3.1 Method of the Study

This investigation was based in Kolkata. Data was analyzed statistically. The inferences were interpreted qualitatively by reference to existing literature and everyday experiences. The outline of the process is given below.

3.2 Population

Secondary school going and college students of Kolkata were the target population. In particular, children in grade VII to XII (age group 13-18 years) in secondary schools and 1st and 2nd year (age group 19-20 years) in colleges of Kolkata were selected for the purpose.

3.3 Sample

Several schools and undergraduate colleges in Kolkata were approached for participants in the sample. Finally, six girls’ and six boys’ schools and two colleges agreed to participate. The initial sample consisted of students from class VII-XII and from 1st-2nd year in colleges. Purposive sampling was followed for selecting the participants of this study.

The selected participants were administered the Personal Data Sheet. After perusal of the responses those living with both father and mother were finally selected for the sample. The final sample is shown in the table:
Table 1  Grade and Gender wise breakup of the students in the sample

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GROUP</th>
<th>GIRLS</th>
<th>BOYS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII - VIII</td>
<td>A</td>
<td>67</td>
<td>54</td>
<td>121</td>
</tr>
<tr>
<td>IX - X</td>
<td>B</td>
<td>96</td>
<td>55</td>
<td>151</td>
</tr>
<tr>
<td>XI - XII</td>
<td>C</td>
<td>87</td>
<td>141</td>
<td>228</td>
</tr>
<tr>
<td>1st - 2nd Year</td>
<td>D</td>
<td>48</td>
<td>72</td>
<td>120</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>298</td>
<td>322</td>
<td>620</td>
</tr>
</tbody>
</table>

3.3.1 Procedure of identifying the sample

Further perusal of responses to the personal data sheet yielded details of the sample as follows:

Table 2  Status of family

<table>
<thead>
<tr>
<th>Family status</th>
<th>Nuclear</th>
<th>Joint</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>479</td>
<td>155</td>
<td>620</td>
</tr>
</tbody>
</table>

Comment: Most of the participants were from nuclear family.

The above table has been depicted by the following graph:
Table 3 Status of Siblings

<table>
<thead>
<tr>
<th>No. of Siblings</th>
<th>Single</th>
<th>1</th>
<th>2</th>
<th>More than 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>207</td>
<td>193</td>
<td>123</td>
<td>97</td>
<td>620</td>
</tr>
</tbody>
</table>

Comment: Most of the participants were single children.

The above table has been depicted by the following graph:
Table 4 Qualification of Father and Mother

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Primary Education</th>
<th>Secondary Education</th>
<th>Higher Sec. Education</th>
<th>Graduate</th>
<th>Above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>Nil</td>
<td>108</td>
<td>116</td>
<td>242</td>
<td>154</td>
<td>620</td>
</tr>
<tr>
<td>Mother</td>
<td>11</td>
<td>125</td>
<td>209</td>
<td>154</td>
<td>121</td>
<td>620</td>
</tr>
</tbody>
</table>

**Comment:** All the fathers had secondary education or more and a few of mothers had post school education.

The above table has been depicted by the following graph:

**Fig. 3 : Qualification of Father and Mother**

*Graph showing the number of participants by qualification level for fathers and mothers.*
Table 5   Hobbies of the participants

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Reading</th>
<th>Chatting</th>
<th>Watching T.V/Video Games</th>
<th>Sports</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>137</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chatting</td>
<td></td>
<td>144</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching T.V/Video Games</td>
<td>197</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td></td>
<td></td>
<td></td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>620</td>
</tr>
</tbody>
</table>

Comment: Watching T.V/Video games are the hobby of the most of the participants. The above table has been depicted by the following graph:

3.4 Tools used for the study

After perusal of several commercially available scales the following tools were selected to measure the different variables.


A Questionnaire on Study Habit of Students of Secondary and Higher Secondary Schools by Kalpana Sen Barat (unpublished, 1988)

A Personal Data Sheet was constructed by the investigator.

All four scales were translated into Bengali and validated by language experts in this field. The tools are further elucidated below:


Parenting style has a major influence on the development of the child. The phenomenon of parenting is common to all cultures of the world. Different patterns of parenting are considered universally important. Parenting style refers to the normative patterns of behavior and tactics that parents use to socialize and control their children.

This scale is used for ascertaining parenting patterns of the individuals. It is important to note that most of the children have a fairly definite clear cut concept of father which differs markedly from their concept of mother. So, there is dichotomy in each parenting model that can studied as the role of mothering and fathering separately as well as parenting as a whole. According to Bharadwaj et al.,(1998) parental emotional expressiveness which involves a combination of emotions, knowledge of display rules, motivation and ability to control one’s emotion has been the basis for identifying eight patterns of parenting. These eight parenting patterns have been included in the present scale which may be enumerated as under the opposite ends of a single continuum and as independent characteristics of the individual. These are shown below:
These parenting patterns are explained below:

**Whole Parenting:** Whole parenting is the child’s perception of his/her parents together as per their attitudes, behaviors and expectations towards him/her. It is the child’s comprehensive, perspective of the parenting patterns he/she has been brought up.

**Whole Mothering:** This is the child’s perspective his/her mothers’ parenting patterns.

**Whole Fathering:** This is the child’s perspective his/her fathers’ parenting patterns.

**Different Patterns of Parenting**

**Rejection vs. Acceptance:** Parental acceptance implies an attitude of love for the child. It encourages the child and makes positive attitude towards the child’s idea and judgment. Parental rejection may also evince itself in physical neglect, denial of love and affection, lack of interest in his activities and failure to spend time with him.

**Carelessness vs. Protection:** Parental carelessness may incur feelings of unwantedness and may result in chemical dependence. Protection of the child makes him better and more confident.
Neglect vs. Indulgence: When parents succumb to the adolescent’s slightest whims in terms of indulgence and make adolescents spoilt, selfish, demanding, and rebellious to authority. Neglect manifests itself in lack of attention and non-cooperation with children, and avoidance of their genuine needs. It means negligence and over indulgence may play a detrimental role in the development of personality.

Utopian expectation vs. Realism: This dimension reveals that parental demand of perfection from their adolescents. Realism, on the other hand, is manifest in parents taking a pragmatic stand about their child’s abilities and expected behaviors.

Lenient standard vs. Moralism: Parental lenient standard implies an ambivalent attitude to right and wrong actions by their adolescents. Moralism implies parents’ strict adherence to rectitude and inculcation of moral values in their children.

Freedom vs. Discipline: Freedom implies impunity of action and lack of impediments for the adolescent. It also implies autonomy for the child. Discipline implies authoritarian rule by the parents over the child.

Faulty Role Expectation vs. Realistic Role Expectation: Faulty role expectation implies unpredictable expectation from the child by the parents. This may arise because of contradictory behaviors of parents and what adolescent expect from the parents. Realistic role expectation is the reverse of the above. Here, parents’ actions are the expected roles to be emulated by their children. Thus, realistic role expectation will be consistent and predictable.

Marital Conflict vs. Marital Adjustment: Marital conflict implies conflict between parents leading to insecure and unhappy conditions within the family.
Marital adjustment creates a congenial and stable family atmosphere of peace and harmony.

**Administration:** This scale was translated into Bengali and validated by three language experts in this field. This scale has 40 items related to eight different modes of parenting and are spread in a meaningful manner. The parenting scale can be administered either individually or to a large group at a time. The items numbered 4, 11, 18, 25 and 32 are stated negatively just to check the habitual disposition of responses. The items from number 36 to 40 are to be responded to separately. These items are mainly developed to understand the relationship between both the parents.

**Scoring:** The scoring of this parenting scale is of quantitative type and is based on a five point Likert type scale. Each item of the scale is to be scored from upper to lower in terms of 1, 2, 3, 4 and 5. The scoring of item number 4, 11, 18, 25 and 32 will be in reverse order (i.e., 5, 4, 3, 2, 1). The obtained raw scores for different modes of parenting are to be transformed into ‘Z’ score.

**Interpretation:** The interpretation of the scores for both the roles of parenting either in relation to each mode of parenting or as a whole can be made with the help of norms known as ‘Sten Scores’ that refer to a standard score. Standard ten scales takes ten units for their point scale. The reliability of the test is .72 and validity of the test is .75.

**3.4.2 State-Trait Anger Expression Inventory by C.D. Speilberg (STAXI Scale, 1996)**

The State-Trait Anger Expression Inventory (STAXI) measures the experience and expression of anger. However, angry feelings are frequently confounded with
aggressive behavior. Speilberger et al., (1996) have endeavored to define the meaning of anger and aggression. Anger refers to an emotional state that consists of feelings that vary in intensity from mild irritation to intense fury or rage associated with arousal of automatic and neuroendocrine system. Aggression describes destructive or punitive behaviors directed towards other persons or objects in the environments. So, STAXI was constructed to assess the intensity of angry feelings and individual differences in anger proneness as personality traits.

The STAXI is conceptualized as having three components:

**State Anger.** Usually refers to an emotional state that involves displeasure and consists of subjective feelings that vary in intensity of angry feelings in a particular time.

**Trait Anger.** It may be considered to be a general temperament of low threshold reactivity in which angry feelings are experienced in response to a very wide variety of relatively innocuous triggers.

It has two sub-items:

- **Angry Temperament-** “It measures a general propensity to experience and express anger without specific provocation”. (Speilberger et al., 1996).

- **Angry Reaction-** “It measures individual differences in the disposition to express anger when criticized or treated unfairly by other individuals” (Speilberger et al., 1996).
**Angry Expression** – Anger may be expressed in two ways: turned inward towards the self and expressed in assaults or destructive behavior. The anger expression scale was constructed to assess this dimension (Spielberger et al., 1996).

- **Anger In** – “When anger is directed inward that is holding in or suppressing angry feelings” (Speilberger et al., 1996).
- **Anger Out** – “It involves the expression of anger toward other people or object in the environment” (Speilberger et al., 1996)
- **Anger Control** – “Individual differences in the extent to which a person attempts to control the expression of anger” (Speilberger et al., 1996).

**Administration**: STAXI consists of three sub-scales, with clear instructions for each sub-scale. It is designed for administration on individuals of ages 13 through the adult range. The scale can be administered individually or in a small groups.

**Scoring**: The scoring of the responses to the items of each scale was done according to the scoring manual. The reliability of the scale is .86.

### 3.4.3 An Altruism Scale by Ghose & Ray (unpublished, 2007)

Ghose and Ray in 2007 developed a test to ascertain altruism was developed by Ghose and Roy. The factors constituting altruism were identified. These were called indicators. These are as follows:

**Cooperation** - It means working/acting together for a common purpose.
Help- It means to give assistance, to be of use, to give aid or to relieve the wants of another person.

Sharing- It refers to give or take a portion of anything with another person; or to enjoy or suffer in common with others.

Restitution- It means restoring to a person what has been lost, stolen or taken away or making good a loss; reparation for injury or wrong doing.

Emotional Comfort- It means to help a person to bear sorrow or speak kind words to a person who is in trouble or in pain.

This scale consisted of 10 situations 2 for each of 5 indicators. Each situation was accompanied by the five responses pertaining to the five levels of Altruism. The 5 responses are arranged in random order.

The subjects were asked to read the situations and then to select the responses, which they considered being the most appropriate and then responses were scored. Their responses were then evaluated in order to estimate the level of Altruism, by consulting three researchers in the field, according to the five levels that have been suggested by Nancy Eisenberg, Randy Lenon and Karlsson Roth (1983). These five levels are as follows:

1. Level-I : Hedonistic

2. Level-II : Need Oriented

3. Level-III : Approved Oriented

4. Level-IV : Empathic/Transitional

5. Level-V : Strongly Internalized
Scores were allotted to the responses in the following way:

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The reliability was \( r = 0.81 \).

The content validity of this scale was ensured by submitting the scale to the 5 experts in the field.

3.4.4 *A Questionnaire on Study Habit by Kalpana Sen Barat (Unpublished, 1988)*

The aim of this questionnaire is to find out the study habit of the student. The main dimensions of study habit measured by this scale are as follows:

1. **Study Attitude**- Attitude means a more or less stable set or disposition of opinion, interest, or purpose, involving expectancy of a certain kind of experience, and readiness with an appropriate response……’(Draver, 1966).

   Study attitude implies attitude towards study.

2. **Understanding the Assignment**- This means a complete and clear knowledge of the work, making it meaningful to the student.

3. **Study Planning**- This implies the systematic planning of procedures of study.

4. **Study Execution**- This means the actual action of study.

5. **Study environment**- This implies the environmental factors which influence study.

The scale consisted of 57 items accompanied by the instruction, “Some questions with certain possible answers are given below. Read them carefully and
then underline those answers you spontaneously consider to be most suitable to express yourself properly.”

Each of the items was scored on a 3-point scale. The answer indicating the most favorable study habit was awarded 3 marks; that indicating least or negative attitude towards study was marked 1; and that indicating study habit of average value was given 2 marks.

The test-retest reliability of the questionnaire as a whole is .90 and validity of the test was determined by Inter Scorer Rating Technique.

3.4.5 Personal Data Sheet

A personal data sheet was constructed by the investigator to gather the information regarding family status of the participants, i.e. whether they belong in nuclear or joint family, how many siblings they have, the educational qualifications of their parents, and the hobbies of the participants.