CHAPTER-3

METHODOLOGY

The research design and methodology adapted in connection with this research has been presented in this chapter under the following heads-

3.1 Research Methods and Approaches
3.2 Locale of the Study
3.3 Sample and Sampling Method
3.4 Variables and their Measurement
3.5 Hypotheses
3.6 Statistics used for Analysis and Interpretation of Data

3.1 Research Methods and Approaches-

This study has been planned on basis of normative survey method of research, which is fact finding with adequate interpretation in the light of the norms. Normative survey is concerned with conditions or relationship that exists, opinions that are held, effects that are evident. It is also concerned with the generalized statistics abstracted from a number of individual cases.

3.2 Locale of the Study- This study has been conducted in Baghpat district in the state of Uttar Pradesh. Baghpat was under Meerut district, having rural surroundings and environment and was made district only 18 years ago and is still in developing stage. Baghpat district has been selected for two reasons-

Firstly, Baghpat district provides somewhat rural settings and people from different SES and cultural background. This district is bordered by Gaziabad districts in the south, Muzaffarnagar in the north, River Yamuna and district Rohtak of Haryana in the West.

Secondly it was convenient for researcher to contact and collect required information as well as conducting interviews and verification of facts, when needed for researcher belong to the region.
3.3 Sample and Sampling Procedure-

To conduct this study multistage random sampling design was adopted. Baghpat district has six blocks namely- Baraut, Baghpat, Binauli, Chhaprauli, Khekra, and Pilani blocks. Out of these six blocks - two blocks (Chhaprauli and Baraut) were randomly selected. List of schools in these two blocks was collected from B.S. A. office. Principals of schools, providing education to sixth, and seventh and eighth class children were approached to discuss objectives and procedure for data collection.

Twenty schools (10 from each block) were randomly selected on the basis of willingness to participate and facilitate the study. Efforts were made to include different types of schools- Hindi and English medium schools, government and private schools as well as unisex and co-educational schools. Children studying in 6th, 7th, 8th classes of these selected have constituted our sample for collecting information and administration of psychological tests.

Graph No.3.1 : Sampling Procedure at A Glance

List of schools selected for the study and number of children picked up from each school has been given in Annexure-I

Size of Sample: Thus final sample for present study consisted of 600 children. (380 boys and 220 girls), studying in VI, VII, VIII, classes as per details given in the below table-
Table 3.1: Sample for Study

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Class</th>
<th>Number of Boys</th>
<th>Number of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VI</td>
<td>108 (28.4)</td>
<td>94 (42.7)</td>
</tr>
<tr>
<td>2</td>
<td>VII</td>
<td>124 (32.6)</td>
<td>73 (33.2)</td>
</tr>
<tr>
<td>3</td>
<td>VIII</td>
<td>148 (38.9)</td>
<td>53 (24.1)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>380</td>
<td>220</td>
</tr>
</tbody>
</table>

3.4 Variables and Their Measurement-

Child Abuse and Neglect: were studied in terms of frequency, degree of severity and forms in family as well as in school settings.

Socio Psycho Characteristics: our case were studied in three types of independent variables classified as-

1) Child characteristic - age, gender, education, intelligence, temperament.
2) Parent and family characteristic – literary level of parents, types of occupation, discipline, mothers working status, step parents, parent child relationship.
3) Environmental influence- cast, religion, size of family, type of family, home and school environment, family discord, insufficient income, undeveloped housing, continuous challenges.

Following Standardized and self developed tools have been used to collect information from the respondents on various aspect of study.

I. Parent Child Relationship Scale (PCRS) (Hindi) developed by Nalini Rao to study ten dimensions of parent child relationship namely, protecting, symbolic punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, loving object reward and neglecting.

II. Home Environment Inventory (Hindi) developed by Dr. Reena Sharma & Dr. Vibha Nigam to assess five dimensions of home environment- A-Acceptance, B-Autocratic, C-Over Protection, D-Permissiveness, E-Rejection.

III. Intelligence Scale (Mixed Type Group Test of Intelligence (Verbal and Non-Verbal) developed by Dr. P.N. Mehrotra including ten sub-tests, five each in verbal and nonverbal tests.
IV. **Multifactor Emotional Intelligence Scale (EQ)** developed by Dr. Vinod Kumar Shanwal designed to measure the following four branches of emotional intelligence (a) perceiving emotions, (b) using emotions to facilitate thought, (c) understanding emotions, and (d) managing emotions.

V. **Social Intelligence Scale (SQ)** developed by Dr. S. Mathur to identify socially intellectuals.

VI. **Temperament Schedule (Hindi)** developed by Dr. Savita malhotra & Dr. Anil Malhotra for five dimensions of temperament (1) sociability (2) emotionality (3) energy (4) attentivity (5) rhythmicity.

VII. **Child Abuse and Neglect Questionnaire (CANQ)** developed by the investigator to study various aspect of neglect and abuse in children in family and school environment.

**Description of Tools-**

I. **Parent Child Relationship Scale (PCRS):** Item of the scales are arranged in the same order as the dimensions and they rotate in a cycle through the scale. Each respondent scores the tool for both father and mother separately. Items are common for both the parents except for three items which are different, in the father and mother forms due to the nature of variation in paternal and maternal relationship with children.

**Administration of PCR:**

It is self-administering scale. The instruction was read loudly by the tester, while subjects read carefully along with the tester. The test can be started only after clear understanding has been established. There is no time limit.

Respondents were asked to rate statements as to their own perception of their relationship with either father or mother on a five point scale ranging from ‘Always’ to ‘Very rarely’ weighted 5, 4, 3, 2, and 1 on the scale points. Each sub scale yields a score found by summing the scores of the rating on each item of the sub scale. The scale is scored separately for each of the parents thus every respondent obtains ten scored separately for each of the parent ‘Father Form’ and ‘Mother Form’.

II. **Home Environment Scale:** Home Environment Scale (HES) (developed by Dr. Reena Sharma & Dr. Vibha Nigam) is an instrument designed to measure the
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psycho-social climate of home as given by parents. It contains 84 items belonging to five dimensions of Home Environment. A- (Acceptance) B- (Autocratic) C- (Over Protection) D- (Permissiveness) E- (Rejection). Subjects were asked to respondant to the items by marking any one of five response options: mostly, frequently, sometimes, least and never.

Administration of HES: It is self-administering scale. The instruction should be read loudly by the tester, while subjects read carefully along with the tester. The test can be started only after clear understanding has been established. There is no time limit but usually it takes 35-40 minutes.

Scoring and Analysis: The items were scored as: more scores include good environment quality norms for the test has been given in the model. Scoring is simple positively items are scored as 5, 4, 3, 2, 1 successively for mostly to never whereas negative items are score reverse order 1 for mostly to 5 for manual.

III. Mixed Type Group Test of Intelligence (Verbal & Non-Verbal) (IQ):

Administration of the Test:

This test of intelligence is primarily a group test although it can be used for individual testing as well. The instructions for each part of the test, i.e. verbal and non-verbal, are printed on the test form. The answer of question are to be given by the testee, the answers have been framed in such a manner that the testee has to give an answer to a question in a digit form. The full test consists of a work of 20 minutes only, i.e., 10 minutes each verbal and non-verbal test.

Scoring and Analysis:
In each test, only one correct answer is to be selected by a pupil for one question from the different alternatives given under each question. In scoring, credit of one point should be given for each correct answer and zero for each incorrect answer. No mark should be deducted for wrong answers. For scoring, scoring keys have been prepared for verbal and non-verbal test separately. After setting the scoring key on the answer-sheet, the wrong and left out questions should be crossed.

The number of correct questions should be counted in each test, i.e., verbal and non-verbal, which becomes the raw score of a pupil. The raw score can be interpreted in any manner according to different types of norms given.

IV- **Multifactor Emotional Intelligence Scale (EQ):** This tool (developed by Dr. Vinod Kumar Shanwal) Indian version is also an adaptation of MEIS appropriate for Indian population. For each item, the experts identified the best alternative (from 1 to 5) for each response. It consists of 141 item scales and 31 stimuli designed to measure the following for ranches of emotional intelligence (a) perceiving emotions, (b) using emotions to facilitate thought, (c) understanding emotions, and (d) managing emotions. Different components, stimuli, and item of the Indian version of MEIS as has been given in the manual.

**Administration of EQ:**

It is self-administering scale. The instruction should be read loudly by the tester, while subjects read carefully along with the tester. The test can be started only after clear understanding has been established. There is no time limit. Complete session of assessment taken was for about 30-40 minutes in each case.

V- **Social Intelligence Scale (SQ):**

This tool (developed by Dr. S. Mathur) is to identify socially intellectuals.

**Scoring and Analysis:**

There are 50 statements in the scale, 25 positive statements show high social intelligence while other 25 negative statements show low social intelligence. 2 marks on “Yes”, 1 mark on “indefinite” and 0 marks on “No” were allotted on positive statements and just reverse marking on negative statements. There is no time limit for the testes to record the response in the scale.
Adding all the marks provider row score for interpret in terms of category of the social intelligence.

VI. Temperament Schedule (TS): (Developed by Dr. Savita malhotra & Dr. Anil Malhotra) each item e.g. low score on activity meant a less active child and vice versa. Mean scores on each of the variable sociability, emotionally, energy, attentivity and rhythmicity were computed.

Scoring and Analysis:

The schedule measures the nine temperament variables with 45 items (5 items each) to be rated on a 5 point scale. Two extreme scores of 1 to 5 were provided with the definitions with the mid point at 3. Score less than 3 were in the negative direction and greater than 3 on the positive direction for the intensity and the frequency of behavior measured.

Procedure of Administration: The schedule can be used as in interview schedules or as self administered questionnaire. In the normal children the enquiry pertains to that period of time when the child is in his most usual self. Each question is used as a probe where minor elaborations are permitted if found necessary. Care should be taken that the questions explore into style of behavior i.e. how the child does rather than why or what he does. Questions pertain to the day-to-day activities of the child.

VII. Child Neglect and Abuse Questionnaire (CNAQ) (prepared by the investigator): This is a semi structure mixed type of responses questionnaire. The questionnaire can be used as survey instrument or as an interview schedule.

Item Selection : The statements for the present inventory were collected from relevant literature, questionnaire developed by other researchers, discussions with experts and psychologists. A list of items was prepared including different aspects of abuse and neglect self administration.

Questionnaire has been divided in two parts-

Part I: General Background Information Section Included-
Name (optional), class, sex, age, caste, religion, number of siblings, birth Order, education level of parents, profession of parents, types of family.

Different types of personal factors included were family discipline, any disability of parents, age of parents at the time of marriage, use of alcohol and by whom, frequency of consumption, and other substance abuse.

Frequency of different type of family stress included- family discord, insufficient income, inadequate house, general relationship and few unclassified items.

Part II: Included close ended yes/no responses and five point Likert Scale response based questions (to be marked on a ranging from 0 to 5) on different types of neglect and abuse. This part has been divided in two sections A and B.

- Section A is based on neglect, emotional abuse and physical abuse in family in terms of neglecters/abusers (by whom) including father, mother and siblings and severity (how frequent or infrequent).
- Section B is based on neglect, emotional abuse and physical abuse in school/classroom. Details on two sections are as follows-

Section A: Child Abuse and Neglect Problems in Family-

Neglect: Included total 10 statements on types of neglect and neglecters. The neglect statements included problems on lack of supervision, malnutrition, locking in/out frequency. The theoretical range of scores for neglect is 0 to 50.

Emotional Abuse: Included total 10 statements related to shouting, abusive language, restricting for activities, depriving of toys and books, ridiculing, belittling remarks, and other behaviors. The theoretical range of scores for emotional abuse is 0 to 50.

Physical Abuse: Included total 13 statements on physically injured, punched, hit by rod, pinch, bang on back, slapped on face, hits on hand and legs, smack on face. The theoretical range of scores for the physical abuse is 0 to 65.

Section B: Child Abuse and Neglect Problems in Schools-

Some of the statements were included in the questionnaire to find out general feel of school’s physical environment. (in terms general facilities) and reasons of punishment. Question on bullying were also included in the school from (not included...
These statements are in yes/no response format. Statements on neglect, emotional abuse and physical abuse in classroom are included to find out degree of severity.

**Neglect:** Included total 13 statements. The theoretical range of neglect in school scale is 0 to 65.

**Emotional Abuse:** Total 6 statements have been included in relation to this aspect. The theoretical range of scores for the total scale was 0 to 30.

**Physical Abuse:** Included total 18 statements on physical abuse and punished. The theoretical range of scores for this is 0 to 90.

**Validity and Reliability:** The questionnaire was hypothetical to acquire face and content validity as each item was judged by five experts from Human Development and Psychology. Items not found fit or understandable were dropped for the questionnaire.

The reliability of the revised tool had been calculated by test-retest method. The test was administered twice on 100 adolescents (not included in sample for the study) at the interval of 25 days. The correlation between two scores was calculated by Karl-Pearson coefficient of correlation. The reliability coefficient for CANQ was 0.72.

**Administration:** This is self administering Questionnaire. Subjects are asked to read institutions silently. The test should be started only after clear understanding of the objectives of study and preparedness to response. There is no time limit for the subjects to record their responses in this questionnaire. Usually each child took 30-35 minutes to record the responses.

**Scoring and Analysis:** For yes/no responses, all yes responses have been presented in frequencies and percentages. To find out severity respondents were asked to read each statement carefully and rate on a scale (from 0 to 5) ranging that behavior from never happened, ‘once that year’ to more than ten and more times that year. Scores given were as follows for all the statements-
Meaning of the terms:
0= this never happened
1= not that year, but it happened before
2= once and two time that year
3= Three to four time that year
4= five and more time that year
5= ten and more than that year

Raw scores for neglect and abuse for individual, for each category, can be calculated by directly adding all scores for that area of behavior (neglect, emotional and, physical abuse) separately for home and school and subjected to the statistical treatment. High scores meant more neglect and abuse in family and school.

Categorization for prevalence of neglect and abuse was done by dividing item wise responses into three categories-
0-1 scores for low
2-3 for moderate and
4-5 as severe

Hypotheses: Following null hypotheses were laid down in connection with this study based on objectives and variables of study

Ho: There is no significant difference in neglect and abuse problems with reference to different demographic variables under study

Ho: There is no significant difference in neglect and abuse among boys and girls in family

Ho: There is no significant difference in neglect and abuse among boys and girls in schools

Ho: There is no significant difference in various dimensions of Temperament among boys and girls

Ho: There is no significant difference on various dimensions of Home Environment in boys and girls

Ho: There is no significant difference among boys and girls on various dimensions of Intelligence

Ho: There is no significant difference in boys and girls on various dimensions of Parent Child Relationship
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**Ho:** There is no significant correlation between neglect and abuse and Temperament of students

**Ho:** There is no significant correlation between neglect and abuse and home Environment of students

**Ho:** There is no significant correlation between neglect/abuse and Intelligence of student

**Ho:** There is no significant correlation between neglect and abuse and Parent Child Relationship of students

3.6 Statistics Used for Analysis and Interpretation of Data-

Statistics is a body of mathematical techniques of process for analyses and interpretation numerical data. The data collected, in connection with this study were tabulated, coded, edited and analyzed to arrive at results and conclusions. All statistical analysis is performed by using the SPSS 16.0 for windows considering purpose of the study. Following analysis measures were performed-

- Frequency
- Percentage
- Mean
- Standard Deviation
- ANOVA and ‘t’ test (to find out significance of difference between means)
- Karl Pearson Correlation to find out association

The statistical significance level was accepted as \*p<.05 in the study.