CHAPTER - 3

METHODOLOGY
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The primary objective of this study was to assess the relationship between perceived parenting style with hardiness and with psychological well-being among urban and rural adolescents. In addition, this study investigated the difference of the perceived parenting style, hardiness, and psychological well-being of rural and urban adolescents. This chapter elaborates the aims and objectives of the study. The formulated hypotheses of the variables are also stated clearly in this chapter. Representativeness of the sample has also been described in this chapter. Psychometric properties of the tools used are also defined here. Data collection procedure is also narrated and finally, the limitations which researcher puts forth in present investigation are also stated. This chapter includes statement of the problem, objectives, hypotheses, research design, sample, data collection and statistical analysis.

3.1 STATEMENT OF THE PROBLEM

This study investigates the perceived parenting style in relation to hardiness and psychological well-being among Indian rural and urban adolescents.

3.2 OBJECTIVES OF THE STUDY

In keeping with the above statement of the problem following specific objectives were formulated to examine the relationship of perceived parenting style of male and female adolescents with hardiness and psychological well-being.

1. To investigate the relationship of variables perceived parenting style with hardiness and psychological well-being among rural and urban adolescents.

2. To study the relationship of perceived parenting style with hardiness and psychological well-being among male and female adolescents.
3. To examine the relationship of perceived parenting style with hardiness and psychological well-being among adolescents.

4. To examine the difference of perceived parenting, hardiness and psychological well-being among rural males and rural females, urban males and urban female adolescents.

To fulfil the above objectives of the study the following hypotheses were formulated.

**3.3 HYPOTHESES**

1. There will be significant relation between perceived parenting style and hardiness among rural adolescents.

2. There will be significant relationship between perceived parenting style and psychological well-being among rural adolescents.

3. There will be a significant relationship between perceived parenting style and hardiness among urban adolescents.

4. There will be a significant relationship between perceived parenting style and psychological well-being among urban adolescents.

5. There will be significant relationship between perceived parenting style and hardiness among male adolescents.

6. There will be significant relationship between perceived parenting style and hardiness among female adolescents.

7. There will be significant relationship between perceived parenting style and psychological well-being among male adolescents.

8. There will be significant relationship between perceived parenting style and psychological well-being among female adolescents.

9. There will be significant relationship of perceived parenting style and hardiness among adolescents.
10. There will be significant relationship between perceived parenting style and psychological well-being among adolescents.

11. There will be significant differences in the perceived parenting styles of the four groups in relation to gender and domicile viz. male, female, rural and urban adolescent groups.

12. There will be significant differences in the hardiness of the four groups in relation to gender and domicile viz. male, female, rural and urban adolescent groups.

13. There will be significant differences in the psychological wellbeing of the four groups in relation to gender and domicile viz. male, female, rural and urban adolescent groups.

Figure 3.1 Graphical representation of research progression path

![Graphical representation of research progression path]

- Performa
- Perceived Parenting Style Scale
- Psychological Wellbeing Scales
- Psychological Hardiness Scale
- Order of administration of scales
- In one session to the students in a class
- Data Analysis & Interpretation
- Descriptive Statistics, Correlation, One-way ANOVA
3.5 SAMPLE

In this study, the total sample size is 300 adolescents (150 males and 150 females), which is further distributed as mentioned below.

Figure 3.2 Graphical representation of sample classification
<table>
<thead>
<tr>
<th>Variable</th>
<th>Rural</th>
<th></th>
<th>Urban</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1. Age (in years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>80.0</td>
<td>36</td>
<td>48.0</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>13.3</td>
<td>28</td>
<td>37.3</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td>4.0</td>
<td>10</td>
<td>13.3</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>2.7</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>2. Mother’s Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterate</td>
<td>47</td>
<td>62.7</td>
<td>56</td>
<td>74.7</td>
</tr>
<tr>
<td>School</td>
<td>28</td>
<td>37.3</td>
<td>19</td>
<td>25.3</td>
</tr>
<tr>
<td>College</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Father’s Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterate</td>
<td>23</td>
<td>30.7</td>
<td>20</td>
<td>26.7</td>
</tr>
<tr>
<td>School</td>
<td>50</td>
<td>66.7</td>
<td>52</td>
<td>69.3</td>
</tr>
<tr>
<td>College</td>
<td>2</td>
<td>2.7</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>4. Family Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 10000</td>
<td>33</td>
<td>44.0</td>
<td>49</td>
<td>65.3</td>
</tr>
<tr>
<td>10000-20000</td>
<td>25</td>
<td>33.3</td>
<td>18</td>
<td>24.0</td>
</tr>
<tr>
<td>More than 20000</td>
<td>17</td>
<td>22.7</td>
<td>8</td>
<td>10.7</td>
</tr>
<tr>
<td>5. Family Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint</td>
<td>35</td>
<td>46.7</td>
<td>32</td>
<td>42.7</td>
</tr>
<tr>
<td>Nuclear</td>
<td>40</td>
<td>53.3</td>
<td>43</td>
<td>57.3</td>
</tr>
<tr>
<td>6. Father’s Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business/Farmer</td>
<td>60</td>
<td>80.0</td>
<td>54</td>
<td>72.0</td>
</tr>
<tr>
<td>Service</td>
<td>15</td>
<td>20.0</td>
<td>21</td>
<td>28.0</td>
</tr>
</tbody>
</table>

Table 3.1 Socio-demographic details of respondents
Sample

The sample comprised of 300 (150 males and 150 females) adolescents in the age group 14 - 16 years, studying in state board schools situated in rural and urban areas of Jaipur district. Sample was selected using purposive sampling technique. To collect the data, rural and urban areas were decided as per the list of schools taken from RBSE website (http://rajeduboard.rajasthan.gov.in). The data was collected during the months of Sept-Dec 2014 from participants studying in government schools located in rural areas like Dehmi Kalan, Begus, Sanjhariya and Thikaria, and in urban areas schools located in Gangapole, Sodala, Karni Nagar. The time was chosen deliberately to avoid any clashes with exams of the students.

Criteria for inclusion

- Adolescents who were day scholars and residing with their parents.
- Adolescents who are studying in IX and X grades only.
- Adolescents who were willing to participate in the study.
- Adolescents who have been residing in urban or rural areas for last 5 years.
- Adolescents who are studying in Hindi medium schools of Rajasthan State Board Schools of Jaipur district.

Procedure

The consent of the concerned school authorities was obtained prior to data collection for the study. After taking the time slot from school authorities, researcher visited each class to administer the questionnaire. A rapport was established with the respondents and the aim of the study was conveyed. Test instructions were clearly read aloud explained and any ambiguity in understanding clarified. The students completed the questionnaires in the classrooms in one session of 45 minutes. Students’ participation was kept voluntary and they were assured of confidentiality of results. The queries and concerns of the students were
answered appropriately. Hindi version of the questionnaires was used for this study because sample included Hindi medium students. Primary data for the present study has been collected from 336 students, 36 questionnaires had to be discarded due to incomplete information or showing patterned responses.

**Tools for data collection**

I. **Performa:** A proforma which included demographic information such as age, gender, family income, parents’ education, domicile, family type, father’s occupation etc. was filled by the participants.

II. **Parenting Style Scale** (Bharadwaj et. al., 1995): The parenting scale formulated by R. L. Bhardwaj, H. Sharma and A. Garg (1995) intended to measure the perception of adolescents as to how he/she is brought up by his/her parents, is used in this study. As the respondents were chosen from government schools in urban and rural areas, the medium of the study was Hindi, the researcher used Hindi version of the Parenting scale developed by Bhardwaj et al. (1995). The scale consists of eight modes of parenting with 40 items in total. The respondents were asked to respond to the first 35 items given in the scale by keeping in view the different modes of parenting that they receive from their mother and father separately. However, the last five items which are describing the marital relation of parents, are not considered for the study. As the test had to be administered on Hindi medium students, Hindi version of the Parenting Style Scale, prepared and standardized by Bhardwaj et al. (1995) in Indian situations, was used. Eight models of parenting developed by Bharadwaj et al. (1995) for assessment of parent child relationships are enumerated as under-

**Description of the parenting style sub - scales**

(A) Rejection Vs Acceptance

Rejection refers to parental physical neglect, denial of love and warmth, excessive criticism, lack of interest in child’s activities and failure to spend enough time with the child.
Parental acceptance suggests an attitude of love and care for the child. The accepting parent gives the child due importance in home and develops a relationship of emotional warmth. Acceptance of parents encourages the child in his daily activities and has a receptive approach towards child’s ideas, judgement and capability together with proper attention towards him.

(B) Carelessness Vs Protection
Carelessness refers to not paying adequate attention toward child’s activities and giving child an impression of unwanted. On the other hand the sense of protection gives the child strength and psychological support, child becomes more confident.

(C) Neglect Vs Indulgence
It refers to ignoring children and their activities, lack of suitable attention by parents and avoiding genuine needs of the children. In addition, these parents are more concerned of self-designs of work but least bothered about the feelings and needs of their children. On the other hand, over indulgence of parents in the child’s daily activities helps in facilitating psychological problems in him. Over indulgent parents generally end up in yielding to every demand of the child and fail to exercise the necessary control in certain situations.

(D) Utopian expectation Vs Realism
Parents with utopian expectations are over-ambitious, unrealistic and have imaginary demands from their children. On the other hand, a parental expectation of realism refers to considering the limitations and strengths of the child’s capabilities while deciding his level of performance.

(E) Lenient Standard Vs moralism
Lenient standard of parents do not care about imbibing ethical and moral values in children. They do not put limitations on child’s freedom and individuality. Whereas, moralism refers to the general code of conduct and principles that adhere to what is right and virtuous.
(F) Freedom Vs discipline

In freedom dimension, parents allow the child to make his decisions about the daily activities without any questioning and obstructions. He may not regard or obey his parents with any fear of punishment from them. On the other hand, discipline has been seen as not so positive dimension in which parents who exercise strict discipline simply pass on orders to their children who have to abide by them.

(G) Faulty role expectation Vs realistic role expectation

Faulty role expectation refers to the unpredictable expectations of parents from child, due to this, he is always confused and embarrassed. These parents usually expect contradictory roles from their children without considering their capabilities. On the other hand, the mode of realistic role expectation refers to the parents who have consistent and predictable expectations from their children. These parents help in setting realistic roles for their children by thoughtful behaviour.

(H) Marital Conflict Vs marital adjustment

In marital conflict, child witnesses open encounters between their parents. Marital adjustment means calm and composed adjustment between the parents thereby creating a congenial atmosphere of peace and harmony in the family. However, this dimension of perceived parenting has not been used in this study.

Reliability of Parenting Scale

As mentioned in the manual, the reliability of this test has been determined by test and retest method with the interval of 21 days on a sample of 100 elements. The obtained reliability coefficients for different modes of parenting are as follows.
Modes of Parenting

<table>
<thead>
<tr>
<th>Modes of Parenting</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficient of Reliability</td>
<td>0.79</td>
<td>0.54</td>
<td>0.64</td>
<td>0.59</td>
<td>0.67</td>
<td>0.56</td>
<td>0.74</td>
<td>0.69</td>
<td>0.72</td>
</tr>
</tbody>
</table>

Validity of Parenting Scale

The estimated validity with the parallel form was found to be as follows.

<table>
<thead>
<tr>
<th>Modes of Parenting</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficient of Reliability</td>
<td>0.45</td>
<td>0.39</td>
<td>0.42</td>
<td>0.62</td>
<td>0.38</td>
<td>0.52</td>
<td>0.57</td>
<td>0.36</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Scoring of Parenting Scale

The scoring of this scale is of quantitative type and is based on the five point scale suggested by Likert. Each item of the scale has score from upper to lower in terms of 1,2,3,4 and 5, while the scoring of item numbers 4,11,18, 25 and 32 is in the reverse order. The obtained score of first 35 items is marked in the scoring sheet for mother and father separately under the heads of A, B, C, D, E, F and G. The score of the last items from 36 to 40 is marked in the scoring sheet for mother and father separately under the head H. The value of H will be the same for mother and father. The score values are added vertically to determine the raw score for mothering and fathering separately for different modes of parenting. The obtained raw scores for different modes of parenting are then transformed into ‘Z’ score from the table given by Bhardwaj et al. (1995). The total of ‘Z’ scores of each mode of parenting except under the head ‘H’ in relation to both mother and father is treated as parenting score of that specific mode of parenting. The ‘Z’ score of the mode under the head ‘H’ in relation to both mother and father is treated as parenting score of that specific mode of parenting. The ‘Z’ scores of mother, father and parent as a whole for all different modes of parenting is added to
get the ‘Z’ score of mothering, fathering and parenting as a whole. The interpretation of scores for both roles of parenting either in relation to each mode of parenting or as a whole is made with the help of norms known as ‘Sten Scores’ that refer to a standard score derived from standard ten scale as followed in all IPAT tests. The Sten score five and below are considered as low score of parenting, and between six and ten Sten score is considered as high score of parenting on the psychological continuum of the Sten scores as in the instruction of Bharadwaj et al. (1998). The interpretation of different dimensions of parenting is made easily with the help of Sten Scores given below.
Different Dimensions of Parenting

<table>
<thead>
<tr>
<th>Low Score</th>
<th>5.5</th>
<th>High Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*-------* *-------*

Rejection A Acceptance
Carelessness B Protection
Neglect C Indulgence
Utopian Expectation D Realism
Lenient standard E Moralism
Freedom F Discipline
Faulty role expectation G Realistic role expectation
Marital conflict H Marital adjustment


III. Singh Psychological Hardiness Scale (SPHS, 2008): The scale developed by A. K. Singh, (2008), is used to assess the hardiness level of adolescents. There are some people who actually seem to thrive on stress instead of letting the stress wear them down. Such persons are called hardy personality, a term first coined by Kobasa (1979). For measuring the hardiness level of the subjects the researcher used Singh Psychological Hardiness Scale (SPHS). The SPHS has been prepared and standardized by Dr. Arun Kumar Singh (2008) in Indian situations. Hindi version of the scale was used as the respondents were from Hindi medium schools.
Component Wise Detail of SPHS

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Hardiness Component</th>
<th>Item No.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Commitment</td>
<td>1, 4, 7, 10, 13, 16, 19, 23, 25, 28</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>2, 5, 8, 11, 14, 17, 20, 23, 26, 29</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Challenge</td>
<td>3, 6, 9, 12, 15, 18, 21, 24, 27, 30</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Commitment

Those with a sense of commitment experience a sense of purpose within themselves and in what they do; they perceive themselves to be a dynamic and active participant in their own lives. Non-hardy people do not have a sense of purpose and tendency to perceive their environment meaningful.

Control

People with high level of control are able to take responsibility for their lives and can influence the outcome of events affecting them. The control dimension suggests that hardy individuals have a tendency to feel and act in an effective manner rather than showing helplessness in the face of varied eventualities of life. The individuals with low level of control feel vulnerable and helpless in adverse situations.

Challenge

Hardy people tend to perceive change as challenge in their lives for further growth, not a threat. The individuals with low level of control feel vulnerable and helpless in adverse situations and perceive any change in their lives as a threat to their wellbeing.

Reliability of SPHS

SPHS has both sufficient degree of test retest reliability and internal consistency.
For calculating the test retest reliability, the scale was administered twice, with a gap of 14 days on a sample of 200 subjects. The test retest reliability was found to be 0.862 which was significant at .01 level. Similarly, the internal consistency reliability as indicated by the coefficient of alpha was found to be 0.792 which was significant (Cronbach, 1951; Kaiser & Michael, 1975; Novich & Lewis, 1967). Thus SPHS possessed a sufficient degree of reliability.

**Validity of SPHS**

SPHS has also a sufficient degree of content validity. A group of experts provides high level of consensus regarding suitability of items in terms of being important indices of three components of psychological hardiness, i.e. commitment, control and challenge. The overall coefficient of concordance of the rankings of 12 experts was 0.74, which was significant and it provided evidence for the content validity of the whole scale. The index of reliability based upon test retest reliability coefficient was 0.92 and based upon coefficient of alpha was 0.89 which meant that the test measured true ability to the extent expressed by r of 0.92 and 0.89 (Singh, 2008).

**Scoring of SPHS**

Every item of SPHS has been provided five response categories namely ‘strongly agree’, ‘agree’, ‘neutral’, ‘disagree’, and ‘strongly disagree’. All items except item no. 17, 21, 25, 28 would be given a score of 5, 4, 3, 2, 1 for the above five categories of responses respectively. Since these items (17, 21, 25, and 28) are negative, they would be given a score of 1, 2, 3, 4 and 5 for the above five categories of responses respectively. Subsequently the scores earned by the respondents, each item are added to yield a total score. Higher the score higher is the magnitude of psychological hardiness.
IV. Psychological Well-being (PWB) Scale

In present study, PWB scale by Ryff (1989b) has been used to assess the measures of psychological well-being. There are four versions of the Ryff’s psychological well-being scale. The parent scale is 20-items version, the medium form is composed of nine items and the short form is composed of three items. In order to assess the psychological well-being of the respondents, the researcher employed the Ryff Psychological Wellbeing scale (1989) medium form consisted of 54 questions.

As the instrument was to be administered on Hindi speaking adolescents, the PWB scale by Ryff (1995) was translated in Hindi and back translation in English was done. Hindi translated PWB scale was checked and ratified by two experts in Hindi and back translation in English was checked and ratified by two experts professors in English. All the items in different subscales of PWB scale by Ryff (1995) were translated in Hindi very carefully to ensure conceptual and linguistics equivalence. Ryff’s scales of Psychological Wellbeing (Ryff, 1989b, 1995) were designed to measure six aspects of psychological wellbeing, which are as follows:

Self-acceptance

*High scorer:* Person who scores high refers to having a positive attitude toward the self; acknowledges and accepts him/her self with all strengths and weaknesses; feels positive about past life.

*Low scorer:* It refers to the person who feels discontented with self; is dissatisfied with his/her past life; is having negative attitude about certain personal qualities; desires to be dissimilar than what he or she is.

Positive relations with others

*High scorer:* The person who scores high on this aspect refers to having affectionate, fulfilling, trusting relationships with others; works for the welfare of others; possesses
strong compassion, warmth, and understanding of human relationships.

_Low scorer:_ One who hardly has any close, trustworthy relationships with others; is not warm, close, and concerned about others; is lonely and upset in interpersonal relationships; does not want to compromise to maintain relations with others.

**Autonomy**

_High scorer:_ This refers to a person who is self-regulating and self-sufficient; does not succumb to social pressures and holds on his own thinking and acts accordingly; capable of regulating behavior from within and evaluating himself/herself by personal standards.

_Low scorer:_ This refers to a person who is worried about the expectations and evaluations of others; depends on other’s judgements for taking important decisions; conforms to social pressures and does not believe in his own thinking and actions.

**Environmental mastery**

_High scorer:_ It refers to persons having a sense of mastery in controlling the environment; uses the surrounding opportunities for his betterment effectively; able to mould the opportunities suitable to his personal requirements and standards.

_Low scorer:_ It refers to the persons having difficulty managing routine jobs; feels helpless to change or improve surroundings; does not use surrounding opportunities and lacks sense of control over environment.

**Purpose in life**

_High scorer:_ It refers to a person who has a sense of direction and goals in life; feels there is meaning to present and past life; holds values that give life purpose and objectives for living.

_Low scorer:_ The persons low on this lack a sense of meaning in life; have not many goals or aims; does not see purpose of past life; has no sense of direction or beliefs that give life meaning.
Personal growth

*High scorer:* It refers to the persons having a feeling of constant growth; sees self as growing and getting higher in his life; realizes his or her potential and is open to new experiences; tries to improve ownself over time by changing in ways that reflect more self-knowledge and efficiency.

*Low scorer:* The persons who have a sense of personal stagnation; lacks sense of growth or development in life; feels tired of something and uninterested in life; unable to develop new attitudes or behaviours for self-growth.

Reliability and Validity of PWB Scale

Cronbach’s alpha was 0.63 for autonomy, 0.53 for environmental mastery, 0.78 for positive relations with others, 0.73 for self-acceptance, 0.66 for personal growth and 0.74 for purpose in life. Internal consistency values (coefficient alpha) for each dimension varied between 0.86 and 0.91 indicating high reliability of the scale. Correlation coefficients with 20-item parent scale for each varies between 0.83 and 0.99 indicate higher level of validity for the scale.

Scoring of PWB Scale

Individual indicated their response on 6 point liker-type scale, for which higher scores on each scale indicating greater well-being on each dimension. The number of responses made by the subject on each question depends whether the question is positive or negative. If it is a positive question responses are rated from 1 to 6, where a score of 6 indicates strong agreement. If it is a positive question responses are rated from 1 to 6, where a score of 6 indicates strong agreement. If it is a negative question scoring done is in reverse order which is from 6 to 1, where 6 indicated strong disagreement. For each category, a high score indicates that a respondent has a mastery of that area in his/her life. Conversely a low score shows that the respondent struggles to feel comfortable with that particular concept (Ryff, 1995).
Procedure:

Primary data for the present study has been collected from 336 students, 36 questionnaires had to be discarded due to incomplete information. The consent of the concerned authorities was obtained prior to administration. After taking the time slot from school authorities, researcher visited each class to administer the questionnaire. A rapport was established with the respondents and the aim of the study was explained to them. The questionnaires were administered to the students in the classrooms in one session of 45 minutes. Students’ participation was kept voluntary and they were assured of confidentiality of results. The queries and concerns of the students were answered appropriately. Hindi version of the questionnaires was used for this study because sample included Hindi medium students.

3.4 STATISTICAL ANALYSIS

1. Obtained data was processed and analyzed using SPSS software.

2. Both statistical measures of descriptive and correlational technique including mean, standard deviation, graphical representation and percentages were used.

3. **One-way analysis of variance** (ANOVA): Group difference was analysed with the help of ANOVA to assess the significance of difference between the groups and post hoc Tukey HSD test to check for patterns of difference among significant groups.