.02	-0.06	-0.08
HI4	**0.45**	0.13	0.13	-0.02	**0.40**	0.30	0.05	0.12	**0.42**	0.21	0.09	0.04
HI5	**0.57**	0.14	0.27	0.11	**0.46**	0.12	-0.05	-0.05	**0.52**	0.13	**0.10**	0.01
HI6	**0.45**	0.09	0.14	0.12	**0.40**	0.18	0.04	0.24	**0.41**	0.14	**0.10**	0.20
HI7	**0.36**	0.04	0.03	0.00	**0.44**	0.25	0.02	0.17	**0.39**	0.14	0.02	0.08
HI8	**0.30**	0.07	-0.09	-0.13	**0.47**	0.14	-0.03	-0.11	**0.41**	0.09	-0.07	-0.15
VI1	-0.03	**0.56**	-0.07	-0.06	0.07	**0.50**	-0.11	-0.06	0.02	**0.53**	-0.09	-0.06
VI2	0.04	**0.38**	0.17	0.14	-0.02	**0.46**	0.28	0.31	-0.01	**0.42**	0.22	0.23
VI3	0.10	**0.68**	0.13	0.01	0.28	**0.66**	0.02	0.06	0.18	**0.62**	0.08	0.05
VI4	0.06	**0.43**	0.12	0.18	-0.04	**0.36**	0.35	0.31	0.00	**0.39**	0.20	0.24
VI5	0.16	**0.53**	0.23	0.17	0.25	**0.61**	0.27	0.31	0.20	**0.57**	0.25	0.24
VI6	0.10	**0.47**	0.37	0.14	0.23	**0.56**	0.37	0.42	0.16	**0.52**	0.37	0.29
VI7	0.20	**0.51**	0.07	0.01	0.27	**0.58**	0.26	0.24	0.25	**0.54**	0.16	0.11
HC1	0.10	0.19	**0.56**	0.14	0.08	0.21	**0.64**	0.27	0.08	0.21	**0.60**	0.21
HC2	0.02	0.01	**0.54**	0.37	-0.13	0.20	**0.62**	0.45	-0.06	0.11	**0.58**	0.41
HC3	-0.01	0.09	**0.51**	0.20	0.02	0.15	**0.44**	0.32	0.01	0.12	**0.47**	0.24
HC4	0.08	0.16	**0.37**	0.20	0.05	0.28	**0.41**	0.31	0.04	0.21	**0.39**	0.26
HC5	0.05	0.13	**0.63**	0.22	-0.29	0.10	**0.61**	0.15	-0.13	0.12	**0.62**	0.21
HC6	-0.04	0.26	**0.52**	0.15	-0.37	0.13	**0.47**	0.27	-0.20	0.20	**0.50**	0.22
HC7	0.24	0.08	**0.36**	0.11	0.13	0.03	**0.31**	0.08	0.18	0.06	**0.33**	0.09
HC8	0.09	0.16	**0.54**	0.27	-0.05	0.28	**0.65**	0.22	0.03	0.22	**0.58**	0.22
VC1	-0.09	-0.02	0.08	**0.59**	-0.07	0.33	0.33	**0.59**	-0.08	0.16	0.21	**0.58**
VC2	0.06	-0.08	0.06	**0.60**	-0.01	0.14	0.24	**0.47**	0.01	0.03	0.15	**0.54**
VC3	0.01	0.02	0.15	**0.48**	0.13	0.12	0.05	**0.49**	0.06	0.08	0.10	**0.50**
VC4	0.02	0.06	0.18	**0.48**	-0.03	0.20	0.31	**0.41**	-0.02	0.13	0.24	**0.45**
VC5	-0.04	0.17	0.29	0.24	0.03	0.12	0.14	**0.34**	-0.01	0.15	0.22	0.30
VC6	-0.04	0.19	0.27	**0.35**	0.12	0.12	0.25	**0.48**	0.04	0.15	0.26	**0.42**
VC7	0.16	0.25	0.42	**0.39**	0.01	0.13	0.30	**0.42**	0.08	0.20	0.37	**0.41**
Cronbach alpha	0.41	0.49	0.55	0.36	0.46	0.57	0.56	0.34	0.44	0.53	0.55	0.36
Split half	0.35	0.39	0.49	0.51	0.35	0.51	0.59	0.37	0.36	0.44	0.54	0.45
MEAN	45.03	46.92	55.83	46.13	42.80	47.64	56.80	48.14	43.91	47.28	56.32	47.14
SD	8.11	6.47	6.80	6.09	8.36	6.62	6.88	6.23	8.30	6.54	6.84	6.23
Interscale r												
HI	1.00				1.00				1.00			
VI	0.19*	1.00			0.32**	1.00			0.25**	1.00		
HC	0.15	0.25**	1.00		-0.09	0.31**	1.00		0.02	0.29**	1.00	
VC	0.02	0.14	0.40**	1.00	0.07	0.36**	0.46**	1.00	0.02	0.26**	0.44**	1.00

** significant at .01 level * significant at .05 level

Appendix– 8.2.2: Results of one-way ANOVA (K = 2) on HVIC sub-factors.

HVIC Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
HI	SEX	392.101	1	392.101	5.776	0.017
	Error	21315.418	314	67.883		
VI	SEX	41.127	1	41.127	0.961	0.328
	Error	13436.367	314	42.791		
HC	SEX	75.051	1	75.051	1.605	0.206
	Error	14683.304	314	46.762		
VC	SEX	318.003	1	318.003	8.373	0.004
	Error	11925.146	314	37.978		

Appendix – 8.3.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of CIAV sub-factors over the levels of analysis.

CIAV	MIZO BOYS				MIZO GIRLS				MIZO (BOYS PLUS GIRLS)			
Sub-scales	CA	IA	CV	IV	CA	IA	CV	IV	CA	IA	CV	IV
CA	**0.50**	-0.04	0.00	0.01	**0.63**	-0.05	0.06	0.10	**0.56**	-0.04	0.03	0.05
CA	**0.64**	0.07	0.03	0.06	**0.65**	-0.11	0.33	-0.08	**0.59**	-0.01	0.16	0.00
CA	**0.35**	0.02	0.00	0.17	**0.46**	-0.04	0.23	0.02	**0.40**	0.00	0.10	0.10
CA	**0.57**	-0.19	0.06	-0.14	**0.60**	-0.41	0.19	-0.27	**0.60**	-0.28	0.13	-0.20
CA	**0.45**	-0.12	0.09	-0.11	**0.39**	0.03	0.31	-0.09	**0.42**	-0.05	0.18	-0.10
CA	**0.45**	0.10	0.01	0.05	**0.45**	0.03	0.17	0.10	**0.46**	0.07	0.09	0.07
IA	-0.13	**0.47**	-0.22	0.10	-0.19	**0.46**	-0.33	0.25	-0.17	**0.47**	-0.27	0.17
IA	0.03	**0.59**	0.08	0.35	-0.21	**0.44**	0.01	0.16	-0.08	**0.52**	0.06	0.26
IA	0.13	**0.52**	-0.02	0.00	0.12	**0.43**	0.08	0.20	0.12	**0.47**	0.02	0.10
IA	0.02	**0.40**	0.04	0.03	-0.08	**0.41**	-0.11	0.19	-0.03	**0.40**	-0.02	0.10
IA	-0.14	**0.52**	0.04	0.18	-0.11	**0.51**	-0.03	0.16	-0.13	**0.51**	0.00	0.17
IA	-0.09	**0.45**	-0.15	0.16	-0.01	**0.52**	-0.06	0.27	-0.04	**0.48**	-0.10	0.21
CV	0.21	-0.05	**0.33**	-0.12	0.23	-0.21	**0.48**	-0.20	0.23	-0.10	**0.39**	-0.14
CV	0.06	-0.07	**0.37**	0.02	0.27	-0.12	**0.62**	-0.13	0.16	-0.10	**0.46**	-0.05
CV	-0.04	-0.07	**0.72**	0.36	0.34	-0.20	**0.63**	-0.15	0.11	-0.12	**0.69**	0.16
CV	0.03	0.03	**0.47**	0.22	0.01	0.10	**0.39**	0.03	0.03	0.05	**0.45**	0.15
CV	-0.01	-0.04	**0.63**	0.23	0.11	0.04	**0.51**	0.11	0.05	-0.02	**0.60**	0.17
CV	0.00	0.00	**0.69**	0.42	0.26	-0.04	**0.65**	-0.07	0.12	-0.01	**0.69**	0.23
IV	0.04	0.23	0.01	**0.43**	-0.20	0.37	-0.29	**0.70**	-0.10	0.29	-0.13	**0.66**
IV	0.08	0.14	0.24	**0.59**	0.16	0.27	-0.03	**0.44**	0.13	0.19	0.16	**0.51**
IV	0.00	0.17	0.17	**0.54**	-0.05	0.30	-0.07	**0.66**	-0.06	0.22	0.03	**0.59**
IV	-0.06	0.12	0.26	**0.44**	0.08	0.03	0.27	**0.27**	0.01	0.08	0.27	**0.36**
IV	-0.04	0.13	0.30	**0.68**	0.00	0.21	-0.06	**0.57**	-0.02	0.16	0.18	**0.63**
IV	-0.03	0.07	0.27	**0.49**	-0.07	0.10	0.00	**0.60**	-0.01	0.08	0.21	**0.47**
cronbach alpha	0.31	0.38	0.52	0.46	0.49	0.24	0.53	0.51	0.41	0.31	0.56	0.46
split half	0.26	0.45	0.58	0.43	0.56	0.29	0.65	0.45	0.41	0.38	0.61	0.39
Inter-scale r												
CA	1.00				1.00				1.00			
IA	-0.05	1.00			-0.17*	1.00			-0.11	1.00		
CV	0.06	-0.06	1.00		0.38**	-0.14	1.00		0.21**	-0.09	1.00	
IV	0.01	0.28**	0.37**	1.00	-0.05	0.44**	-0.12	1.00	-0.03	0.35**	0.17*	1.00
MEAN	32.99	21.84	39.20	31.69	34.418	21.80	40.177	31.424	33.703	21.82	39.69	31.56
SD	4.52	5.08	3.36	4.56	4.5571	4.65	2.3145	4.2311	4.5885	4.86	2.923	4.394

** significant at .01 level * significant at .05 level

Appendix– 8.3.2: Results of one-way ANOVA (K=2) on CIAV sub-factors.

CIAV Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
CA	SEX	161.633	1	161.633	7.844	0.005
	Error	6470.405	314	20.606		
IA	SEX	0.114	1	0.114	0.005	0.945
	Error	7453.962	314	23.739		
CV	SEX	76.028	1	76.028	9.126	0.003
	Error	2615.956	314	8.331		
IV	SEX	5.582	1	5.582	0.288	0.592
	Error	6076.392	314	19.352		

Appendix – 8.4.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values on NORC, EVAC and COS over the levels of analysis.

COS	Mizo boys			Mizo girls			Mizo (boys+girls)		
Sub-scales	NOR	EVA	COS	NOR	EVA	COS	NOR	EVA	COS
NOR	**0.29**	-0.10	0.12	**0.43**	0.06	0.31	**0.37**	-0.02	0.22
NOR	**0.42**	0.11	0.32	**0.51**	0.23	0.45	**0.48**	0.18	0.40
NOR	**0.48**	0.32	0.47	**0.47**	0.18	0.40	**0.48**	0.26	0.44
NOR	**0.47**	0.26	0.43	**0.38**	0.03	0.26	**0.42**	0.16	0.35
NOR	**0.32**	-0.10	0.13	**0.37**	0.20	0.34	**0.32**	0.02	0.22
NOR	**0.51**	0.27	0.46	**0.52**	0.21	0.45	**0.50**	0.24	0.45
NOR	**0.43**	0.34	0.46	**0.43**	0.29	0.43	**0.43**	0.32	0.44
NOR	**0.54**	0.31	0.50	**0.54**	0.28	0.49	**0.55**	0.31	0.51
NOR	**0.47**	0.33	0.48	**0.50**	0.37	0.52	**0.50**	0.35	0.50
NOR	**0.54**	0.29	0.49	**0.50**	0.28	0.47	**0.53**	0.29	0.50
NOR	**0.55**	0.34	0.53	**0.61**	0.37	0.59	**0.58**	0.35	0.55
EVA	0.12	**0.38**	0.28	0.35	**0.29**	0.38	0.26	**0.34**	0.35
EVA	0.24	**0.48**	0.42	0.20	**0.42**	0.34	0.24	**0.46**	0.40
EVA	0.24	**0.40**	0.38	0.28	**0.43**	0.40	0.25	**0.41**	0.38
EVA	0.02	**0.40**	0.24	-0.12	**0.20**	0.02	-0.05	**0.31**	0.13
EVA	0.27	**0.39**	0.38	0.33	**0.53**	0.49	0.30	**0.46**	0.43
EVA	0.22	**0.54**	0.44	0.12	**0.48**	0.32	0.18	**0.51**	0.39
EVA	0.32	**0.40**	0.42	0.21	**0.33**	0.31	0.28	**0.37**	0.37
EVA	0.33	**0.51**	0.49	0.23	**0.39**	0.35	0.30	**0.47**	0.45
EVA	0.02	**0.42**	0.25	0.16	**0.48**	0.35	0.11	**0.45**	0.31
EVA	0.19	**0.47**	0.38	0.25	**0.53**	0.44	0.17	**0.46**	0.35
Cronbach	0.59	0.53	0.69	0.65	0.43	0.69	0.63	0.48	0.69
Split half	0.65	0.48	0.63	0.66	0.45	0.69	0.66	0.46	0.66
Inter-scale relationships									
NOR	1.00			1.00			1.00		
EVA	0.44**	1.00		0.46**	1.00		0.46**	1.00	
COS	0.86**	0.84**	1.00	0.89**	0.81**	1.00	0.88**	0.83**	1.00
Mean	56.68	53.64	110.32	58.69	54.47	113.16	57.68	54.06	111.74
SD	5.61	5.24	9.22	5.60	4.35	8.53	5.68	4.83	8.98

** significant at .01 level * significant at .05 level

Appendix– 8.4.2: Results of one-way ANOVA (K=2) on NORC, EVAC and COS measures.

COS Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
NOR	SEX	320.013	1	320.013	10.195	0.002
	Error	9856.342	314	31.390		
EVA	SEX	55.139	1	55.139	2.376	0.124
	Error	7287.835	314	23.210		
COS	SEX	640.823	1	640.823	8.119	0.005
	Error	24783.899	314	78.930		

Appendix– 8.5.1: Relationships between the sub-scales of individualism and collectivism.

Sub-Scales	HI	VI	HC	VC	CA	IA	CV	IV	NORC	EVAC
HI	1.00									
VI	0.25**	1.00								
HC	0.02	0.29**	1.00							
VC	0.02	0.26**	0.44**	1.00						
CA	-0.15*	0.18*	0.42**	0.39**	1.00					
IA	0.37**	0.14	-0.03	-0.04	-0.11	1.00				
CV	-0.07	0.22**	0.25**	0.28**	0.21**	-0.09	1.00			
IV	0.41**	0.22**	0.11	0.15	-0.03	0.35**	0.17*	1.00		
NORC	-0.02	0.31**	0.32**	0.29**	0.28**	0.01	0.22**	0.03	1.00	
EVAC	-0.11	0.24**	0.37**	0.24**	0.35**	-0.11	0.21**	-0.03	0.50**	1.00

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Appendix– 8.6.1(a): Communalities of the sub-scales of individualism and collectivism scales.

Sub-scales	Initial	Extraction
HI	1.000	.625
VI	1.000	.498
HC	1.000	.539
VC	1.000	.579
CA	1.000	.496
IA	1.000	.537
CV	1.000	.447
IV	1.000	.645
NORC	1.000	.652
EVAC	1.000	.665

Appendix– 8.6.1 (b): Percentage of variance explained by the three factors of individualism and collectivism sub-scales.

Initial Eigenvalues				Extraction Sums of Squared Loadings			Rotation
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2.796	27.964	27.964	2.796	27.964	27.964	2.324
2	1.909	19.091	47.056	1.909	19.091	47.056	1.917
3	.977	9.772	56.828	.977	9.772	56.828	2.079
4	.861	8.613	65.441				
5	.697	6.969	72.410				
6	.659	6.591	79.001				
7	.594	5.945	84.946				
8	.528	5.276	90.222				
9	.497	4.969	95.191				
10	.481	4.809	100.000				

Appendix - 8.6.1 (c): Three-factor Component Matrix of sub-scales of individualism and collectivism.

Component Matrix			
Sub-scales	1	2	3
HC	.722		
VC	.671		-.358
NORC	.653		.473
CA	.628		
EVAC	.621		.488
VI	.552	.379	
CV	.520		-.421
HI		.778	
IV		.730	
IA		.721	

Appendix - 8.6.1 (d): Three-factor Pattern Matrix of subscales of individualism and collectivism.

Component			
Sub-scales	1	2	3
VC	.745		
CV	.699		
CA	.594		
HC	.590		
HI		.786	
IV	.329	.724	
IA		.721	
EVAC			.800
NORC			.791
VI		.434	.470

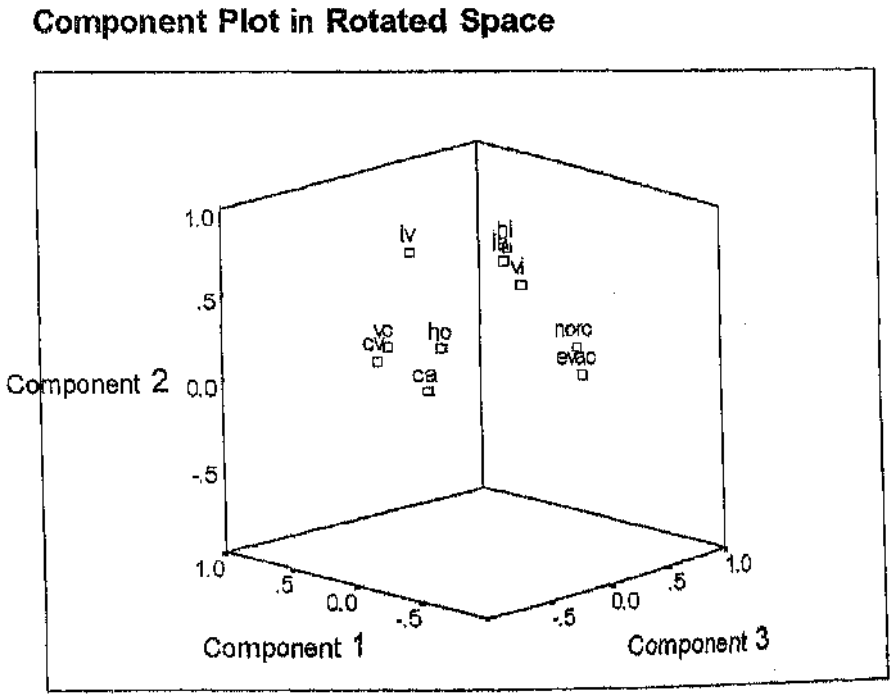
Appendix - 8.6.1 (e): Three-factor Structure Matrix of sub-scales of individualism and collectivism scales.

	Component		
Sub-scales	1	2	3
VC	.758		
HC	.687		
CV	.662		
CA	.649		
HI		.780	
IV		.737	
IA		.714	
NORC			.806
EVAC			.806
VI			.529

Appendix - 8.6.1 (f): Three-factor Component Correlation Matrix of sub-scales of individualism and collectivism.

Component	1	2	3
1	1.000		
2	.039	1.000	
3	.352	-.001	1.000

Figure – 3: Three-factor structure of the sub-scales of individualism and collectivism scales.



Appendix– 8.7.1: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and HI sub-factor of HVIC as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.140	0.020	0.007	8.272
2	0.140	0.020	0.010	8.259
3	0.139	0.019	0.013	8.247
4	0.106	0.011	0.008	8.268

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	426.346	4	106.586	1.558	0.185
	Residual	21281.173	311	68.428		
	Total	21707.519	315			
2	Regression	425.084	3	141.695	2.077	0.103
	Residual	21282.435	312	68.213		
	Total	21707.519	315			
3	Regression	421.244	2	210.622	3.097	0.047
	Residual	21286.275	313	68.007		
	Total	21707.519	315			
4	Regression	242.748	1	242.748	3.551	0.060
	Residual	21464.771	314	68.359		
	Total	21707.519	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), EWT, OPT, RT
c	Predictors: (Constant), EWT, OPT
d	Predictors: (Constant), OPT
e	Dependent Variable: HI

Appendix– 8.7.2: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and VI sub-factor of HVIC as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.239	0.057	0.045	6.392
2	0.239	0.057	0.048	6.382
3	0.238	0.057	0.051	6.373

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	770.189	4	192.547	4.712	0.001
	Residual	12707.304	311	40.859		
	Total	13477.494	315			
2	Regression	769.692	3	256.564	6.299	0.000
	Residual	12707.802	312	40.730		
	Total	13477.494	315			
3	Regression	766.394	2	383.197	9.436	0.000
	Residual	12711.100	313	40.611		
	Total	13477.494	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), FST, OPT, RT
c	Predictors: (Constant), OPT, RT
d	Dependent Variable: VI

Appendix – 8.7.3: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and HC sub-factor of HVIC as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.289	0.083	0.071	6.596
2	0.283	0.080	0.071	6.597
3	0.274	0.075	0.069	6.604
4	0.261	0.068	0.065	6.619

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1228.996	4	307.249	7.063	0.000
	Residual	13529.359	311	43.503		
	Total	14758.354	315			
2	Regression	1179.908	3	393.303	9.037	0.000
	Residual	13578.446	312	43.521		
	Total	14758.354	315			
3	Regression	1107.008	2	553.504	12.691	0.000
	Residual	13651.347	313	43.615		
	Total	14758.354	315			
4	Regression	1002.825	1	1002.825	22.892	0.000
	Residual	13755.529	314	43.807		
	Total	14758.354	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), FST, EWT, OPT
c	Predictors: (Constant), FST, EWT
d	Predictors: (Constant), EWT
e	Dependent Variable: HC

Appendix – 8.7.4: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and VC sub-factor of HVIC as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.351	0.123	0.112	5.875
2	0.350	0.123	0.114	5.868
3	0.343	0.118	0.112	5.875
4	0.335	0.113	0.110	5.882

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1508.426	4	377.107	10.925	0.000
	Residual	10734.722	311	34.517		
	Total	12243.149	315			
2	Regression	1500.465	3	500.155	14.526	0.000
	Residual	10742.684	312	34.432		
	Total	12243.149	315			
3	Regression	1439.833	2	719.916	20.858	0.000
	Residual	10803.316	313	34.515		
	Total	12243.149	315			
4	Regression	1377.877	1	1377.877	39.820	0.000
	Residual	10865.272	314	34.603		
	Total	12243.149	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), FST, EWT, OPT
c	Predictors: (Constant), FST, EWT
d	Predictors: (Constant), EWT
e	Dependent Variable: VC

Appendix – 8.7.5: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and CA sub-factor of CIAV as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.286	0.082	0.070	4.425
2	0.286	0.082	0.073	4.418
3	0.284	0.081	0.075	4.413
4	0.281	0.079	0.076	4.410

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	541.679	4	135.420	6.915	0.000
	Residual	6090.359	311	19.583		
	Total	6632.038	315			
2	Regression	541.597	3	180.532	9.248	0.000
	Residual	6090.441	312	19.521		
	Total	6632.038	315			
3	Regression	536.705	2	268.353	13.780	0.000
	Residual	6095.333	313	19.474		
	Total	6632.038	315			
4	Regression	525.329	1	525.329	27.012	0.000
	Residual	6106.709	314	19.448		
	Total	6632.038	315			

a Predictors: (Constant), FST, EWT, OPT, RT
b Predictors: (Constant), EWT, OPT, RT
c Predictors: (Constant), EWT, OPT
d Predictors: (Constant), EWT
e Dependent Variable: CA

Appendix – 8.7.6: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and IA sub-factor of CIAV as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.265	0.070	0.058	4.721
2	0.263	0.069	0.060	4.716
3	0.260	0.067	0.061	4.713
4	0.251	0.063	0.060	4.717

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	521.644	4	130.411	5.850	0.000
	Residual	6932.432	311	22.291		
	Total	7454.076	315			
2	Regression	515.079	3	171.693	7.720	0.000
	Residual	6938.997	312	22.240		
	Total	7454.076	315			
3	Regression	502.109	2	251.054	11.303	0.000
	Residual	6951.967	313	22.211		
	Total	7454.076	315			
4	Regression	468.192	1	468.192	21.044	0.000
	Residual	6985.884	314	22.248		
	Total	7454.076	315			

a Predictors: (Constant), FST, EWT, OPT, RT
b Predictors: (Constant), EWT, OPT, RT
c Predictors: (Constant), EWT, OPT
d Predictors: (Constant), EWT
e Dependent Variable: IA

Appendix – 8.7.7: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and CV sub-factor of CIAV as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.252	0.064	0.052	2.847
2	0.250	0.062	0.053	2.844
3	0.241	0.058	0.052	2.846
4	0.226	0.051	0.048	2.852

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	171.324	4	42.831	5.284	0.000
	Residual	2520.661	311	8.105		
	Total	2691.984	315			
2	Regression	168.152	3	56.051	6.929	0.000
	Residual	2523.832	312	8.089		
	Total	2691.984	315			
3	Regression	156.490	2	78.245	9.659	0.000
	Residual	2535.494	313	8.101		
	Total	2691.984	315			
4	Regression	137.733	1	137.733	16.932	0.000
	Residual	2554.252	314	8.135		
	Total	2691.984	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), EWT, OPT, RT
c	Predictors: (Constant), EWT, RT
d	Predictors: (Constant), EWT
e	Dependent Variable: CV

Appendix – 8.7.8: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and IV sub-factor of CIAV as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.139	0.019	0.007	4.379
2	0.138	0.019	0.010	4.373
3	0.135	0.018	0.012	4.368
4	0.122	0.015	0.012	4.368

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	117.821	4	29.455	1.536	0.192
	Residual	5964.153	311	19.177		
	Total	6081.975	315			
2	Regression	115.695	3	38.565	2.017	0.112
	Residual	5966.280	312	19.123		
	Total	6081.975	315			
3	Regression	110.904	2	55.452	2.907	0.056
	Residual	5971.071	313	19.077		
	Total	6081.975	315			
4	Regression	90.797	1	90.797	4.759	0.030
	Residual	5991.178	314	19.080		
	Total	6081.975	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), FST, EWT, OPT
c	Predictors: (Constant), EWT, OPT
d	Predictors: (Constant), EWT
e	Dependent Variable: IV

ppendix – 8.7.9: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and NORC sub-scale of COS as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.210	0.044	0.032	5.592
2	0.209	0.044	0.035	5.584
3	0.198	0.039	0.033	5.589
4	0.178	0.032	0.029	5.602

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	449.799	4	112.450	3.596	0.007
	Residual	9726.556	311	31.275		
	Total	10176.354	315			
2	Regression	446.133	3	148.711	4.768	0.003
	Residual	9730.221	312	31.187		
	Total	10176.354	315			
3	Regression	400.883	2	200.441	6.418	0.002
	Residual	9775.472	313	31.232		
	Total	10176.354	315			
4	Regression	321.496	1	321.496	10.244	0.002
	Residual	9854.859	314	31.385		
	Total	10176.354	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), EWT, OPT, RT
c	Predictors: (Constant), EWT, RT
d	Predictors: (Constant), EWT
e	Dependent Variable: NORC

ppendix – 8.7.10: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and EVAC sub-scale of COS as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.253	0.064	0.052	4.701
2	0.253	0.064	0.055	4.694
3	0.252	0.064	0.058	4.687
4	0.249	0.062	0.059	4.683

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	469.183	4	117.296	5.307	0.000
	Residual	6873.791	311	22.102		
	Total	7342.975	315			
2	Regression	468.258	3	156.086	7.084	0.000
	Residual	6874.717	312	22.034		
	Total	7342.975	315			
3	Regression	466.940	2	233.470	10.628	0.000
	Residual	6876.034	313	21.968		
	Total	7342.975	315			
4	Regression	456.578	1	456.578	20.819	0.000
	Residual	6886.396	314	21.931		
	Total	7342.975	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), EWT, OPT, RT
c	Predictors: (Constant), EWT, OPT
d	Predictors: (Constant), EWT
e	Dependent Variable: EVAC

ppendix – 8.7.11: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and collectivism as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.262	0.068	0.056	8.727
2	0.261	0.068	0.059	8.714
3	0.253	0.064	0.058	8.719
4	0.246	0.061	0.058	8.721

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1739.603	4	434.901	5.711	0.000
	Residual	23685.118	311	76.158		
	Total	25424.722	315			
2	Regression	1731.329	3	577.110	7.600	0.000
	Residual	23693.393	312	75.940		
	Total	25424.722	315			
3	Regression	1628.640	2	814.320	10.711	0.000
	Residual	23796.082	313	76.026		
	Total	25424.722	315			
4	Regression	1544.333	1	1544.333	20.306	0.000
	Residual	23880.389	314	76.052		
	Total	25424.722	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), EWT, OPT, RT
c	Predictors: (Constant), EWT, RT
d	Predictors: (Constant), EWT
e	Dependent Variable: collectivism

Appendix – 8.7.12: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and individualism as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.187	0.035	0.023	16.470
2	0.187	0.035	0.026	16.444
3	0.185	0.034	0.028	16.422

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3057.099	4	764.275	2.818	0.025
	Residual	84358.369	311	271.249		
	Total	87415.468	315			
2	Regression	3052.971	3	1017.657	3.764	0.011
	Residual	84362.498	312	270.393		
	Total	87415.468	315			
3	Regression	3006.278	2	1503.139	5.574	0.004
	Residual	84409.190	313	269.678		
	Total	87415.468	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), EWT, OPT, RT
c	Predictors: (Constant), EWT, OPT
d	Dependent Variable: individualism

Appendix – 8.7.13: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and cultural orientation as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.406	0.165	0.154	13.867
2	0.402	0.162	0.154	13.868
3	0.394	0.155	0.150	13.900
4	0.387	0.149	0.147	13.925

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11784.190	4	2946.048	15.321	0.000
	Residual	59801.898	311	192.289		
	Total	71586.089	315			
2	Regression	11581.561	3	3860.520	20.073	0.000
	Residual	60004.528	312	192.322		
	Total	71586.089	315			
3	Regression	11110.090	2	5555.045	28.751	0.000
	Residual	60475.999	313	193.214		
	Total	71586.089	315			
4	Regression	10700.491	1	10700.491	55.185	0.000
	Residual	60885.598	314	193.903		
	Total	71586.089	315			

a	Predictors: (Constant), FST, EWT, OPT, RT
b	Predictors: (Constant), EWT, OPT, RT
c	Predictors: (Constant), EWT, OPT
d	Predictors: (Constant), EWT
e	Dependent Variable: P

Psychometric Adequacy of the Behavioural Measures Among Khasi Adolescents

Perceived parental rearing Style Questionnaire (PPRSQ; Gerlsma et al., 1991)

Item-total coefficients of correlation (and the relationship between the specific items of the sub-scales/sub-factors as an index of internal consistency), reliability coefficients (Cronbach alpha and Split-half reliability), relationships between the sub-factors, and M±SD values of PPRSQ sub-factors (R, EW, OP and FS) over the levels of analysis: Khasi boys and girls for their fathers and mothers separately, and over the level of 'parental sex' (fathers and mothers with sex of the adolescents pooled under each) are put together in Appendix– 9.1.1.

Results (Appendix– 9.1.1) revealed the trustworthiness of the test scale for measurement purposes in the project population. Here one significant observation deserves mention. That the reliability coefficients (Cronbach alpha and split-half reliability) emerged to be highest for EW sub-factor, followed by R and FS, and least for the OP sub-factor at each level of analysis: boys and girls for their fathers and mothers separately, and over the level of 'parental sex' (fathers and mothers with sex of the adolescents pooled under each). Analysis of relationships between the PPRSQ sub-factors (R, EW, OP and FS) revealed (a) significantly negative coefficient of correlation between R and EW sub-factors, (b) a trend of non-significant negative coefficient of correlation between EW and FS scales, and (c) other relationships emerged to be positively correlated. This uniform pattern emerged at each level of analysis: boys and girls for their fathers and mothers separately, and over the level of 'parental sex' (fathers and mothers with sex of the adolescents pooled under each), a finding similar to Arrindell *et al.*, (1988), Gerlsma *et al.*, (1991) and Manian *et al.*, (1998) wherein EW and FS scales were also observed to be negatively correlated.

The predictive validity of the four PPRSQ sub-factors(R, EW, OP and FS) was separately highlighted by applying 2 x 2 ANOVA (2 sex of adolescents x 2 parental sex) with repeated

measures on the last component. It may be recalled that adolescents (boys and girls) were required to indicate their perception regarding the parenting styles of both their parents, a requisite methodological requirement for the repeated measures on the last component (Winer *et al.*, 1991, *pp.*509-512). The results of 2 x 2 ANOVA (2 sex of adolescents x 2 parental sex) on PPRSQ sub-factors are summarily given in Appendix– 9.1.2. Results (Appendix– 9.1.2) revealed (a) significant 'parent' effects on EW and OP sub-factors. Post-hoc Mean comparisons revealed mothers to be more emotionally warm (Mean=49.67) as compared to fathers (Mean=48.02), and more overprotective (Mean=24.69) as compared to fathers (Mean=23.68).

Horizontal and Vertical Individualism and Collectivism (HVIC; Singelis et al., 1995)

Item-total coefficients of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), reliability coefficients (Cronbach alpha and split-half reliability), the relationship between HV, IV, HC, and VC sub-scales of HVIC Scale, and the Mean and SD values for Khasi boys and girls separately, and for the whole sample (boys + girls) are put together in Appendix– 9.2.1. Analysis (Appendix -9.2.1) revealed substantial item-total coefficients of correlation for the four sub-scales of HI, VI, HC, and VC, and a generally lower but positive relationship of the specific items with that of other scales. The reliability coefficients (Cronbach alpha and Split-half reliability) emerged to be of moderate order, which are consistent over all the levels of analyses: boys, girls, and the whole sample (boys + girls), suggesting the trustworthiness of the test scales. Inter-scale coefficients of correlation emerged to be significantly positive between all the sub-factors of HI, VI, HC, and VC. Significantly positive coefficient of correlation between the HVIC factors in all probable combinations over the levels of analyses (for boys, for girls, and for the whole sample) emerged to be similar to the findings among the Taiwan sample (Chiou, 2001), and broadly conformed to

the trends found in the Mizo sample of the present study. The observed major trend emerged contrary to a number of studies (Chiou, 2001; Triandis & Gelfand, 1998; Singelis *et al.*, 1995).

Studies on individualism and collectivism (Rhee *et al.*, 1996; Triandis, 1995; Triandis & Gelfand, 1998) suggest that they are independent dimensions, meaning thereby, a person can score high or low on both, or high on one and low on the other. Triandis & Gelfand (1998) observed high indices of convergent validity: high correlation between attitude and scenario measurements for HC (r = 0.41), for VI (r = 0.51) and for VC (r = 0.29); the only exception was observed for HI (r = 0.11). As regards to the individualism construct, there seem to be differentiation between horizontal and vertical aspects within the scenarios (r = 0.50) and the attitude items (r = 0.30) as well as across methods (r = 0.20 and - 0.20); whereas for the collectivism construct, there seem to be differentiation between the horizontal and vertical aspects within the scenario(r = -0.01), but not as good divergence within the attitudes (r = 0.50) or across methods (r = 0.41 and .07). Be it as it is, the significantly positive coefficient of correlation between HVIC scales (the findings of the present study) raises the view that: (a) the HVIC constructs are either not universal or they are not independent dimensions, and/or polythetic constructs; (ii) the HVIC constructs are culture specific, and the culture specifics needs to be explored, which in turn, would serve as an index for cross-cultural comparisons.

The predictive validity of the HVIC scales (HI, VI, HC, and VC) were highlighted by applying one- way ANOVA for 'sex' (boys versus girls) which are put together in Appendix– 9.2.2. Results (Appendix– 9.2.2) revealed no instance of significant 'sex' effect on any of the HI, VI, HC, and VC sub-factors.

Collectivistic and Individualistic Attitudes and Values (CIAV; Chan, 1994)

Item-total coefficients of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), reliability coefficients (Cronbach alpha and

split-half reliability), the relationship between CIAV sub-scales, and M±SD values of the CIAV sub-scales (CA, IA, CV and IV) for Khasi boys and girls separately, and for the whole sample (boys + girls) are put together in Appendix– 9.3.1. Analysis of item-total coefficients of correlation (and the relationship between the specific items of the sub-scales) revealed significantly positive item-total coefficients of correlations. The reliability coefficients of correlation were consistently strong for the Value scales (CV and IV) and low for the Attitude scales over all the levels of analyses, in conformity to the finding by Chan (1994), however even more lower alphas for the CA and IA scales than Chan (1994). Analysis of inter-scale coefficients of correlation of CA, IA, CV, and IV sub-scales of CIAV Scale revealed (i) significant positive inter-scale coefficients between CV and IV scales, (ii) non-significant negative coefficient of correlation between IA and CV, and (iii) positive trends of correlations between all other scales. The significant positive inter-scale coefficient of correlation between collectivism and individualism values (CV and IV) strongly denied the theoretical expectations pertaining to individualism and collectivism as a unidimensional construct, contrary to the suggestions by Chan (1994). However, the results of the present study find supporting evidences from Kagitcibasi (1987) and Schwartz (1990).

The predictive validity of the CIAV Scales (CA, IA, CV and IV) were highlighted by applying one- way ANOVA (for K = 2) which are put together in Appendix– 9.3.2. Boys and girls emerged to be more or less similar on CIAV Scales (Appendix– 9.3.2).

Cultural Orientation Scale (COS; Bierbrauer et al., 1994)

Item-total coefficients of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), reliability coefficients (Cronbach alpha and split-half reliability), relationship between NORC and EVAC sub-scales of COS together with the M±SD values for Khasi boys and girls separately, and for the whole sample

(boys + girls) are put together in Appendix – 9.4.1. Analysis (Appendix – 9.4.1) of item-total coefficients of correlation (and the relationship of the specific items with other scales) revealed substantial contribution to their specific scales. The reliability coefficients (Cronbach alpha and Split-half reliability) of the NORC and EVAC sub-scales emerged to be of moderate order, however, substantial improvements are seen for the full scale, that is, Cultural Orientation Scale (COS); and the inter-scale coefficients of correlation between the NORC and EVAC collectivism scales and the full COS scale are all significantly positive, the findings similar to that of Bierbrauer *et al.* (1994).

The predictive validity of the two sub-scales (NORC and EVAC) and the full scale (COS) were highlighted by applying one- way ANOVA (for K = 2) which are put together in Appendix– 9.4.2. Results (Appendix– 9.4.2) revealed no instance of significant 'sex' effect on any of the measures of collectivism (NORC, EVAC and COS).

The relationships between the various measures (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC, and COS) on the whole sample (boys plus girls) were computerised (following the identical psychometric criterion and analogue as described for the analysis of results for Mizo culture). The inter-scale relationships of individualism and collectivism in the Khasi sample are given in Appendix - 9.5.1. The outcomes of the overall analysis of the three-factor structure: (a) communalities, (b) component matrix, (c) total variance explained, (d) pattern matrix, (e) structure matrix, and (f) component correlation matrix are given in Appendix – 9.6.1 a, b, c, d, e, and f. The three-factor plots are portrayed in Figure - 3. Results (Appendix – 9.6.1 a, b, c, d, e, and f) revealed that: (a) VC, HI, HC and VI (sub-scales of HVIC) loaded on the first factor (explaining 34.26 % of variance), (b) NORC and EVAC (sub-scale of COS) loaded on the second factor (explaining 14.38 % of variance), and (c) IA, CV and IV (sub-scales of CIAV) loaded to the third factor (explaining 11.57 % of variance). The three factors together emerged to explain a substantial percentage of variance (60.22 %). Factors a, b and c may respectively be

named as individualism-collectivism (including VC, HI, HC and VI scales of HVIC), cultural orientation (including NORC and EVAC of COS), and attitude-value (including IA, CV and IV of CIAV).

The component correlation matrix (vide Appendix– 9.6.1.f) indicated significant positive coefficient of correlation between individualism-collectivism (including VC, HI, HC and VI of HVIC) versus cultural orientation (including NORC and EVAC of COS): r = 0.25, and other relationships emerged to be negative individualism-collectivism (including VC, HI, HC and VI of HVIC) versus attitude-value (including IA, CV and IV of CIAV): r = - 0.10), and cultural orientation (including NORC and EVAC of COS) versus attitude-value (including IA, CV and IV of CIAV): r = - 0 .13. The relationships between the three factors emerged to be contrary to the theoretical expectations (Bierbrauer *et al.*, 1994; Chan, 1994; Singelis *et al.*, 1995). Be it as it is, the observed differential patterns suggest that the I-C constructs cannot be treated as universal, and may be attributed to culture-specifics. This is not something novel, rather follows the leads from a number of studies (Chiou, 200; Voronov & Singer, 2002), and the theoretical and methodological oncerns pertaining to the measurement of I-C construct across cultures (Bond, 2002; Fiske, 2002; Oyserman, 2002; Voronov & Singer, 2002).

The three-factor analysis of the sub-scale/sub-factor measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC and EVAC) suggest that the three factors may additionally be taken into consideration to check the predictability of the PPRSQ sub-factors on measures of individualism and collectivism. The results of step-wise regression analysis (backward) with PPRSQ sub-factors (R, EW, OP and FS) as predictors (independent variables) on each sub-factor of the measures of individualism and collectivism (HI, VI, HC, VC, CA, IA, CV, IV, NORC, EVAC and individualism-collectivism (including VC, HI, HC and VI of HVIC), Cultural Orientation (including NORC and EVAC of COS), and attitude-value (including IA, CV and IV of CIAV) based on the results of factor analysis (vide Appendix - 9.6.1

a, b, c, d, e, and f) as criterion (dependent variable) at a time along with the results of One-Way ANOVA may summarily be concluded as follows: (a) 4 % of HI (vide Appendix -9.7.1a & b), (b) 5 % of VI (vide Appendix -9.7.2 a & b), (c) HC could hardly be predicted (vide Appendix - 9.7.3 a & b), (d) 10 % of VC (vide Appendix -9.7.4 a & b), (e) CA could hardly be predicted (vide Appendix -9.7.5 a & b), (f) IA could hardly be predicted (vide Appendix -9.7.6 a & b), (g) 6 % of CV (vide Appendix -9.7.7 a & b) , (h) 4 % of IV (vide Appendix -9.7.8 a & b), (i) 4 % of NORC (vide Appendix -9.7.9 a & b), (j) 3 % of EVAC (vide Appendix -9.7.10 a & b), (k) 4 % of individualism-collectivism (vide Appendix– 9.7.11 a & b), (l) 5 % of cultural orientation (vide Appendix– 1.7.12 a & b), and (m) 4 % of attitude-value (vide Appendix– 9.7.13) could be predicted by the sub-factors of PPRSQ (R, EW, OP and FS).

Appendix– 9.1.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of PPRSQ sub-factors over the levels of analyses.

PPRSQ Sub-scales	Khasi boys for Father				Khasi boys for Mother				Khasi girls for Father				Khasi girls for Mother				Khasi father (boys+girls)				Khasi other(boys+girls)			
	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS	R	EW	OP	FS
R	**0.40**	0.02	0.30	-0.04	**0.34**	0.01	0.32	0.02	**0.37**	-0.01	0.22	0.13	**0.32**	-0.01	0.20	0.17	**0.38**	0.00	0.26	0.06	**0.33**	0.00	0.27	0.10
R	**0.39**	0.09	0.17	0.17	**0.52**	-0.07	0.20	0.14	**0.51**	0.01	0.19	0.02	**0.44**	0.06	0.25	0.05	**0.46**	0.05	0.18	0.09	**0.48**	-0.01	0.22	0.09
R	0.20	0.00	0.08	0.11	0.21	-0.03	0.03	0.20	**0.33**	0.13	0.19	0.19	**0.34**	0.10	0.23	0.21	0.30	0.06	0.12	0.14	0.30	0.03	0.11	0.20
R	**0.47**	-0.24	0.03	0.19	**0.36**	-0.21	0.02	0.28	**0.45**	-0.26	0.24	0.43	**0.51**	-0.20	0.26	0.37	**0.46**	-0.26	0.14	0.33	**0.44**	-0.21	0.14	0.33
R	**0.48**	-0.10	0.03	0.18	**0.52**	-0.13	-0.04	0.22	**0.38**	-0.15	0.18	0.36	**0.45**	-0.18	0.21	0.24	**0.42**	-0.13	0.12	0.29	**0.48**	-0.16	0.09	0.23
R	**0.34**	0.07	0.13	0.12	**0.30**	0.12	0.21	0.20	**0.45**	0.06	0.17	0.03	**0.43**	-0.18	0.10	0.12	**0.40**	0.06	0.15	0.07	**0.37**	-0.03	0.16	0.16
R	**0.48**	-0.16	0.00	0.26	**0.32**	-0.13	0.05	0.15	**0.49**	-0.14	0.13	0.36	**0.55**	-0.22	0.16	0.39	**0.48**	-0.15	0.07	0.31	**0.44**	-0.17	0.11	0.27
R	**0.41**	-0.04	-0.19	0.17	**0.47**	-0.13	-0.13	0.12	**0.52**	-0.14	0.04	0.27	**0.45**	-0.19	-0.01	0.21	**0.46**	-0.09	-0.08	0.21	**0.45**	-0.15	-0.08	0.16
R	**0.45**	-0.15	0.05	0.19	**0.56**	-0.19	0.09	0.30	**0.41**	0.09	0.12	0.02	**0.39**	-0.04	0.01	0.07	**0.43**	-0.03	0.08	0.09	**0.47**	-0.11	0.04	0.18
R	**0.24**	0.03	0.08	0.05	**0.25**	-0.07	-0.09	0.13	**0.45**	-0.09	0.25	-0.09	**0.42**	-0.06	0.18	-0.07	**0.35**	-0.03	0.18	-0.02	**0.34**	-0.07	0.04	0.02
R	**0.52**	-0.19	0.03	0.03	**0.45**	-0.15	0.03	0.04	**0.45**	-0.22	0.07	0.14	**0.43**	-0.29	0.01	0.18	**0.48**	-0.20	0.05	0.09	**0.44**	-0.22	0.02	0.11
R	**0.45**	-0.43	-0.02	0.12	**0.56**	-0.43	-0.04	0.22	**0.63**	-0.33	0.05	0.26	**0.62**	-0.41	0.01	0.21	**0.54**	-0.38	0.01	0.19	**0.59**	-0.42	-0.02	0.22
R	**0.54**	-0.16	0.05	0.06	**0.61**	-0.20	0.04	0.12	**0.63**	-0.23	0.07	0.20	**0.70**	-0.31	0.14	0.19	**0.58**	-0.19	0.05	0.13	**0.65**	-0.25	0.08	0.16
R	**0.48**	-0.37	-0.07	0.09	**0.55**	-0.34	-0.04	0.20	**0.57**	-0.29	0.06	0.13	**0.61**	-0.42	-0.03	0.24	**0.52**	-0.33	-0.01	0.11	**0.58**	-0.38	-0.03	0.22
R	**0.32**	0.12	0.22	-0.02	**0.41**	-0.04	0.06	0.07	**0.49**	-0.20	0.22	0.27	**0.50**	-0.33	0.13	0.21	**0.41**	-0.04	0.23	0.14	**0.45**	-0.18	0.11	0.14
R	**0.35**	-0.29	-0.04	0.07	**0.32**	-0.24	-0.09	0.07	**0.49**	-0.31	-0.03	0.27	**0.41**	-0.39	-0.10	0.28	**0.42**	-0.30	-0.03	0.18	**0.37**	-0.31	-0.09	0.18
EW	-0.22	**0.53**	0.24	-0.20	-0.29	**0.45**	0.15	-0.24	-0.06	**0.51**	0.22	-0.22	-0.17	**0.47**	0.21	-0.24	-0.14	**0.52**	0.23	-0.21	-0.23	**0.46**	0.17	-0.24
EW	-0.17	**0.39**	-0.05	0.01	-0.08	**0.33**	-0.11	0.01	0.09	**0.28**	0.08	-0.04	0.00	**0.38**	0.10	-0.11	-0.03	**0.33**	0.03	-0.02	-0.03	**0.35**	-0.01	-0.05
EW	-0.06	**0.41**	0.23	0.03	-0.02	**0.32**	0.17	0.06	0.10	**0.48**	0.23	0.13	0.14	**0.36**	0.14	0.02	0.02	**0.45**	0.23	0.09	0.06	**0.34**	0.15	0.05
EW	-0.19	**0.45**	0.29	-0.10	-0.22	**0.46**	0.28	-0.19	-0.08	**0.43**	0.28	0.13	-0.12	**0.47**	0.33	0.02	-0.13	**0.44**	0.28	0.03	-0.17	**0.46**	0.30	-0.08
EW	-0.29	**0.56**	0.25	-0.15	-0.36	**0.55**	0.24	-0.25	-0.19	**0.48**	0.17	-0.15	-0.38	**0.59**	0.07	-0.23	-0.24	**0.52**	0.21	-0.15	-0.36	**0.57**	0.17	-0.24
EW	-0.12	**0.41**	0.12	-0.09	-0.25	**0.56**	0.16	-0.22	-0.12	**0.62**	0.18	-0.01	-0.15	**0.41**	0.03	-0.09	-0.12	**0.47**	0.15	-0.05	-0.20	**0.49**	0.10	-0.16
EW	-0.29	**0.54**	0.20	-0.03	-0.21	**0.45**	0.25	-0.04	-0.18	**0.37**	0.19	-0.18	-0.16	**0.44**	0.14	-0.16	-0.23	**0.45**	0.19	-0.12	-0.19	**0.44**	0.18	-0.11
EW	-0.22	**0.53**	0.28	0.07	-0.20	**0.59**	0.31	0.01	-0.40	**0.52**	0.12	-0.14	-0.50	**0.51**	0.08	-0.33	-0.32	**0.52**	0.20	-0.05	-0.34	**0.55**	0.21	-0.16
EW	-0.06	**0.46**	0.29	0.04	-0.06	**0.50**	0.24	0.02	-0.06	**0.49**	0.20	-0.08	-0.19	**0.47**	0.08	-0.11	-0.07	**0.48**	0.23	-0.04	-0.14	**0.48**	0.15	-0.05
EW	0.01	**0.49**	0.30	-0.02	-0.17	**0.48**	0.21	-0.14	-0.08	**0.60**	0.17	-0.05	-0.19	**0.62**	0.12	-0.19	-0.04	**0.54**	0.22	-0.04	-0.18	**0.54**	0.16	-0.17
EW	0.06	**0.38**	0.30	-0.04	0.06	**0.38**	0.16	-0.09	-0.12	**0.46**	0.18	0.02	-0.12	**0.50**	0.14	-0.10	-0.04	**0.42**	0.23	-0.01	-0.02	**0.44**	0.17	-0.09
EW	-0.02	**0.48**	-0.02	-0.01	-0.12	**0.44**	-0.01	-0.02	-0.24	**0.42**	-0.02	-0.10	-0.20	**0.46**	-0.04	-0.17	-0.13	**0.41**	-0.02	-0.08	-0.15	**0.45**	-0.02	-0.09

EW	-0.19	**0.59**	0.26	-0.16	-0.19	**0.61**	0.31	-0.14	-0.27	**0.55**	0.06	-0.13	-0.38	**0.49**	0.00	-0.25	-0.23	**0.57**	0.16	-0.14	-0.28	**0.55**	0.17	-0.20
EW	-0.05	**0.43**	-0.02	-0.07	-0.12	**0.38**	-0.06	0.00	0.10	**0.43**	0.13	0.16	0.03	**0.36**	-0.02	0.12	0.03	**0.43**	0.06	0.06	-0.04	**0.37**	-0.04	0.06
EW	-0.14	**0.41**	0.07	0.05	-0.14	**0.41**	0.11	0.05	-0.43	**0.33**	0.11	-0.22	-0.41	**0.35**	0.14	-0.25	-0.28	**0.37**	0.10	-0.08	-0.25	**0.38**	0.13	-0.09
EW	0.01	**0.31**	0.27	-0.05	-0.04	**0.36**	0.22	-0.13	-0.04	**0.55**	0.10	0.07	-0.22	**0.51**	0.01	-0.06	-0.02	**0.44**	0.18	0.02	-0.13	**0.43**	0.13	-0.09
OP	0.04	-0.03	**0.32**	0.10	0.11	-0.07	**0.39**	0.12	0.06	0.08	**0.34**	0.01	0.12	0.05	**0.37**	0.09	0.05	0.03	**0.34**	0.06	0.12	-0.01	**0.39**	0.11
OP	0.39	-0.02	**0.31**	-0.05	0.36	-0.11	**0.42**	0.08	0.30	0.15	**0.47**	0.13	0.23	0.07	**0.43**	0.04	0.33	0.06	**0.40**	0.06	0.30	-0.02	**0.43**	0.06
OP	0.02	0.14	**0.38**	0.10	-0.02	0.08	**0.39**	0.06	0.09	0.11	**0.43**	0.15	0.06	0.07	**0.41**	0.03	0.06	0.13	**0.41**	0.13	0.02	0.07	**0.40**	0.04
OP	0.04	0.13	**0.43**	0.05	-0.01	0.15	**0.52**	0.01	0.13	0.10	**0.45**	0.06	0.14	0.04	**0.39**	0.17	0.09	0.12	**0.44**	0.06	0.07	0.09	**0.46**	0.09
OP	0.07	0.20	**0.52**	0.01	0.01	0.23	**0.53**	-0.05	0.25	0.15	**0.49**	0.31	0.11	-0.04	**0.38**	0.14	0.17	0.17	**0.50**	0.17	0.06	0.11	**0.47**	0.04
OP	0.18	0.07	**0.34**	0.03	0.15	0.12	**0.35**	0.01	0.35	0.24	**0.47**	0.26	0.33	0.14	**0.48**	0.26	0.27	0.15	**0.41**	0.16	0.24	0.13	**0.41**	0.14
OP	-0.01	0.32	**0.54**	0.04	-0.02	0.27	**0.50**	0.07	-0.06	0.17	**0.48**	-0.06	-0.11	0.17	**0.39**	-0.05	-0.04	0.25	**0.50**	-0.02	-0.07	0.22	**0.45**	0.01
OP	-0.11	0.24	**0.27**	-0.12	-0.10	0.36	**0.41**	-0.17	-0.01	0.11	**0.36**	0.07	-0.06	0.07	**0.28**	0.00	-0.05	0.17	**0.32**	-0.01	-0.07	0.22	**0.35**	-0.08
OP	-0.15	0.35	**0.44**	-0.02	-0.14	0.45	**0.48**	-0.05	0.04	0.20	**0.47**	-0.01	0.06	0.20	**0.54**	0.11	-0.05	0.27	**0.45**	-0.02	-0.04	0.32	**0.49**	0.03
FS	0.21	-0.18	0.03	**0.41**	0.29	-0.28	0.05	**0.49**	0.35	-0.17	0.03	**0.61**	0.37	-0.25	0.05	**0.57**	0.29	-0.17	0.04	**0.54**	0.34	-0.26	0.05	**0.53**
FS	0.00	-0.02	-0.01	**0.65**	0.07	0.07	-0.05	**0.62**	-0.01	0.13	0.20	**0.57**	0.04	0.09	0.24	**0.55**	0.00	0.06	0.11	**0.60**	0.06	0.08	0.09	**0.58**
FS	0.16	0.02	-0.08	**0.66**	0.24	-0.09	0.04	**0.66**	0.27	-0.08	0.20	**0.77**	0.22	-0.18	0.16	**0.70**	0.22	-0.03	0.07	**0.72**	0.23	-0.13	0.09	**0.68**
FS	0.20	-0.09	0.07	**0.61**	0.25	-0.16	-0.02	**0.63**	0.31	-0.12	0.25	**0.74**	0.30	-0.25	0.19	**0.75**	0.26	-0.10	0.16	**0.67**	0.28	-0.21	0.08	**0.69**
FS	0.24	-0.04	0.12	**0.47**	0.28	-0.09	0.06	**0.52**	0.41	-0.13	0.08	**0.64**	0.39	-0.30	0.01	**0.58**	0.33	-0.09	0.09	**0.56**	0.33	-0.19	0.03	**0.55**
Cronbach Alpha	0.64	0.74	0.36	0.47	0.68	0.73	0.48	0.53	0.76	0.75	0.49	0.69	0.76	0.74	0.37	0.62	0.71	0.74	0.42	0.59	0.72	0.74	0.44	0.57
Split half reliability	0.71	0.75	0.38	0.58	0.73	0.79	0.39	0.54	0.81	0.81	0.49	0.72	0.81	0.79	0.38	0.74	0.77	0.78	0.43	0.66	0.77	0.79	0.37	0.64
Interscale relationships																								
R	1.00				1.00				1.00				1.00				1.00				1.00			
EW	-0.27**	1.00			-0.32**	1.00			-0.26**	1.00			-0.39**	1.00			-0.26**	1.00			-0.35**	1.00		
OP	0.14	0.40**	1.00		0.10	0.36**	1.00		0.30**	0.33**	1.00		0.24**	0.21*	1.00		0.23*	0.36**	1.00		0.17*	0.29**	1.00	
FS	0.26**	-0.09	0.04	1.00	0.37**	-0.17*	0.02	1.00	0.39**	-0.10	0.24**	1.00	0.40**	-0.28*	0.22*	1.00	0.34**	-0.10	0.16	1.00	0.39**	-0.22*	0.12	1.00
MEAN	30.29	46.07	23.40	9.20	30.26	49.66	24.40	9.37	30.35	47.98	23.93	9.52	30.77	49.66	24.93	9.47	30.32	48.02	23.68	9.37	30.53	49.67	24.69	9.43
SD	5.16	5.74	3.11	2.19	5.54	5.72	3.59	2.38	5.67	5.49	3.23	2.57	5.70	5.26	2.90	2.40	5.43	5.60	3.18	2.40	5.62	5.47	3.25	2.39

** significant at .01 level * significant at .05 level

Appendix– 9.1.2: Results of 2 x 2 ANOVA (2 adolescent sex x 2 parental sex) with repeated measures on the last component on sub-factors of PPRSQ.

PPRSQ Sub-scales	Source	SS	df	MS	F	P
Rejection (R)	Between Subjects					
	SEX	10.451	1	10.451	0.190	0.663
	Error	14100.396	256	55.080		
	Within Subjects					
	PARENT	5.103	1	5.103	0.832	0.363
	PARENT*SEX	6.452	1	6.452	1.051	0.306
	Error	1571.185	256	6.137		
Emotional Warmth (EW)	Between Subjects					
	SEX	0.331	1	0.331	0.006	0.937
	Error	13511.266	256	52.778		
	Within Subjects					
	PARENT	349.365	1	349.365	39.925	0.000
	PARENT*SEX	0.179	1	0.179	0.020	0.887
	Error	2240.124	256	8.750		
Overprotection (OP)	Between Subjects					
	SEX	36.572	1	36.572	2.096	0.149
	Error	4467.437	256	17.451		
	Within Subjects					
	PARENT	129.568	1	129.568	41.077	0.000
	PARENT*SEX	0.002	1	0.002	0.001	0.979
	Error	807.496	256	3.154		
Favouring Subject (FS)	Between Subjects					
	SEX	5.733	1	5.733	0.555	0.457
	Error	2644.323	256	10.329		
	Within Subjects					
	PARENT	0.541	1	0.541	0.465	0.496
	PARENT*SEX	1.518	1	1.518	1.306	0.254
	Error	297.546	256	1.162		

Appendix – 9.2.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of HVIC sub-factors over the levels of analysis.

HVIC Sub-scales	KHASI BOYS				KHASI GIRLS				KHASI (BOYS PLUS GIRLS)			
	HI	VI	HC	VC	HI	VI	HC	VC	HI	VI	HC	VC
HI1	**0.33**	0.18	0.17	0.18	0.39	0.18	0.25	0.22	**0.36**	0.18	0.21	0.19
HI2	**0.47**	0.16	0.22	0.27	0.57	0.24	0.35	0.30	**0.52**	0.20	0.29	0.28
HI3	**0.60**	0.32	0.36	0.43	0.52	0.15	0.19	0.10	**0.56**	0.23	0.27	0.25
HI4	**0.57**	0.23	0.40	0.44	0.45	0.15	0.44	0.35	**0.51**	0.19	0.42	0.39
HI5	**0.47**	0.08	0.14	0.34	0.58	0.27	0.28	0.28	**0.53**	0.18	0.21	0.31
HI6	**0.61**	0.17	0.39	0.26	0.55	0.37	0.31	0.35	**0.58**	0.27	0.35	0.30
HI7	**0.49**	0.48	0.45	0.43	0.39	0.44	0.18	0.20	**0.44**	0.46	0.30	0.30
HI8	**0.61**	0.26	0.30	0.38	0.60	0.25	0.18	0.30	**0.61**	0.26	0.24	0.34
VI1	0.16	**0.64**	0.25	0.36	0.17	0.60	0.08	0.16	0.17	**0.62**	0.16	0.24
VI2	0.41	**0.52**	0.35	0.43	0.39	0.47	0.37	0.49	0.40	**0.49**	0.36	0.46
VI3	0.19	**0.54**	0.06	0.20	0.20	0.61	0.16	0.11	0.19	**0.58**	0.12	0.14
VI4	0.09	**0.46**	0.31	0.21	0.37	0.63	0.31	0.26	0.23	**0.54**	0.31	0.23
VI5	0.16	**0.51**	0.15	0.20	0.24	0.56	0.26	0.19	0.20	**0.52**	0.20	0.20
VI6	0.48	**0.63**	0.45	0.40	0.31	0.58	0.41	0.48	0.39	**0.60**	0.42	0.44
VI7	0.35	**0.71**	0.44	0.50	0.36	0.54	0.27	0.23	0.35	**0.61**	0.36	0.32
HC1	0.24	0.26	**0.58**	0.31	0.19	0.31	0.60	0.36	0.21	0.29	**0.59**	0.33
HC2	0.31	0.15	**0.57**	0.30	0.27	0.04	0.65	0.44	0.29	0.09	**0.60**	0.37
HC3	0.42	0.34	**0.64**	0.48	0.25	0.20	0.52	0.40	0.33	0.27	**0.58**	0.42
HC4	0.51	0.33	**0.59**	0.55	0.45	0.40	0.55	0.50	0.48	0.37	**0.57**	0.53
HC5	0.16	0.26	**0.52**	0.19	0.24	0.14	0.47	0.26	0.20	0.20	**0.49**	0.22
HC6	0.55	0.48	**0.68**	0.59	0.43	0.42	0.56	0.53	0.49	0.44	**0.61**	0.55
HC7	0.29	0.29	**0.61**	0.41	0.31	0.30	0.63	0.42	0.30	0.29	**0.62**	0.41
HC8	0.23	0.17	**0.42**	0.21	0.23	0.24	0.49	0.28	0.22	0.21	**0.46**	0.23
VC1	0.15	0.14	0.17	**0.33**	0.26	0.27	0.51	0.56	0.21	0.20	0.34	**0.46**
VC2	0.28	0.28	0.31	**0.42**	0.13	0.23	0.32	0.50	0.20	0.25	0.31	**0.46**
VC3	0.45	0.47	0.50	**0.63**	0.34	0.32	0.50	0.63	0.39	0.39	0.49	**0.63**
VC4	0.07	0.14	0.24	**0.38**	0.13	0.17	0.31	0.52	0.10	0.16	0.28	**0.44**
VC5	0.40	0.46	0.49	**0.67**	0.27	0.20	0.40	0.47	0.33	0.32	0.44	**0.61**
VC6	0.32	0.21	0.14	**0.45**	0.20	0.18	0.27	0.57	0.25	0.19	0.20	**0.62**
VC7	0.37	0.23	0.28	**0.56**	0.51	0.24	0.40	0.52	0.43	0.22	0.32	**0.64**
VC8	0.55	0.34	0.46	**0.59**	0.48	0.44	0.42	0.64	0.51	0.36	0.42	**0.62**
Cronbach alpha	0.61	0.64	0.69	0.53	0.59	0.65	0.68	0.66	0.6	0.64	0.69	0.61
Split half	0.69	0.56	0.76	0.39	0.59	0.6	0.66	0.65	0.64	0.58	0.71	0.54
Inter-scale relationships												
HI	1.00				1.00				1.00			
VI	0.45**	1.00			0.50**	1.00			0.55**	0.47**	1.00	
HC	0.57**	0.48**	1.00		0.52**	0.45**	1.00		0.57**	0.50**	0.66**	1.00
VC	0.66**	0.57**	0.65**	1.00	0.51**	0.46**	0.70**	1.00	0.57**	0.50**	0.66**	1.00
MEAN	50.03	45.03	53.50	50.636	50.24	44.23	52.12	52.62	50.14	44.61	52.79	51.69
SD	10.40	10.15	10.55	9.411	10.12	9.86	10.16	10.21	10.23	9.99	10.35	9.875

** significant at .01 level * significant at .05 level

Appendix– 9.2.2: Results of one-way ANOVA (K=2) on HVIC sub-factors.

HVIC Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
HI	SEX	2.775	1	2.775	0.026	0.871
	Error	26902.919	256	105.090		
VI	SEX	41.068	1	41.068	0.411	0.522
	Error	25586.393	256	99.947		
HC	SEX	122.198	1	122.198	1.141	0.286
	Error	27412.379	256	107.080		
VC	SEX	252.931	1	252.931	2.610	0.107
	Error	24806.263	256	96.899		

Appendix – 9.3.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of CIAV sub-factors over the levels of analysis.

CIAV	KHASI BOYS				KHASI GIRLS				KHASI (BOYS PLUS GIRLS)			
Sub-scales	CA	IA	CV	IV	CA	IA	CV	IV	CA	IA	CV	IV
CA	**0.46**	-0.03	0.03	0.05	**0.45**	0.09	-0.14	0.03	**0.45**	0.02	-0.05	0.04
CA	**0.63**	0.02	0.06	-0.01	**0.61**	-0.03	-0.09	0.05	**0.57**	-0.01	0.00	0.02
CA	**0.56**	0.10	0.00	-0.01	**0.46**	0.28	0.09	0.03	**0.51**	0.17	0.05	0.01
CA	**0.31**	-0.19	0.06	0.13	**0.54**	0.00	0.13	0.00	**0.44**	-0.08	0.09	0.06
CA	**0.46**	0.11	0.07	0.11	**0.41**	-0.07	0.23	0.21	**0.44**	0.01	0.15	0.16
CA	**0.33**	0.10	0.19	0.10	**0.44**	-0.02	0.11	0.09	**0.38**	0.05	0.14	0.09
IA	-0.01	**0.58**	-0.08	0.06	0.18	**0.28**	-0.12	-0.15	0.09	**0.43**	-0.09	-0.03
IA	-0.11	**0.64**	-0.12	-0.09	-0.03	**0.57**	-0.03	-0.01	-0.07	**0.66**	-0.08	-0.06
IA	0.03	**0.41**	0.10	0.09	0.11	**0.57**	-0.01	0.16	0.07	**0.49**	0.05	0.12
IA	0.06	**0.68**	-0.24	-0.16	-0.15	**0.52**	-0.04	-0.05	-0.05	**0.56**	-0.15	-0.11
IA	0.18	**0.39**	0.18	0.16	0.09	**0.46**	0.14	0.09	0.12	**0.42**	0.15	0.11
CV	0.15	0.11	**0.68**	0.34	-0.04	0.01	**0.58**	0.29	0.05	0.06	**0.63**	0.31
CV	0.06	-0.11	**0.68**	0.34	0.12	-0.09	**0.64**	0.40	0.09	-0.10	**0.66**	0.37
CV	0.17	-0.07	**0.71**	0.33	-0.02	-0.12	**0.70**	0.28	0.08	-0.09	**0.71**	0.31
CV	0.03	-0.10	**0.66**	0.39	0.16	0.09	**0.66**	0.37	0.10	-0.02	**0.66**	0.38
CV	0.13	-0.07	**0.70**	0.53	0.15	0.04	**0.62**	0.31	0.14	-0.03	**0.66**	0.44
CV	0.01	-0.10	**0.67**	0.39	0.03	0.00	**0.77**	0.39	0.02	-0.06	**0.65**	0.39
IV	0.11	-0.03	0.42	**0.67**	0.12	0.07	0.31	**0.55**	0.11	0.02	0.36	**0.61**
IV	-0.03	0.08	0.27	**0.64**	0.03	-0.08	0.10	**0.64**	0.00	0.01	0.19	**0.64**
IV	0.10	-0.02	0.27	**0.57**	0.07	-0.11	0.34	**0.60**	0.09	-0.07	0.30	**0.68**
IV	-0.02	-0.10	0.31	**0.68**	-0.08	-0.09	0.17	**0.66**	-0.05	-0.09	0.24	**0.66**
IV	0.09	0.04	0.49	**0.62**	0.15	0.08	0.55	**0.66**	0.12	0.05	0.52	**0.63**
IV	0.21	-0.07	0.52	**0.66**	0.19	0.05	0.58	**0.58**	0.20	-0.03	0.54	**0.61**
IV	0.07	0.11	0.21	**0.59**	0.15	0.13	0.15	**0.55**	0.11	0.12	0.16	**0.57**
Cronbach alpha	0.28	0.27	0.75	0.71	0.29	0.14	0.74	0.64	0.28	0.21	0.74	0.66
Split half	0.22	0.45	0.75	0.76	0.31	0.1	0.76	0.62	0.26	0.29	0.75	0.69
Inter-scale relationships												
CA	1.00				1.00				1.00			
IA	0.04	1.00			0.08	1.00			0.05	1.00		
CV	0.14*	-0.09	1.00		0.10	-0.02	1.00		0.12	-0.06	1.00	
IV	0.12	0.01	0.58**	1.00	0.15*	0.01	0.61**	1.00	0.13	0.00	0.65**	1.00
MEAN	31.24	22.58	36.26	36.50	31.69	21.745	36.72	37.00	31.46	22.14	36.50	36.76
SD	5.14	5.25	6.44	7.22	5.11	4.7481	6.46	6.96	5.12	5.00	6.03	6.57

** significant at .01 level * significant at .05 level

Appendix– 9.3.2: Results of one-way ANOVA (K=2) on CIAV sub-factors.

CIAV Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
CA	SEX	12.807	1	12.807	0.488	0.486
	Error	6721.553	256	26.256		
IA	SEX	44.689	1	44.689	1.793	0.182
	Error	6379.563	256	24.920		
CV	SEX	13.978	1	13.978	0.397	0.529
	Error	9014.518	256	35.213		
IV	SEX	16.330	1	16.330	0.377	0.540
	Error	11082.248	256	43.290		

Appendix – 9.4.1: Item-total coefficient of correlation, reliability coefficient, relationship and Mean ± SD values of NORC, EVAC and COS over the levels of analysis.

COS	Khasi boys			Khasi girls			Khasi boys+girls		
Sub-scales	NOR	EVA	COS	NOR	EVA	COS	NOR	EVA	COS
NOR	**0.42**	0.19	0.37	**0.48**	0.15	0.39	**0.45**	0.17	0.38
NOR	**0.42**	0.25	0.39	**0.51**	0.13	0.40	**0.47**	0.19	0.40
NOR	**0.52**	0.29	0.48	**0.56**	0.17	0.45	**0.54**	0.23	0.47
NOR	**0.31**	0.28	0.34	**0.29**	0.17	0.27	**0.30**	0.22	0.31
NOR	**0.41**	0.33	0.43	**0.42**	0.05	0.30	**0.42**	0.17	0.36
NOR	**0.19**	0.06	0.15	**0.41**	0.22	0.38	**0.32**	0.15	0.29
NOR	**0.46**	0.31	0.45	**0.60**	0.35	0.50	**0.48**	0.33	0.48
NOR	**0.48**	0.19	0.41	**0.51**	0.13	0.40	**0.50**	0.16	0.41
NOR	**0.60**	0.27	0.52	**0.62**	0.43	0.63	**0.61**	0.36	0.58
NOR	**0.62**	0.24	0.52	**0.58**	0.42	0.59	**0.59**	0.33	0.56
NOR	**0.52**	0.24	0.45	**0.53**	0.31	0.51	**0.52**	0.28	0.48
NOR	**0.53**	0.25	0.46	**0.41**	0.22	0.38	**0.47**	0.23	0.42
EVA	0.17	**0.37**	0.29	0.10	0.50	0.31	0.13	**0.43**	0.30
EVA	0.23	**0.42**	0.36	0.09	0.49	0.30	0.16	**0.46**	0.33
EVA	0.27	**0.47**	0.41	0.24	0.51	0.41	0.26	**0.49**	0.41
EVA	0.19	**0.46**	0.36	0.05	0.36	0.21	0.11	**0.41**	0.28
EVA	0.21	**0.26**	0.26	0.15	0.45	0.32	0.17	**0.36**	0.29
EVA	0.34	**0.44**	0.44	0.26	0.47	0.41	0.30	**0.45**	0.42
EVA	0.39	**0.63**	0.56	0.43	0.63	0.60	0.41	**0.63**	0.56
EVA	0.39	**0.60**	0.55	0.38	0.65	0.58	0.39	**0.62**	0.56
EVA	0.17	**0.46**	0.34	0.28	0.47	0.42	0.23	**0.46**	0.38
EVA	0.06	**0.42**	0.25	0.28	0.34	0.35	0.19	**0.37**	0.31
Cronbach	0.66	0.54	0.75	0.69	0.62	0.77	0.68	0.58	0.76
Split half	0.68	0.64	0.7	0.75	0.73	0.79	0.72	0.69	0.75
Inter-scale relationships									
NOR	1.00			1.00			1.00		
EVA	0.53**	1.00		0.48**	1.00		0.60**	1.00	
COS	0.91**	0.84**	1.00	0.90**	0.81**	1.00	0.90**	0.82**	1.00
MEAN	55.15	49.62	104.77	53.74	49.31	103.06	54.40	49.46	103.86
SD	8.21	6.34	12.76	8.66	6.52	13.09	8.46	6.43	12.94

** significant at .01 level * significant at .05 level

Appendix– 9.4.2: Results of one-way ANOVA (K=2) on NORC, EVAC and COS measures.

COS Sub-scales	Source	Sum-of-Squares	df	Mean-Square	F-ratio	P
NOR	SEX	320.013	1	320.013	10.195	0.002
	Error	9856.342	314	31.390		
EVA	SEX	55.139	1	55.139	2.376	0.124
	Error	7287.835	314	23.210		
COS	SEX	640.823	1	640.823	8.119	0.005
	Error	24783.899	314	78.930		

Appendix– 9.5.1: Relationship between the sub-scales of individualism and collectivism.

Sub-scales	HI	VI	HC	VC	CA	IA	CV	IV	NORC	EVAC
HI	1									
VI	0.47**	1.00								
HC	0.55**	0.47**	1.00							
VC	0.52**	0.47**	0.65**	1.00						
CA	0.12	0.09	0.21*	0.26**	1.00					
IA	0.27**	0.21*	0.12	0.09	0.05	1.00				
CV	0.27**	0.29**	0.37**	0.35**	0.12	-0.06	1.00			
IV	0.39**	0.35**	0.39**	0.32**	0.15*	0.00	0.57**	1.00		
NORC	0.12	0.05	0.20**	0.18*	0.07	0.06	0.12	0.12	1.00	
EVAC	0.14*	0.12	0.18*	0.13	0.09	0.00	0.23**	0.16*	0.51**	1.00

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Appendix – 9.6.1(a): Communalities of the sub-scales of individualism and collectivism scales.

Subscales	Initial	Extraction
HI	1.000	.645
VI	1.000	.545
HC	1.000	.645
VC	1.000	.671
CA	1.000	.097
IA	1.000	.640
CV	1.000	.674
IV	1.000	.605
NORC	1.000	.761
EVAC	1.000	.737

Appendix – 9.6.1 (b): Percentage of variance explained by three factors of individualism and collectivism sub-scales.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	3.426	34.258	34.258	3.426	34.258	34.258	3.294
2	1.438	14.384	48.642	1.438	14.384	48.642	1.791
3	1.157	11.573	60.216	1.157	11.573	60.216	1.365
4	.972	9.724	69.939				
5	.786	7.860	77.799				
6	.567	5.665	83.465				
7	.491	4.910	88.375				
8	.481	4.814	93.190				
9	.376	3.763	96.953				
10	.305	3.047	100.000				

Appendix - 9.6.1 (c): Three-factor Component Matrix of sub-scales of individualism and collectivism scales.

Sub-scales	Component		
	1	2	3
VC	.793		
HC	.791		
HI	.738		
VI	.675		
IV	.642		-.392
CV	.608		-.503
CA	.310		
EVAC	.363	.732	
NORC	.333	.684	.428
IA		-.343	.688

Appendix - 9.6.1 (d): Three-factor Pattern Matrix of subscales of individualism and collectivism scales.

Sub-scales	Component		
	1	2	3
VC	.819		
HI	.813		
HC	.784		
VI	.760		
CA			
NORC		.887	
EVAC		.856	
IA	.395		.733
CV	.418		-.641
IV	.467		-.531

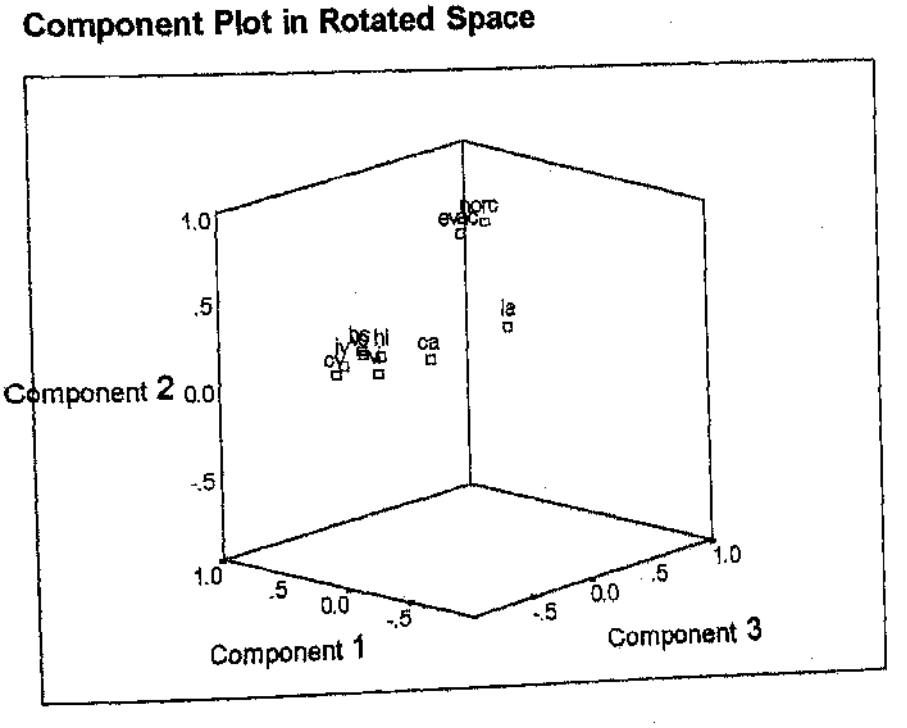
Appendix - 9.6.1 (e): Three-factor Structure Matrix of sub-scales of individualism and collectivism scales.

Sub-scale	Component		
	1	2	3
VC	.819		
HC	.800		
HI	.792		
VI	.729		
CA	.304		
NORC		.865	
EVAC		.856	
CV	.502		-.693
IA	.339		.683
IV	.549		-.593

Appendix - 9.6.1 (f): Three-factor Component Correlation Matrix of sub-scales of individualism and collectivism.

Component	1	2	3
1	1.000	.	
2	.249	1.000	
3	-.102	-.127	1.000

Figure – 3: Three-factor plot of individualism and collectivism scales for Khasi (boys plus girls) adolescents.



Appendix – 9.7.1: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and HI sub-factor of HVIC as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.220	0.048	0.033	10.061
2	0.219	0.048	0.037	10.041
3	0.201	0.041	0.033	10.061
4	0.183	0.033	0.030	10.079

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1297.426	4	324.357	3.205	0.014
	Residual	25608.268	253	101.218		
	Total	26905.694	257			
2	Regression	1295.641	3	431.880	4.283	0.006
	Residual	25610.053	254	100.827		
	Total	26905.694	257			
3	Regression	1091.820	2	545.910	5.393	0.005
	Residual	25813.874	255	101.231		
	Total	26905.694	257			
4	Regression	897.109	1	897.109	8.830	0.003
	Residual	26008.585	256	101.596		
	Total	26905.694	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), FST, EWT, RT
c	Predictors: (Constant), FST, RT
d	Predictors: (Constant), RT
e	Dependent Variable: HI

Appendix – 9.7.2: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and VI sub-factor of HVIC as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.226	0.051	0.036	9.803
2	0.221	0.049	0.038	9.797
3	0.214	0.046	0.038	9.792

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1314.539	4	328.635	3.420	0.010
	Residual	24312.922	253	96.099		
	Total	25627.461	257			
2	Regression	1250.369	3	416.790	4.343	0.005
	Residual	24377.092	254	95.973		
	Total	25627.461	257			
3	Regression	1177.923	2	588.962	6.143	0.002
	Residual	24449.538	255	95.881		
	Total	25627.461	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), FST, OPT, EWT
c	Predictors: (Constant), OPT, EWT
d	Dependent Variable: VI

Appendix – 9.7.3: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and HC sub-factor of HVIC as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.170	0.029	0.014	10.280
2	0.165	0.027	0.016	10.268
3	0.151	0.023	0.015	10.272
4	0.137	0.019	0.015	10.273

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	795.625	4	198.906	1.882	0.114
	Residual	26738.953	253	105.688		
	Total	27534.578	257			
2	Regression	753.574	3	251.191	2.382	0.070
	Residual	26781.004	254	105.437		
	Total	27534.578	257			
3	Regression	628.564	2	314.282	2.979	0.053
	Residual	26906.014	255	105.514		
	Total	27534.578	257			
4	Regression	517.638	1	517.638	4.905	0.028
	Residual	27016.939	256	105.535		
	Total	27534.578	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), FST, OPT, EWT
c	Predictors: (Constant), FST, EWT
d	Predictors: (Constant), EWT
e	Dependent Variable: HC

Appendix – 9.7.4: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and VC sub-factor of HVIC as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.321	0.103	0.089	9.427
2	0.319	0.102	0.091	9.413
3	0.311	0.097	0.090	9.420

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2575.635	4	643.909	7.246	0.000
	Residual	22483.559	253	88.868		
	Total	25059.194	257			
2	Regression	2553.821	3	851.274	9.608	0.000
	Residual	22505.373	254	88.604		
	Total	25059.194	257			
3	Regression	2429.968	2	1214.984	13.691	0.000
	Residual	22629.226	255	88.742		
	Total	25059.194	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), OPT, EWT, RT
c	Predictors: (Constant), EWT, RT
d	Dependent Variable: VC

Appendix – 9.7.5: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and CA sub-factor of CIAV as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.115	0.013	-0.002	5.125
2	0.115	0.013	0.002	5.115
3	0.115	0.013	0.006	5.105
4	0.093	0.009	0.005	5.107
5	0.000	0.000	0.000	5.119

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	89.587	4	22.397	0.853	0.493
	Residual	6644.774	253	26.264		
	Total	6734.360	257			
2	Regression	89.561	3	29.854	1.141	0.333
	Residual	6644.799	254	26.161		
	Total	6734.360	257			
3	Regression	89.417	2	44.708	1.716	0.182
	Residual	6644.943	255	26.059		
	Total	6734.360	257			
4	Regression	58.788	1	58.788	2.254	0.134
	Residual	6675.573	256	26.076		
	Total	6734.360	257			
5	Regression	0.000	0	0.000	.	.
	Residual	6734.360	257	26.204		
	Total	6734.360	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), FST, OPT, EWT
c	Predictors: (Constant), OPT, EWT
d	Predictors: (Constant), OPT
e	Predictor: (constant)
f	Dependent Variable: CA

Appendix – 9.7.6: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and IA sub-factor of CIAV as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.072	0.005	-0.010	5.026
2	0.071	0.005	-0.007	5.017
3	0.069	0.005	-0.003	5.007
4	0.046	0.002	-0.002	5.004
5	0.000	0.000	0.000	5.000

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.594	4	8.398	0.332	0.856
	Residual	6390.658	253	25.260		
	Total	6424.252	257			
2	Regression	32.084	3	10.695	0.425	0.735
	Residual	6392.168	254	25.166		
	Total	6424.252	257			
3	Regression	30.770	2	15.385	0.614	0.542
	Residual	6393.482	255	25.072		
	Total	6424.252	257			
4	Regression	13.764	1	13.764	0.550	0.459
	Residual	6410.488	256	25.041		
	Total	6424.252	257			
5	Regression	0.000	0	0.000	.	.
	Residual	6424.252	257	24.997		
	Total	6424.252	257			

a Predictors: (Constant), FST, OPT, EWT, RT
b Predictors: (Constant), FST, OPT, EWT
c Predictors: (Constant), OPT, EWT
d Predictors: (Constant), OPT
e Predictor: (constant)
f Dependent Variable: IA

Appendix – 9.7.7: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and CV sub-factor of CIAV as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.251	0.063	0.048	5.783
2	0.249	0.062	0.051	5.774
3	0.230	0.053	0.046	5.790

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	567.907	4	141.977	4.246	0.002
	Residual	8460.589	253	33.441		
	Total	9028.496	257			
2	Regression	561.588	3	187.196	5.616	0.001
	Residual	8466.908	254	33.334		
	Total	9028.496	257			
3	Regression	479.085	2	239.542	7.145	0.001
	Residual	8549.411	255	33.527		
	Total	9028.496	257			

a Predictors: (Constant), FST, OPT, EWT, RT
b Predictors: (Constant), OPT, EWT, RT
c Predictors: (Constant), OPT, EWT
d Dependent Variable: CV

Appendix – 9.7.8: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and IV sub-factor of CIAV as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.221	0.049	0.034	6.459
2	0.221	0.049	0.038	6.446
3	0.216	0.046	0.039	6.442
4	0.200	0.040	0.036	6.451

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	544.150	4	136.038	3.261	0.012
	Residual	10554.427	253	41.717		
	Total	11098.578	257			
2	Regression	543.804	3	181.268	4.362	0.005
	Residual	10554.773	254	41.554		
	Total	11098.578	257			
3	Regression	516.049	2	258.024	6.217	0.002
	Residual	10582.529	255	41.500		
	Total	11098.578	257			
4	Regression	444.059	1	444.059	10.670	0.001
	Residual	10654.519	256	41.619		
	Total	11098.578	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), FST, OPT, EWT
c	Predictors: (Constant), OPT, EWT
d	Predictors: (Constant), EWT
e	Dependent Variable: IV

Appendix – 9.7.9: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and NORC sub-scale of COS as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.220	0.048	0.033	8.322
2	0.219	0.048	0.037	8.307
3	0.218	0.048	0.040	8.293
4	0.207	0.043	0.039	8.297

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	889.035	4	222.259	3.209	0.014
	Residual	17523.043	253	69.261		
	Total	18412.078	257			
2	Regression	884.694	3	294.898	4.274	0.006
	Residual	17527.384	254	69.005		
	Total	18412.078	257			
3	Regression	875.060	2	437.530	6.362	0.002
	Residual	17537.018	255	68.773		
	Total	18412.078	257			
4	Regression	787.206	1	787.206	11.434	0.001
	Residual	17624.871	256	68.847		
	Total	18412.078	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), FST, OPT, EWT
c	Predictors: (Constant), FST, EWT
d	Predictors: (Constant), EWT
e	Dependent Variable: NORC

Appendix – 9.7.10: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and EVAC sub-scale of COS as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.182	0.033	0.018	6.369
2	0.180	0.032	0.021	6.358
3	0.175	0.031	0.023	6.352
4	0.170	0.029	0.025	6.345

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	350.741	4	87.685	2.162	0.074
	Residual	10261.290	253	40.558		
	Total	10612.031	257			
2	Regression	344.381	3	114.794	2.840	0.038
	Residual	10267.650	254	40.424		
	Total	10612.031	257			
3	Regression	324.570	2	162.285	4.023	0.019
	Residual	10287.461	255	40.343		
	Total	10612.031	257			
4	Regression	304.934	1	304.934	7.574	0.006
	Residual	10307.097	256	40.262		
	Total	10612.031	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), OPT, EWT, RT
c	Predictors: (Constant), EWT, RT
d	Predictors: (Constant), EWT
e	Dependent Variable: EVAC

Appendix – 9.7.11: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and individualism-collectivism as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.214	0.046	0.031	32.186
2	0.213	0.045	0.034	32.129
3	0.203	0.041	0.034	32.136

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12534.48	4	3133.621	3.025	0.018
	Residual	262095.6	253	1035.951		
	Total	274630.1	257			
2	Regression	12425.03	3	4141.678	4.012	0.008
	Residual	262205.1	254	1032.303		
	Total	274630.1	257			
3	Regression	11287.24	2	5643.619	5.465	0.005
	Residual	263342.9	255	1032.717		
	Total	274630.1	257			

a	Predictors: (Constant), FST, OPT, EWT, RT
b	Predictors: (Constant), OPT, EWT, RT
c	Predictors: (Constant), OPT, RT
d	Dependent Variable: Individualism-collectivism

Appendix – 9.7.12: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and cultural orientation as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.225	0.051	0.036	12.705
2	0.225	0.050	0.039	12.683
3	0.223	0.050	0.042	12.663
4	0.219	0.048	0.044	12.648

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2185.038	4	546.259	3.384	0.010
	Residual	40839.939	253	161.423		
	Total	43024.977	257			
2	Regression	2169.269	3	723.090	4.495	0.004
	Residual	40855.708	254	160.849		
	Total	43024.977	257			
3	Regression	2135.743	2	1067.872	6.660	0.002
	Residual	40889.233	255	160.350		
	Total	43024.977	257			
4	Regression	2072.029	1	2072.029	12.952	0.000
	Residual	40952.947	256	159.972		
	Total	43024.977	257			

a Predictors: (Constant), FST, OPT, EWT, RT
b Predictors: (Constant), FST, OPT, EWT
c Predictors: (Constant), FST, EWT
d Predictors: (Constant), EWT
e Dependent Variable: cultural orientation

Appendix – 9.7.13: Results of step-wise regression analysis (backward) and the resulting ANOVA with PPRSQ sub-factors as predictors and attitude-value as the criterion.

Regression	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.203	0.041	0.026	11.795
2	0.202	0.041	0.029	11.775
3	0.196	0.038	0.031	11.765
4	0.192	0.037	0.033	11.753

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1510.004	4	377.501	2.713	0.031
	Residual	35200.074	253	139.131		
	Total	36710.078	257			
2	Regression	1492.760	3	497.587	3.589	0.014
	Residual	35217.317	254	138.651		
	Total	36710.078	257			
3	Regression	1411.990	2	705.995	5.100	0.007
	Residual	35298.088	255	138.424		
	Total	36710.078	257			
4	Regression	1349.228	1	1349.228	9.768	0.002
	Residual	35360.850	256	138.128		
	Total	36710.078	257			

a Predictors: (Constant), FST, OPT, EWT, RT
b Predictors: (Constant), OPT, EWT, RT
c Predictors: (Constant), OPT, EWT
d Predictors: (Constant), EWT
e Dependent Variable: attitude-value