CHAPTER III

METHODOLOGY
Methodology:

The present study herein is an attempt to find out the differences, if any, i) between junior performers of reality television show group (RSG) and junior vocal music learners, viz., control group (CG) ; ii) between corresponding mothers’ of the performers of reality television show group (MOT- RSG) and corresponding mothers’ of the junior vocal music learners (MOT-CG). These groups were selected, based on purposive sampling method, matched on relevant socio-demographic variables. Junior groups were compared with respect to their temperamental disposition, self-image, perceived parent child relation and frustration reactions. Furthermore, mothers’ groups were compared on temperamental disposition and self-image profile.

In order to assess the above variables, psychological tests were used. The methodological aspects of the research have been highlighted below.

3.1 Study Design

The study was a cross sectional comparative study designed i) to explore temperamental disposition, self-image profile, perceived parent child relation and frustration reactions of junior reality television show performers; ii) temperamental disposition and self-image profile of the mothers of these junior performers, based on purposive sampling.

Venue: The study was conducted in the different media houses and well established vocal music institutions in Kolkata.
3.2 Objectives of the Study:

**Junior Reality Television Show performers Group (RSG):**

1. To study the self-image profile, direction of frustration and aggression, parent-child relationship pattern, temperament and character profile of junior reality television show performers.
2. To determine the interrelationships among junior reality television show performers temperament and character profile, expression of frustration and aggression, parent-child relationship and self-image profile and the impact of children’s temperament & character on the direction of aggression and frustration reaction.
3. To assess the degree of relation between junior reality television show performers temperament & character and their mothers’ temperament & character.
4. To study the impact of mothers’ temperament on RSG children’s temperament & relation with their children.

**Mother of Junior Reality Television Show Performers Group (MOT-RSG)**

5. To study the self image profile and temperament and character profile of the mothers’ of junior reality television show performers.

**Control group (Junior students of Indian classical vocal music & Rabindra Sangeet) (CG):**

6. To assess the self image profile, direction of frustration and aggression, parent-child relationship pattern, temperament and character profile of control group children.
7. To study the interrelationships among control group children’s temperament and character profile, direction of frustration and aggression, parent-child relationship and self-image profile.

Mothers of Control Group Children (MOT-CG)

8. To study the self image profile & temperament and character profile of the mothers’ of control group children.

Reality television show performing group and control group (Junior students of Indian classical vocal music & Rabindra Sangeet) :

9. To assess the difference in self image profile, parent-child relationship, temperament and character profile and direction of frustration & aggression between RSG and CG.

10. To determine the difference in temperament and character profile and self-image profile among the mothers of RSG and CG.

3.3 Sample

Total 120 subjects were selected and divided into four groups: thirty were in the junior top twenty performers of the reality television shows (RSG), mothers of each forming another group (MOT-RSG), along with thirty junior learners form different established vocal music schools, specializing in Indian classical vocal music & Rabindra Sangeet (CG) again each with their mother as well, forming another group (MOT- CG). RSG group consists of 15 male and female each and CG group matched accordingly following purposive sampling method.
3.4 **Inclusion and exclusion criteria:**

**Inclusion Criteria for RSG**

1. Reality television shows focused on singing only were included.
2. Junior performers of both sexes, aged between 7-13 years were included.
3. Subjects were selected from top twenty performer groups.
4. Only those who consented to participate in the study were included keeping ethical issues in mind.

**Exclusion Criteria for RSG**

1. The participants, who ranked below the top twenty performers of reality television show have not been chosen for the present study.

**Inclusion Criteria for MOT- RSG**

1. The minimum level of education for mothers was fixed to be Standard 12 to aid in assessment.
2. Only those who consented to participate in the study were included keeping ethical issues in mind.
**Exclusion Criteria for MOT-RSG**

1. RSG-Mothers whose children ranked below the top twenty performers of reality television show have not been chosen for the present study.

**Inclusion Criteria for CG**

1. Control group children were selected from established institutions of vocal music where they used to learn singing.
2. Each group members were matched to RSG group according to age, sex and socio-economic status.
3. Only those who agreed to participate in the study were included keeping ethical issues in mind.

**Exclusion Criteria for CG**

Subjects with any experience of T.V performance have not been chosen for the present study.

**Inclusion Criteria for MOT- CG**

1. CG group mothers were matched with MOT-RSG group according to age, sex and socio-economic status.
2. Only those who agreed to participate in the study were included keeping ethical issues in mind.
3.5 Tools:

Keeping in view the purpose of the study the interview schedules have been prepared. It includes different relevant information regarding the present study.

1. Self Image Profile for Adults (SIP-Adult), (Butler and Gasson, 2004).
4. Rosenzweig Picture Frustration Study (Indian adaptation of RPFS Children’s Form), (Pareek and Rosenwig, 1958). The Bengali version of the Indian adaptation of Rosenweig Picture-Frustration Study (Kundu & Basu, 1988).
5. Junior temperament and character inventory (JTCI), (Cloninger et al, 1994).
6. Temperament & character inventory (TCI), (Cloninger et al, 1994).

JUNIOR TEMPERAMENT AND CHARACTER INVENTORY (Cloninger, 1994):

Description of the tool:

The Junior Temperament and Character Inventory (JTCI) is a questionnaire designed to be a comprehensive inventory of personality and has broad applications in both clinical and non-clinical settings. The Junior Temperament and Character Inventory (JTCI) is an inventory for personality traits devised by Cloninger et al (1987, 1992, and 1994). It is closely related to and an outgrowth of Tri-dimensional Personality Questionnaire (TPQ) and it has also been related to the dimensions of personality in Zuckerman’s alternative five and Eysenck’s models and those of the
Five Factor Model. JTCI measures individual differences in the way people feel, act or behave. These differences are expressed through different individual scores on seven personality dimensions; 4 dimensions of temperament and 3 dimensions of character.

**The 4 dimensions of temperament:**

**Novelty Seeking:** Novelty seeking is a higher order temperament trait. Individuals high with novelty seeking trait are described as quick tempered, excitable, explanatory, curious, enthusiastic, exuberant, easily bored, impulsive and disorderly. Individuals low in novelty seeking trait are described as slow tempered, indifferent, un-inquiring, unenthusiastic, stoical, reflective, frugal, reserved, tolerant of monotony, systematic, and orderly.

**Harm Avoidance:** Harm Avoidance is a higher order temperament trait which describes high scores as cautious, fearful, tense, apprehensive, nervous, timid, doubtful, discouraged, insecure, passive, negativistic, or pessimistic even in situation that do not worry other people. The low scorers are described as carefree, relaxed, daring, courageous, composed, and optimistic even in situations that worry most people.

**Reward Dependence:** Reward dependence is a multifaceted higher order temperament trait. Individuals high on this temperament trait tend to be tender-hearted, loving and warm, sensitive, dedicated, and sociable. Individuals low in reward dependence are often described as practical, tough minded, cold, and socially insensitive.
Persistence: Individuals high in persistence trait tend to be industrious, hard working, persistent, perfectionist, and stable despite frustration and fatigue. Individuals low in this temperament trait tend to be inactive, indolent, unreliable, and unrealistic.

The 3 dimensions of Character:

Self-Directedness: Self-directedness is a multifaceted higher order character trait which describes high scores as mature, strong, self-sufficient, responsible, reliable, goal-oriented, constructive, and well-integrated. The low scorers are described as immature, weak, fragile, blaming, destructive, ineffective, irresponsible, unreliable, and poorly integrated.

Cooperativeness: Cooperativeness is a main scale higher order character trait. High scorers are described as empathetic, tolerant, compassionate, supportive, fair and principled individuals who enjoy being of service to others and try to cooperate with others as much as possible. On the other hand, individuals low in cooperativeness traits are often described as self absorbed, intolerant, critical, unhelpful, revengeful and opportunistic.

Self-Transcendence: Self-transcendence is a main scale character trait where high scorers are described as fulfilled, patient, creative, selfless, and spiritual. The low scorers are described as proud, impatient, unimaginative, un-appreciative of art, self-aware, unfulfilled, and materialistic.

Scoring:

Each of the subscales of JTCI is scored by adding 1 point for each item answered appropriately. The items which are agreed by the individual are given score
1 and those disagreed by the individual are given score 0. The greater score in a particular trait reflects the greater presence of the trait for the individual.

**Reliability and validity:**

In order to determine reliability and validity of the JTCI, a number of studies have been conducted in different cultural setups. One such study was done by Lyoo et al (2004). The JTCI was translated into Korean and administered to 663 Korean middle school students (male/female, 360/303; 13.3 +/- 1.0 years) and their parents (mother/ father, 448/84). Internal consistency was calculated by Cronbach alpha. A test-retest study of the Junior TCI was conducted across a 3-month interval with 97 subjects. Factor analyses for the temperament and character dimensions were performed using principle component analysis, rotating factors by Promax. Cronbach alpha values of the JTCI scales ranged from 0.48 to 0.80 for the temperament scales and from 0.64 to 0.68 for the character scales. Test retest correlations ranged from 0.62 to 0.85 for the temperament scales and from 0.76 to 0.79 for the character scales. Principal component factor analyses showed three factors out of four temperament scales (Harm Avoidance 1 to 4; Novelty Seeking 1 to 4; Persistence; and Reward Dependence 1, 3, 4) and three factors out of three character scales (Self- Directedness 1 to 5; Cooperativeness 1 to 5; and Self- Transcendence 1 to 3) that were similar to factor structures of adult versions of the TCI. In conclusion, this was the first study to tests and report detailed psychometric properties of the Junior TCI. The current study confirms that the Junior TCI has satisfactory psychometric properties for the use in child and adolescent populations and reflects Cloninger’s biosocial model of personality.
TEMPERAMENT AND CHARACTER INVENTORY (Cloninger, 1994):

Description of the tool:

The Temperament and Character Inventory (TCI) is a questionnaire designed to be a comprehensive inventory of personality and has broad applications in both clinical and non-clinical settings. The Temperament and Character Inventory (TCI) is an inventory for personality traits devised by Cloninger et al (1987, 1992, and 1994). It is closely related to and an outgrowth of Tri-dimensional Personality Questionnaire (TPQ), and it has also been related to the dimensions of personality in Zuckerman’s alternative five and Eysenck’s models and those of the Five Factor Model. TCI measures individual differences in the way people feel, act or behave. These differences are expressed through different individual scores on seven personality dimensions; 4 dimensions of temperament and 3 dimensions of character.

The 4 dimensions of temperament:

Novelty Seeking: Novelty seeking is a higher order temperament trait. Individuals high with novelty seeking trait are described as quick tempered, excitable, explanatory, curious, enthusiastic, exuberant, easily bored, impulsive and disorderly. Individuals low in novelty seeking trait are described as slow tempered, indifferent, un-inquiring, unenthusiastic, stoical, reflective, frugal, reserved, tolerant of monotony, systematic, and orderly.

Harm Avoidance: Harm Avoidance is a higher order temperament trait which describes high scores as cautious, fearful, tense, apprehensive, nervous, timid, doubtful, discouraged, insecure, passive, negativistic, or pessimistic even in situation that do not worry other people. The low scorers are described as carefree, relaxed,
daring, courageous, composed, and optimistic even in situations that worry most people.

**Reward Dependence:** Reward dependence is a multifaceted higher order temperament trait. Individuals high on this temperament trait tend to be tender-hearted, loving and warm, sensitive, dedicated, and sociable. Individuals low in reward dependence is often described as practical, tough minded, cold, and socially insensitive.

**Persistence:** Individuals high in persistence trait tend to be industrious, hard working, persistent, perfectionist, and stable despite frustration and fatigue. Individuals low in this temperament trait tends to be inactive, indolent, unreliable, and unrealistic.

**The 3 dimensions of Character:**

**Self-Directedness:** Self-directedness is a multifaceted higher order character trait which describes high scores as mature, strong, self-sufficient, responsible, reliable, goal-oriented, constructive, and well-integrated. The low scorers are described as immature, weak, fragile, blaming, destructive, ineffective, irresponsible, unreliable, and poorly integrated.

**Cooperativeness:** Cooperativeness is a main scale higher order character trait. High scorers are described as empathetic, tolerant, compassionate, supportive, fair and principled individuals who enjoy being of service to others and try to cooperate with others as much as possible. On the other hand, individuals low in cooperativeness trait are often described as self absorbed, intolerant, critical, unhelpful, revengeful and opportunistic.
**Self-Transcendence:** Self-transcendence is a main scale character trait where high scorers are described as fulfilled, patient, creative, selfless, and spiritual. The low scorers are described as proud, impatient, unimaginative, un-appreciative of art, self-aware, unfulfilled, and materialistic.

**Scoring:**

Each of the subscales of TCI is scored by adding 1 point for each item answered appropriately. The items which are agreed by the individual are given score 1 and those disagreed by the individual are given score 0. The greater the score in a particular trait reflect the greater presence of the trait for the individual.

**Reliability and validity:**

In order to determine reliability and validity of the TCI, a number of studies have been conducted in different cultural setups. Internal consistency was calculated by Cronbach’s Coefficient alpha. The Cronbach alpha values for seven different domains were found to be as follows- Novelty Seeking .78, Harm Avoidance .87, Reward Dependence .76, Persistence .65, Self Direction .86, Cooperativeness .89, Self-Transcendence .84. Principal component factor analyses showed three factors out of four temperament scales (Harm Avoidance 1 to 4; Novelty Seeking 1 to 4; Persistence; and Reward Dependence 1, 3, 4) and three factors out of three character scales (Self- Directedness 1 to 5; Cooperativeness 1 to 5; and Self- Transcendence 1 to 3).
PARENT-CHILD-RELATIONSHIP SCALE (PCRS) (Rao, 1989):

Description of the tool:

This is a numerical rating scale which measures characteristic behaviours of parents as experienced by their children. This scale is adapted from the revised Rose-Seigalman Parent-Child-Relationship Questionnaire. It is based on the importance of the child’s perception of parental behaviour, as emphasized by several social scientists, in the context of the child’s social, psychological and personal development. After an extensive survey of the literature and research data in the area, ten parent-child relationship dimensions were defined and adapted for qualitative measurement, taking both parents into separate consideration for the same dimensions, which are:

Protection (Pro.): The parents’ major concern is to protect the child from situations or experiences which seems to be hostile or harmful to them.

Symbolic Punishment (SP): The parent communicates disapproval of the child’s behaviour through indirect methods of punishment.

Rejection (Rej.): The parent harbours negative feelings about the child, and knowingly makes the child feel unwanted.

Objective punishment (OP): The parent communicates disapproval of the child’s behaviour through direct methods of punishment.

Demanding (Dem): The parent has high expectations from the child and pressurises the child to fulfill those expectations, including strict conformity to rules.
**Indifferent (Ind):** The parent expresses unconcerned, apathetic behaviour towards their child and ignores the child’s feelings or activities.

**Symbolic Reward (SR):** The parent communicates approval of the child’s behaviour through displays of affection, relaxation of rules or special privileges.

**Loving (Lov):** The parent lets the child know he is accepted and loved and communicates to the child a desire to share, with warmth, understanding and attentiveness to the child’s needs.

**Objective Reward (OR):** The parent communicates approval of the child’s behaviour through material gifts.

**Neglecting (Neg):** The parents spend more time satisfying their own needs and pursuing their own goals and are thus unable to devote much time to the needs of the child.

**Scoring:**

Each respondent score 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. Respondents are 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 as 5,4,3,2 and 1 on the scale points respectively. Thus every respondent obtains ten scores for ‘father form’ and ten scores for ‘mother form’ on ten dimensions of the scale. Each sub-scale yields a score found by summating the scores of the ratings on each item of the sub-scale.
**Reliability and Validity:**

The test-retest reliability coefficient ranged from .770 to .871 for boys sample and .772 to .873 for the girls sample over the ten sub-scales. Face validity of the scale was established at the developmental stage when items were reassigned to the dimensions by judges to determine whether or not the items met predetermined definition of behaviour. Construct validity of the scale was attempted by correlating data from a sample of secondary school students on the PFC scales with the data obtained on Bronfenbrenner Parent Behavior Questionnaires. Correlation coefficients ranged from 0.289 to 0.578 and were found to be significant at .05 level or above.

**Purpose of using the tool:**

In the present research, the scale has been administered to children of each group to assess their perception of both their parents’ parenting.

**ROSENZWEIG PICTURE FRUSTRATION STUDY (RPFS):**

**Description of the tool:**

The Rosenzweig Picture- Frustration (P-F) Study is a semi-projective technique that was developed by Saul Rosenzweig. It has been widely used to assess patterns of aggressive responding to everyday stress. Originally the Adult form was introduced in 1944, which was later revised in 1948, and again was followed by the Children’s form in 1948. Thus the P-F study comes in three forms – children, adolescent and adult. The original children’s form of the Rosenzweig P-F study was adapted for use with Indian Children. Each form of the P-F study consists of 24 cartoon -like drawings representing frustrating situations. One character in the drawing is shown saying
something that causes frustration to the other person depicted. The respondent is
required to say or write what the other person would say in that situation. In the
Children’s Form the frustrated individual is always the child. The Study can be
administered individually as well as in groups. A variety of needs have been covered
in the Study – the needs of approval, affiliation, inviolacy, freedom, nurturance etc. –
and at the same time various types of frustrating situations have been involved, e.g.,
deprivation, conflict and accusation. It is assumed as a basis for the P-F Study that the
subjects unconsciously or consciously identifies himself with the frustrated individual
in each pictured situation and project his own bias in the replies given. To determine
this bias scores are assigned to each response as to direction of aggression and
reaction type. Under direction are included extrapunitiveness - in which aggression
is turned onto the environment; intropunitiveness – in which it is turned by the
subject upon himself; and impunitiveness – in which aggression is evaded in an
attempt to gloss over the frustration. Under type of frustration reaction fall obstacle-
dominance – in which the barrier occasioning the frustration stands out in the
responses; ego-defence – in which the ego of the subject predominates; and need-
persistence – in which the solution of the frustrating problem is emphasized.

Scoring:

The P-F study is scored by detecting one or two of the factors in each
individual response. The manual contains scoring samples to aid in decision making.
The scoring factors are as follows:

E’ =The presence of the frustrating obstacle is insistently pointed out.
I’ = the frustrating obstacle is construed as not frustrating or as in some way beneficial; or, in some instances, the subject emphasizes the extent of his embarrassment at being involved in instigating another’s frustration.

M’= The obstacle in the frustrating situation is minimized almost to the point of denying its presence.

E = Blame, hostility, etc., are turned against some person or thing in the environment.

E = In this variant of E the subject aggressively denies that he is responsible some offence with which he is charged (Most often applicable to super situations).

I = Blame, censure, etc., are directed by the subject upon himself.

I = A variant of I in which the subject admits his guilt but denies any essential form by referring to unavoidable circumstances (Most often employed in superego situations).

M= Blame for the frustration is evaded altogether, the situation being regarded as unavoidable; in particularly, the ‘frustrating’ individual is absolved.

e = A solution for the frustrating situation is emphatically expected of someone else.

i = Amends are offered by the subject, usually from a sense of guilt, to solve the problem.

m = Expression is given to the hope that time or normally expected circumstances will bring about a solution of the problem; patience and conformity-ego-characteristic.
**Reliability and Validity:**

The inter-scorer reliability of the P-F study is reportedly in the range of .80 to .85 for well-trained, conscientious examiners. However, the test-retest stability of the instrument is somewhere between fair and marginal. Retest correlations for scoring categories on the form of the P-F study range from .21 to .71, with most values in the .40s. A huge body of validational research has been summarized in several publications (Rosenwig, 1977, 1978; Rosenwig & Adelman, 1977).

The reliability and validity of the Indian adaptation were also determined. The scoring reliability, as found by comparing the scoring by two independent scores, was quite high; the percentage of agreement being 79, with increase to 98 after mutual discussions. Reliability coefficients both for matrix reliability and item reliability were quite high. Stability coefficients ranged from .51 to .78 and consistency values 56 to 912 (Pareek et al., 1958). The Bengali version of the Indian adaptation of the Rosenzweig Picture-Frustration Study was done by Kundu & Basu (1988).

**Purpose of using the tool:**

In the present research, the test has been used to assess direction of aggression and reaction to frustrating situations.
Self Image Profiles for children (SIP-C) & Adolescents (SIP -A) (Butler, 2001):

The Butler self Image Profiles are brief self report measures that provide a visual display of both self image and self esteem. There are two forms; the Self Image Profile for Children (SIP-C) and Self Image Profile for Adolescence (SIP -A).

Self Image Profile for Children (SIP-C)

SIP- C is a brief self report measure providing both visual display and scoring procedure for self image and self esteem. It covered ages 7-11. It contains 25 items which were short familiar description about self, where 12 items are positive in nature, 12 items are negative in nature, and 1 is neutral. This scale is based on Likert Scale type, against the each of the item the responses were given by o to 6 point scale. The SIP-C included the measures of-

Self Image: Bannister (1993) suggested this represents the individual’s ‘self picture’. Individuals with positive self image identify himself/ herself in a positive way. Individuals with negative self image fail to construe himself/ herself in terms of positive attributes. They reflect a perception of self in terms of negative attributes.

Sense Of Difference: It indicates the individual’s sense of ‘uniqueness’, a concept first alluded to by William James (1961). Scores toward the top end of the range would intimate that the child views the self in terms of more ‘separateness’.

Self Esteem: Discrepancy between ‘How I Am’ and ‘How I Would Like To Be’ indicates an individual’s self esteem. High SE scale score reflects a wide discrepancy between ‘How I Am’ and ‘How I Would Like To Be’ and is therefore indicative of low self esteem. Low self esteem scale score reflects a correspondence between ‘How
I Am’ and ‘How I Would Like To Be’ and could be interpreted as reflecting high self esteem.

And some ‘aspects of self’ which are also described through the scale that are-

**Behavioural:** That is consisted with the items of – Lazy, Moody, Mess about in Class, Always in Trouble, Cheeky, Teases others, Bossy & Bad Tempered. This aspect of self appears to estimate the child’s engagement in behaviour that may be considered inappropriate.

**Social:** That is consisted of 6 items .Those are Kind, Happy, Friendly, Honest & Sensitive. This aspect of self tends to reflect a friendliness, kindness and sensitivity towards others coupled with helpfulness and a moral aspect of honesty.

**Emotional:** That is consisted of 4 items. Those are Feel Different from Others, Get Picked On, Shy & Easily Upset. This is both concerned with the child’s sense of vulnerability coupled with a sense of isolation or difference from others. It thus has a social aspect but fundamentally reflects the child’s affective reaction in relationship with others.

**Outgoing:** That is consisted with the items of – Funny, Lively & Like Sport. This not only contains items concerned with sporting ability but also a sense of liveliness and humour.

**Academic:** That is consisted with the item of Hard Working & Brainy.

**Resourceful:** That is consisted with the item of Get Bored Easily.

**Appearance:** That is consisted with the item of – Like the way I Look.
Scoring – Self Image can be calculated by sum of actual self and, discrepancy between the real self and ideal self evaluate the self esteem. In this case grater discrepancy indicates greater low self esteem.

Reliability and Validity - Coefficient alpha was calculated in relation to self image. The resulting coefficients were 0.69 for both Positive Self Image and Negative Self Image. Internal consistency was explored further by calculating SIP-C intercorrelation, that shows Positive Self Image is largely concerned with the social, academic, outgoing and appearance aspect of self, where as negative self image appears to be made up of the behaviour and emotional aspect of self. Self esteem correlates most closely with the behaviour aspect. Factorial Validity reveals, in the self perception profile for children or SPPC, a principal component analysis with varimax rotation and Kaiser normalisation was conducted. It should be noted that the rule of thumb with regard to salient or significant item loading was $\geq 0.45$.

The values of Factorial Analysis of SIP-C

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<th>Factor 1 Behaviour</th>
<th>Factor 2 Social</th>
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<th>Factor 4 Outgoing</th>
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**Self Image Profile for Adolescent (SIP-A):**

The Butler Self Image Profile for Adolescent (SIP-A) is a brief self report measure providing both visual display and scoring procedure for self image and self esteem. It can be used for adolescents aged between 12 to 16 years. It contain 25 items which were short familiar description about self, where 12 items are positive in nature, 12 items are negative in nature, and 1 is neutral. This scale is based on Likert Scale type, against the each of the item the responses were given by 0 to 6 point scale. The SIP-A included the measures of-

**Self Image:** Bannister (1993) suggested this represents the individual’s ‘self picture’. Individuals with positive self image identify himself/ herself in a positive way.
Individuals with negative self image fail to construe himself/herself in terms of positive attributes. They reflect a perception of self in terms of negative attributes.

**Sense Of Difference:** It indicates the individual’s sense of ‘uniqueness’, a concept first alluded to by William James (1961). Scores toward the top end of the range would intimate that the child views the self in terms of more ‘separateness’.

**Self Esteem:** Discrepancy between ‘How I Am’ and ‘How I Would Like To Be’ indicates an individual’s self esteem. High SE scale score reflects a wide discrepancy between ‘How I Am’ and ‘How I Would Like To Be’ and is therefore indicative of low self esteem. Low SE scale score reflects a correspondence between ‘How I Am’ and ‘How I Would Like To Be’ and could be interpreted as reflecting high self esteem.

And some ‘aspects of self’ which are also described through the scale that are-

**Expressive** – That is consisted of 7 items. Those are Talkative, Annoying, Mess About, Cheeky, Loud, Sarcastic/ Bitchy & Bossy. This reflects a sense of the young person’s verbal and behavioural assertion.

**Caring** - That is consisted of 4 items. Those are Kind, Happy, Friendly & Helpful.

**Outgoing** - That is consisted of 5 items. Those are Funny, Confident, Sporty, Fun to be with & Good Looking.

**Academic** - That is consisted of 2 items. Those are Hard working & Intelligent.

**Emotional** - That is consisted of 2 items. Those are Moody & Short Tempered. It reflects an outward expression of the young person’s emotional state.
**Hesitant** – That is consisted of 2 items. Those are Shy & Not Confident. It reflects the young person’s difficulty in engaging with others.

**Feel Different** - is consisted with the item of– Feel Different.

**Inactive** – That is consisted with the item of – Lazy.

**Unease** – That is consisted with the item of – Worry a Lot.

**Resourceful** – That is consisted with the item of – Get Bored.

**Scoring** –Self Image can be calculated by sum of actual self and, discrepancy between the real self and ideal self evaluate the self esteem. In this case grater discrepancy indicates greater low self esteem.

**Reliability and Validity-** Coefficient Efficient Alpha was calculated in relation to Self Image. The resulting coefficients were 0.69 for positive self image and 0.79 for Negative self image. It appears that for adolescents , positive self image is largely concerned with the Caring, Outgoing, and academic aspect of self constructing, whereas Negative self image appears to be made up for expressive and emotional aspect . Self esteem is significantly related to the SIP-A emotional, outgoing and inactive aspect of self. The factorial validity refers that a principal component analysis with varimax rotation and Kaiser normalisation was conducted. It should be noted that the rule of thumb with regard to salient or significant item loading was ≥ 0.45.
The values of Factorial Analysis of SIP-A

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**Purpose of using the tool:** In the present study the test has been used to determine the self image profile of the junior subjects.
The Butler-Gasson Self Image Profile for Adults (SIP-AD)

The Butler-Gasson self Image Profile for Adults (SIP-AD) is a brief self report measure providing both visual display and scoring procedure for self image and self esteem. It can be used for people aged between 17-65 years. It contain 30 items which were short familiar description about self. This scale was based on Likert Scale type, against the each of the item the responses were given by 0 to 6 point scale. The SIP-AD included the measures of self image and self esteem.

**Self Image** - In this stage at first participants rate the actual self by indicating their nature through self perception.

**Self Esteem**- At this stage participants has to rate the ‘ideal self’ by indicating future hope or expectation against the same items of self image. The discrepancy between the current actual self image and ideal self gives an estimate of self esteem.

And some ‘aspects of self’ which are also described through the scale that are-

**Outlook** – It is consisted with 4 items. Those are as follows - happy, optimistic, and easy going and patients.

**Consideration**- It is consisted with 9 items. Those are as follows- patients caring, good listener, thoughtful, helpful, generous, sensitive, kind and friendly.

**Social**- It is contained with 5 items. Those are as follows - friendly, sociable, fun , outgoing and sense of humour.

**Physical**- It is consisted of 3 items. Those are as follows - fit, active, thin or slim

**Competence**- It is consisted of 5 items. Those are as follows - creative, organized, determined, intelligent and confident.
Moral- It is consisted of 5 items. Those are as follows - hard working, loyal, trustworthy, reliable and honest.

Scoring- Self Image calculated by sum of actual self and, discrepancy between the real self and ideal self evaluate the self esteem. In this case greater discrepancy indicates greater low self esteem.

Reliability and Validity- Cronbach’s coefficient alpha, a measure of internal consistency for self image was .898. The Guttman Split Half coefficient was 0.875, and split half coefficient for odd and even number was 0.887. Minimum acceptable level of reliability was .80. Thus the SIP-AD achieves an acceptable level of internal consistency.

Purpose of using the tool- In the present study the test has been used to determine the self image profile of the adult subjects.

Translation of testing tools:

Since the participants of this study belong to Bengali-speaking population, the testing tools, viz., TCI, JTCI, PCRS, SIP-C, SIP-A and SIP-AD have been translated from English to the regional vernacular language (Bengali). The method of forward and backward translation has been used while translating the tests. Here, two translators, who are native speakers of the language of translation (Bengali) with high level of fluency in English, independently translated the questionnaire in Bengali. The research investigators then compared the translated questionnaires. In case of agreement with the translation, it was accepted for provisional forward translation. In case of any disagreement, alternative wordings were offered. The provisional forward translation then was put to back translation i.e. from Bengali to English, by two other translators independently and without reference to the original test content. Again
those translations were checked by the research investigators. Where they agreed with
the same, the sections of the translated tests were ready for the testing. In case of
disagreement several revisions were put in place till the back translations were
sufficiently similar to the original questionnaire. The translated tests were subjected to
peer-review where modifications were made and the final translation of the original
test was ready for administration.

3.7 Procedure

In the present study subjects (junior reality television show performer and
their parents) have been chosen from different Bengali reality television shows. The
focus was on the singing talent hunt show, since this is the most popular among
reality television shows.

Participants chosen for the present study would pass through a few phases of
selection, got into the top 20 ranks and stayed separately from home as well as parents
for the purpose of grooming. Accordingly their mothers have been chosen too.

Control group children and their mothers have been chosen from 4 established
institutions of vocal music (Specialized in Indian classical songs & Rabindra Sangeet)
where they had been learning music but had not taken part in any such reality shows.
Junior respondents have been administered Junior temperament and character
inventory (Cloninger et.al, 1994), self-image profile for children and adolescents
(Butler, 2001), Parent-child relationship scale (Rao,1989), Rosenzweig Picture
Frustration Study (Pareek and Rosenwig, 1959; Kundu & Basu, 1988) and their
mothers were administered Self Image Profile for Adults (Butler et.al, 2004),
Temperament and Character Inventory (Cloninger et.al,1994 ) along with information
schedule and Kuppuswami’s Socio-economic Status Scale (2012). The study period was from February, 2012 to December, 2014.

Testing was completed within three sessions for each subject. Efforts were made to make the testing conditions constant for the different subjects as far as practicable. The subjects were tested during their grooming sessions at the premises of the television channel, using the same procedure for all the subjects.

3.8 Analysis Of Data:

Normality tests of the sample on different tests were done. Since there is no Z-skewness & Z-kurtosis score value greater than 1.96 or lesser than -1.96 (p<0.05) (Ghasemi & Zahediasl, 2012) in the different aspects of J-TCI, RPFS, PCRS, TCI and SIP-Adult scores of RSG, MOT-RSG, CG and MOT-CG, it indicates the sample is normally distributed. Parametric statistics were considered in the above mentioned measures. Independent sample t-test was used to obtain differences of mean of scores between the RSG and CG, MOT-RSG and MOT-CG. To find out the nature of relationship between the measures of mothers’ temperament (TCI) & children’s temperament (JTCI) Pearson’s coefficient correlation was computed between i) RSG & MOT-RSG and ii) CG & MOT-CG. This was followed by Stepwise Multiple Regression Analysis (SMRA) to determine the contribution of mother’s temperament on RSG & CG. To find the interrelationship between JTCI & RPFS, JTCI & PCRS-Mother, TCI & SIP-AD Pearson’s coefficient correlation was computed.

The sample size of SIP-C (N= 20) and SIP-A (N= 20) are less than 30. Therefore for these two measures non parametric statistics were done. Mann Whitney U-test was used to obtain differences of mean of scores on SIP-C & SIP-A between the RSG and CG. To obtain the correlation between SIP-C and JTCI Spearman’s coefficient of correlation was computed. Statistical analysis of the data was done with
the help of Statistical Package for Social Sciences, Windows Version 16 (SPSS 16). For analysis, 0.05 and 0.01 level of significance was accepted as critical level. To see the difference between male and female subjects Mann Whitney U test were calculated. Since no differences were found between male-female groups, on all the measures, so these two groups were merged.

The results obtained from this study will be presented in the next chapter.