CHAPTER III

METHOD AND PROCEDURE
The method and procedure of the study have been discussed with regard of the following data.

(a) Population

(b) The sample

(c) Research Design and Variable Involved

(d) The Tools used

(e) Procedure

(f) The Statistical Technique used.

(a) Population:

The present study was confined the personality, adjustment and family relationship made by employed and unemployed mother's children of Bundelkhand Area of Uttar Pradesh. There are six districts in the Bundelkhand Area of Uttar Pradesh. There are 1- Jalaun, 2- Banda, 3- Hamirpur, 4- Lalitpur, 5- Jhansi, 6- Mahoba. But I have taken only one district Jalaun for the study.
(b) The Sample:

In the present study 300 subjects were selected through random purposive sampling technique in the age range of 18 to 30 years. The subjects were selected as a distributing technique 150 each in employed and unemployed mother's children and then further were divided for about 75 each in boys and girls group of both employed and unemployed mother's children.

```
300
   /\  \
  /  \ /
 150 150
     |   |
Employed mother's children  unemployed mother's children
    /\   /\  \
   /  \ /  \  /
 75  75  75  75
 Boys Girls Boys Girls
```

(c) Research Design and Variable Involved:

The present study is concerned with the effect of gender (boys & girls) and employed and unemployed mother's children on personality, adjustment and family relationship. 2x2 factorial design is considered suitable with the present study.

The variable of the present study are as follows -

**Independent Variable** -

"Independent variable is a condition in a scientific study that is manipulated so that its effects may be observed" Rathus
"An Independent variable is that factor manipulated by the experimenter in his attempt to ascertain its relationship on the observed phenomenon" - Townsend

"The variable over which the investigator has control are called independent variable". - Edwards

"In general, then an independent variable is any variable manipulated by experimenter, either directly or through selection order to determine its effects on a behavioural measure (dependent variable)". - D. Amato

**Dependent Variable -**

" A dependent variable is that factor which appear, disappears, or varies as the experimenter introduces removes as varies the independent variable" - Townsend

Any measured behavioural variable of interest in a psychological investigation in called a dependent variable - D, Amato.

There are two types of variable involved in the study.

1. Independent variable - Gender (boys & girls)
   - Types of children's mother
     (employed and unemployed)
2- Dependent Variable - Personality
   - Adjustment
   - Family relationship

(d) The Tools to be used -

1. Personality Inventory - Dr. Taresh Bhatia
2. Adjustment Inventory - Dr. Taresh Bhatia
3. Family Relationship Scale - Dr. Govind Tiwari

(i) Multi-variable Personality Inventory (MPI) -

The present inventory was developed by Dr. Taresh Bhatia and Arunima Pathak for measuring the different personality variables of an individual. The present inventory measures ten important variables of an individual. These variables were -

a- Social Desirability - The state or quality of being social desirability.

b- Extraversion - A person whose basic orientation is towards the external world. Extraversion (and introversion, its dimensional opposite) can be investigated by a whole range of personality tests. Extraverts are out-going, sociable, rather impulsive and require constant stimulation from the environment.
c- Psychoticism - Tendency of suffering from several mental arrangements.

d- Dogmatism - Tendency of declaring opinion arrogantly. A somewhat unfashionable term related to the idea of closed-mindedness or the inability to form new cognitive systems of various kinds (perceptual, conceptual etc).

e- Ego-ideal - Individual's ideal perception or experience himself. The ideal standard against which the Ego evaluates its activity and qualities.

f- Alienation - The feeling that one's life has no meaning that the human and natural world around one is impersonal mechanistic and unsympathetic. Person's scoring high would be suspicious, oversensitive getting unusual sensations and sensory distortions.

g- Emotional instability - Unhappy, nervous, emotionally labile, fearful, anxious and depressed. Person scoring high would be indicated that the individual has serious personality problems and would need psychological and psychiatric assistance.

h- Self-confidence - Belief in one's own abilities.

i- Empathy - The ability to share and accept another
person's feelings, while respecting their dignity and refraining from value and judgements.

j. Dominance - certain personality as being dominant over other, having control or authority or influence.

Item Selection - It was decided to write 15 to 20 items under each of the 10 variables. In this way an initial pool of 185 items were ready for the entire inventory. These items were given to five experts for a rating. The items with 100 per cent approval were retained and rest were dropped.

The inventory was administered to the subjects of the sample 300 students (male and female) for the purpose of item analysis. The age range of the subjects was 25 to 35 years. Subjects were asked to respond to items as 'Yes or No'. Items measuring of particular variable positively and responded as 'True or Yes' given a score of one. The negatively worded items were given a score of zero for a true response and a score of one for false response. The higher the score, the higher was the subject on the variable. Item - analysis was done with the help of the method between two extreme upper and lower groups, as described by Anastasi (1968). Total 120 items were of good discriminative value, thus 20 items were dropped. In the
final inventory there 100 'Yes - No' types items.

Reliability - The coefficient of reliability was determined by test-retest method. The test was administered twice with a time interval of 20 day to a sample of 150 subjects. The test-retest reliability coefficient for each dimension of the scale was found out as follows.

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Variable's</th>
<th>Re-test Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a Social Desirability</td>
<td>0.88</td>
</tr>
<tr>
<td>2.</td>
<td>b Extraversion</td>
<td>0.84</td>
</tr>
<tr>
<td>3.</td>
<td>c Psychoticism</td>
<td>0.79</td>
</tr>
<tr>
<td>4.</td>
<td>d Dogmatism</td>
<td>0.81</td>
</tr>
<tr>
<td>5.</td>
<td>e Ego - Ideal</td>
<td>0.83</td>
</tr>
<tr>
<td>6.</td>
<td>f Alienation</td>
<td>0.87</td>
</tr>
<tr>
<td>7.</td>
<td>g Emotional Instability</td>
<td>0.84</td>
</tr>
<tr>
<td>8.</td>
<td>h Self - Confidence</td>
<td>0.91</td>
</tr>
<tr>
<td>9.</td>
<td>i Empathy</td>
<td>0.94</td>
</tr>
<tr>
<td>10.</td>
<td>j Dominance</td>
<td>0.89</td>
</tr>
</tbody>
</table>

The split-half reliability method was computed for estimating the internal consistency and equivalence, which
was found 0.89. Thus both these reliabilities are significant which indicate that the scale is highly consistent and reliable.

**Validity** - The Empirical validity of the scale was found out by correlating the scale with some external criterion that is Multi-Variable Personality Inventory by B.C. Muthayya. Both the test were administered to sample of 150 subjects and correlation was found out between different variable which were common in both the tests, indicated positive and significant correlation.

**Administration of the Inventory** - It is a self administrating inventory. There is no time limit for answering it. However most of groups should finish it is about 20 minutes, though there will be a few individual who would take much longer time. It should be emphasized that there is no right or wrong aswers to the statement. They are constructed to have differences in individual's reaction to various situations.

**Scoring Key** - Scoring key of the present inventory is given as follows ; Give one score for the following responses, otherwise give zero score.
<table>
<thead>
<tr>
<th>Variables</th>
<th>Yes Response (Items having Yes)</th>
<th>No Response (Items having No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Desirability</td>
<td>61,71,81,91</td>
</tr>
<tr>
<td>b</td>
<td>Extraversion</td>
<td>32,42,52,62,82</td>
</tr>
<tr>
<td>c</td>
<td>Psychoticism</td>
<td>3,13,23,33,43,</td>
</tr>
<tr>
<td>d</td>
<td>Dogmatism</td>
<td>4,14,24,34,44,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>54,64,74,84,94</td>
</tr>
<tr>
<td>e</td>
<td>Ego-Ideal</td>
<td>5,15,25,35,45,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55,65,75,85,95</td>
</tr>
<tr>
<td>f</td>
<td>Alienation</td>
<td>6,16,26,36,46,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>56,66,76,86,96.</td>
</tr>
<tr>
<td>g</td>
<td>Emotional</td>
<td>7,17,37,47,57,67,</td>
</tr>
<tr>
<td></td>
<td>Instability</td>
<td>77,87,97</td>
</tr>
<tr>
<td>h</td>
<td>Self-confidence</td>
<td>8,18,28,38,48,68,</td>
</tr>
<tr>
<td>i</td>
<td>Empathy</td>
<td>9,19,29,39,69,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79,89,99</td>
</tr>
<tr>
<td>j</td>
<td>Dominance</td>
<td>10,20,30,40,50,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60,70,80,</td>
</tr>
</tbody>
</table>
(ii) **Adjustment Inventory:**

The process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment is called adjustment. (Coleman, 1960).

Schneiders (1965) says that adjustment can define "Most simply as process involving both mental and behavioural responded by which an individual strives to cope with inner needs. Tensions, frustrations and conflicts and to bring harmony between these inner demands and those imposed upon him by the world in which he lives."

Thus while studying adjustment, one should therefore be more interested in the ways in which people respond to the demands and stresses of their environment as well as to the satisfaction of their needs and desires in accordance with such temporary and long-range environmental demands (Hussain 1966).

**Development of Inventory:**

The Adjustment inventory has been used for measuring different types of adjustment. The present inventory measures five important areas of Adjustment.
These areas are:

a. Home

b. Educational

c. Social

d. Emotional

e. Health

Item Analysis:

It was decided to write 15 to 20 items under each of the five areas. In this way an initial pool of 85 items were ready for the test. These items were given to five experts for a rating. The items with 100% approval were remained and rest were dropped. Thus after the initial try-out the 20 items were left.

The inventory was administered to the subjects of the sample of 300 students (Male and female) for the purpose of item-analysis. The age range of the subjects was 15 to 21 years. Subjects were asked to respond to items as ‘Yes’ or ‘No’ item-analysis was done with the help of the method between to extreme upper and lower groups. Discriminative values were competed for item-selection and applying ‘t’ test for each item. All the statement were than arranged in descending order of their ‘t’ values. Out of 65 items, the first 50 items were selected for
the final form of the inventory. Thus the inventory consists of 50 items out of which each area has 10 items.

Reliability:

The coefficient of reliability was determined by the following two methods.

1. The test-retest reliability was determined by administering the test after four weeks.

2. The split-half reliability was ascertained by adopting odd-even procedure.

The table-1 show the coefficient reliability determined by the two methods.

<table>
<thead>
<tr>
<th>Method</th>
<th>Areas</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Home</td>
<td>Educational</td>
<td>Social</td>
<td>Emotional</td>
<td>Health</td>
<td>Total</td>
</tr>
<tr>
<td>1. Test-Retest</td>
<td>.83</td>
<td>.87</td>
<td>.92</td>
<td>.88</td>
<td>.82</td>
<td>.91</td>
</tr>
<tr>
<td>Method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Split. half</td>
<td>.88</td>
<td>.85</td>
<td>.89</td>
<td>.87</td>
<td>.90</td>
<td>.89</td>
</tr>
<tr>
<td>Method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Validity:

The validity of the inventory was found out by correlating the scores of the present inventory with the external
criterion as the scores of other valid and standardized adjustment inventory. The following two valid tests were used:

(1) The adjustment inventory constructed and standardized by Dr. D.N. Srivastava and Dr. G. Tiwari on 150 subjects correlation was found 81.

(2) The adjustment inventory constructed and standardized by Dr. Har Mohan Singh on 150 subjects correlation was found 79.

Administration:

It is a self administrating inventory. There is not time limit for answering it. However most of groups should finish it in about 15 minutes. It should be emphasized that there is no right or wrong answers to the statement. They are constructed to have differences in individual’s reaction to various situations.

Scoring:

Inventory can be scored by hand. For any answer indicative of well adjustment on score is given. Otherwise zero is awarded. A high score on the inventory indicates good adjustment while low score is the indicator of poor adjustment. Following is the key response indicative of well adjustment.
<table>
<thead>
<tr>
<th>Items No.</th>
<th>a Response</th>
<th>b Response</th>
<th>c Response</th>
<th>d Response</th>
<th>e Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>6</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>11</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>16</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>21</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>26</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>31</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>36</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>41</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>46</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

(iii) **Family Relationship Scale**:

"If a human right exists at all, it is the right to be born with a normal body and mind, with the prospect of developing further to fulfillment." This statement throws light, directly or indirectly on the importance of family members and their interaction. Because relation of husband-wife at first stage, is responsible for giving a sound normal body, and second stage their relation with the child helps in shaping and reshaping of personality. Family exists at the most important agency in the process of socialisation of the child. He perceives mother and father as his own status, possession and aspiration. Several
attempts have been made to relate specific Parent-Child relation to the development of specific personality traits. "The essence of P.C. relations......lies more in how a parent feels then in what a parent does." (Symonds, 1949).

Parent-Child relations have various dimension of interactions and as such remain basic to socialisation of the child. On this background, the personality of child is developed. In this context several studies have been conducted to know its major dimensions. The Table-1 clear this contention:

**Table-1**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dimensions</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Symonds (1939)</td>
<td>Dimensions</td>
<td>Acceptance-Rejection; Dominance Submission</td>
</tr>
<tr>
<td>2. Baldwin, Kalhorn</td>
<td>Syndromes</td>
<td>Democracy in the Homes, Acceptance of child indulgence</td>
</tr>
<tr>
<td>and Breese (1945)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Breese (1949)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Roff (1949)</td>
<td>Factors</td>
<td>Concern for child, Democratic guidance, Permissiveness, Parent-Child</td>
</tr>
<tr>
<td></td>
<td></td>
<td>harmony, Sociability, Adjustment of Parents, Activeness of home, Non-readiness of Suggestion.</td>
</tr>
</tbody>
</table>
5. Lorr and Jenkins (1953) Factors Dependence encouraging, Democracy of child training, Organisation and Effectiveness of control.


From the above discussion and critical literature review we can say that the problem of P-C relation is an important problem in the fields of Development Psychology, Child Psychology, Social Psychology, Clinical Psychology and Sociology. Studies at earlier stage on P-C relation made by Symonds (1939), Radke (1946) and Orlansky (1949) suggest that the quality of P-C relationship is of crucial importance in the development of child’s personality. Child socialized under the dynamic leadership of his father and mother. In other words, Parents constitute that first school of the child. Parent-Child relations have various dimension of interactions and as such remain basic for socialization of the child. Child’s acquisition from the Parent in terms of ‘Acceptance-rejection’; ‘Dominance-submission’; ‘Love-hate’; Democracy-authoritarian’; ‘Trust-
distrust'; 'Reward-punishment'; and 'Tolerance-Hostility' determines his unique adjustment and potentiality of behaviour not only in the family but in other social sphere of interaction (Tiwari, G.P., 1962). Some very well known studies (Symonds, 1949; Radke, 1946; Betletheim, 1952; Brofenbrenner, 1953; Sneewell, Mussen, Harris, 1955; Maccoly and Lewin, 1957; Kelbanoff, 1957, Mann, 1957' Kakar, Modi and Patel, 1966' Chauhan and Tiwari, 68-69; Tiwari, G.P., 1970) have been reported in this area with positive results.

Test Format:

The present test have been developed with view to measure following aspects-

(i) Parent of Parent Relations (Grand-Parents Relation)

(ii) Child-Parent-Relations.

(iii) Nuclear-Relations (Husband-Wife Relations)

(iv) Sibling-Child Relation.

The present scale has been prepared in the form of schedule cum-Questionnaire. Part-A is schedule which has 6 items related to primary information's of the subject, Father, Other members of the Family, Birth order, Religion, and Types of Home environment.

The next area of the scale is related to the ‘Parent-Child Relation’ which consist of 12 items (as Grand Parent Relation).

The section of Husband-Wife relation has 4 items related to Isolation, Readiness, Helpful Nature and Belief system. The response of this scale should be obtained from Husband and Wife (or subject’s Father and Mother) on 7 point scale as given in the test on page 4.

The section of Sibling-Child relation has 4 items related to Love, Cooperation, Help and Trust. The information regarding this relationship can be obtained from subject’s brother and sister.

**Item Selection:**

On the basis of review of related literature, the items have been selected and presented in such simple language that
people from both urban and rural areas, may easily understand the content of the items.

Reliability of the Scale:

For determining the reliability, the test was administered to 300 families. The Split half-reliability of this test is given below-

1. Parent to Parent Relations .77 (N=538)
2. Child-Parent Relations .81 (N=560)
3. Nuclear Relation (Husband-Wife) .76 (N=418)
4. Sibling Child Relation .74 (N=618)

Validity of the Scale:

Although no test is available which can measure all four dimension of Family Relation, that is why, only for Child-Parent relation validity was computed. Tiwari's (1970) Parent-Child Relation alongwith this scale were administered to 100 children of class V and VI. The Validity Coefficient was .69.

Scoring Procedure:

Scoring Procedure of this test is very simple. The scores should be given as following manner-

1. Parent to Parent Relation: For the answer of Very Much,
Much, Moderate, Less and Very Less; Please award 5, 4, 3, 2 and 1 respectively.

2. Child-Parent Relation: The scoring procedure should be as Parent to Parent Relation.

3. Husband-Wife Relation: Award Scores as per printed numbers (7, 6, 5, 4, 3, 2, 1 and 0).

4. Sibling-Child Relationship: Award Scores as per 1 or 2 dimension of this scale.

Norms:

It is advised to researcher to develop local Norms for further Analysis.

3(e) Procedure:

In the present study researches took 300 subjects of which 150 employed mother's children (75 boys & 75 girls) and 150 unemployed mother's children (75 boys & 75 girls).

For the data collection of employed mother's children boys and girls, researcher went to Govt. Offices to find out the employed women and talk her to about their children. Researcher also went to school & colleges offices to collect the information of students mother's. With their help researcher select the employed mother's children.
For the data collection of unemployed mother's children researcher went to schools, colleges and help their friend and colleagues.

(f) The Statistical Technique used:

The first purpose of the present study was to compare the personality, adjustment and family relationship of employed and unemployed mother's children. Mean and standard deviation of each group were calculated. The comparison between different groups were made on the basis of critical ratio with 0.05 and 0.05 level of confidence considered significant. Hypothesis were tested by applying critical ratio. Than calculate the effect of gender (Boys & Girls) and employed & unemployed mother's children on personality, adjustment and family relationship and testing the hypothesis.