3.1 Rationale of the problem

Population ageing in India is now a well established phenomenon and has become a focus of considerable public policy attention (Bordia and Bhardwaj, 2003,). The elderly were normally cared for by their family members. It was integrally embedded in the Indian value system. Indian culture was automatically respectful and supportive of elders. With this background, Elder abuse has always been thought of as a western problem. Many a times, their children are employed away from their home and the elderly are left alone to their native places to fend for themselves. With the traditional system of the lady of the house looking after the elderly at home is slowly getting changed as the women at home are also participating in activities outside home and have their own career ambitions. There is a growing realization among the elderly that they are more often being perceived by their children as burden. In urban areas of the country traditional joint family system has become a thing of past. In such changing situations, majority of older persons, who have passed most part of their life with their joint/extended families are on the verge of isolation or marginalization in old age. At this age, when they need family support most, they have to live on their own. Even their basic needs & rights are not addressed. The consequence is that many of the elderly are exposed to physical, emotional, social and financial neglect. On the other hand, due to comparatively high physical as well as psychological vulnerability their cries for help remain within four-walls. Ironically, in India older generations are not aware about the policies and laws formulated by the government for their protection due to high prevalence of illiteracy and lack of awareness. Many times they do not report abuse because of health issues, social stereotypes & Indian values. MWPSC act was formulated to manage their problems & abuse in a better way so as to enable them to live a dignified life. The elderly have the right to voice their grievances. Unfortunately, the time has come when the moral obligation of children to look after their parents in their old age has to be backed by a legal obligation. There has not been much research done on how the laws & policies formulated by the government
affects the exploitation of the elderly. The present study is assessing the awareness, impact, perception and Indian value system of the sample. The study aims to enlighten the people regarding the provisions of the act as many of them are not aware of it. It investigates the reasons for children not taking care of their parents and studies the number of elderly who actually took the help of provisions of the act. The findings from the study analyses whether the senior citizens living in Delhi have started living a more secured life after the enactment of the act. The research evaluates the fact whether the act in any way attacks the Indian value system or it will weaken the families inter-personal relationships. People s response towards the elder abuse & the act will be highlighted.

3.2 Objectives of the study: The specific objectives of the study are as follows

1. To study the awareness among people of different age groups regarding the Maintenance and Welfare of Parents and Senior Citizens Act.
2. To examine how people belonging to the different age groups perceive the Act.
3. To study whether this Act is favouring the Indian Value system or not.
4. To study the impact of Maintenance and Welfare of Parents Citizens Act on the different family members in terms of age-elderly, young adults and grandchildren.
5. To study the number of elderly persons who actually take help of provisions extended by the Act.

3.3 Participants

The sample of the study comprised of 330 people. 300 participants filled the survey questionnaire. Three age groups were taken consisting of 100 each. The 1st group was that of the elderly (60-80) years. The 2nd group was that of young adults, all of whom were within the age range of (30-45) years and The 3rd group was that of children (18-22) years. Further, the sample is divided into two categories – (i) elderly staying with their family and (ii) elderly staying in old age homes. The sample is taken mainly from families belonging to the middle socio-economic status and majority of whom were born in Delhi.
Table 3.1: Demographic Distribution of the sample

<table>
<thead>
<tr>
<th>Demographic Variable</th>
<th>Size</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young Age</td>
<td>100</td>
<td>33.33</td>
</tr>
<tr>
<td>Adults</td>
<td>100</td>
<td>33.33</td>
</tr>
<tr>
<td>Old Age</td>
<td>100</td>
<td>33.33</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>143</td>
<td>47.67</td>
</tr>
<tr>
<td>Female</td>
<td>157</td>
<td>52.33</td>
</tr>
<tr>
<td><strong>Marital status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>166</td>
<td>55.33</td>
</tr>
<tr>
<td>Single</td>
<td>111</td>
<td>37.00</td>
</tr>
<tr>
<td>Separated</td>
<td>1</td>
<td>0.33</td>
</tr>
<tr>
<td>Divorced</td>
<td>1</td>
<td>0.33</td>
</tr>
<tr>
<td>Widowed</td>
<td>21</td>
<td>7.00</td>
</tr>
<tr>
<td><strong>Level of education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under Graduate</td>
<td>214</td>
<td>71.33</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>63</td>
<td>21.00</td>
</tr>
<tr>
<td>Above Post Graduate</td>
<td>23</td>
<td>7.67</td>
</tr>
<tr>
<td><strong>Socio-economic Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>48</td>
<td>16.00</td>
</tr>
<tr>
<td>Middle</td>
<td>227</td>
<td>75.67</td>
</tr>
<tr>
<td>Upper</td>
<td>25</td>
<td>8.33</td>
</tr>
<tr>
<td><strong>Types of Family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint</td>
<td>124</td>
<td>41.33</td>
</tr>
<tr>
<td>Extended</td>
<td>23</td>
<td>7.67</td>
</tr>
<tr>
<td>Nuclear</td>
<td>103</td>
<td>34.33</td>
</tr>
<tr>
<td>Old Age Home</td>
<td>50</td>
<td>16.67</td>
</tr>
<tr>
<td><strong>Sample</strong></td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

The Socio-demographic profile of the respondents has been described below
The categorization on the basis of age is as follows
- Young age (100)
- Adults (100)
- Old people / elderly (100)
The categorization on the basis of gender is as follows
- Male
- Female
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The marital status was categorized as follows
- Married
- Single
- Divorced
- Widowed

The categorization on the basis of education is as follows
- Under Graduate
- Post Graduate
- Above Post Graduate

The categorization on the basis of Socio-economic status
- Lower
- Middle
- High

The categorization on the basis types of family
- Joint family
- Extended family
- Nuclear family
- Old age home

In total 47.67% participants were male and 52.33% were females. In terms of marital status 52.33% were married, 55.33% were single, 0.33% were separated & divorced and 7% were widowed. In terms of education, 71.33% were undergraduate, 21% were post-graduate and 7.67% who had completed their PhD. In terms of their socio-economic status, 16% were from the lower class and 75.67% were from the middle class. The Participants for the survey questionnaire were drawn with the help of Disproportionate Stratified Random Sampling residing in Delhi. 20 elderly living with their families were selected for FGD and 10 elderly living in the OAH (old age home) were selected for the IDI. The sample for FGD was obtained using Convenience, Snowball and Nomination technique. Convenience sample included group of people coming daily in the park for morning walk. Potential participants were approached
Chapter 3: Methods

and nominated for the study. The researcher described the study to them. Agreeing participants also nominated other participants by Snowball Sampling. Confirmation was taken and reminder call was given to them about the time and place of the FGD. Participants for IDI were selected with the help of a snowball sampling residing in old age homes situated at Tilak Vihar, Kingsway Camp and St. Mary’s old age home in Civil lines in the respondents’ native language.

3.4 Tools for measurement

Qualitative and quantitative methods were used to accomplish data from the different age groups for the above mentioned objectives. It was made possible with the help of these techniques:

(A) Survey questionnaire.

(B) Focus group discussions.

(C) In-depth interview.

Quantitative Data was collected through the survey questionnaires developed by the researcher to study the awareness, perception, impact and value system of the sample & how many elderly has benefitted from the provisions of the act. In the survey questionnaire cover sheet consisted of questions regarding the respondents age, gender, marital status, level of education, socio-economic status. The final demographic question assessed whether they are living in a joint/extended/nuclear and old age home. This was followed by four sections. The Section A contained of six questions regarding the awareness about the provisions of the MWPSC act. The answer format used “yes or no” options. The second set, Section B consisted of 15 questions regarding the perception and the Indian value system of the sample. The answer format used a 5-point Likert scale, featuring the following options in ascending order- strongly agree, agree, uncertain, disagree and strongly disagree. The Respondent was asked to mark the correct answer. The Section C consisted of 3 items regarding the impact of the MWPSC on different age groups. The answer format used a 5-point Likert scale. The respondent was asked to mark the correct answer. The section D consisted of 7 items based on the elder abuse case, the respondents response was seen how they see the issue & the act. The answer format used a Likert 5-point
scale. For qualitative data, 20 people were taken for four focus group discussion to study the above selected issues. FGD data collection method was selected for several reasons. It is considered to facilitate discussion of taboo subjects (Kidd and Parshall 2000; Polit and Beck 2004) and elder abuse is considered such a subject (Robinson 1999; Tatara and Kuzmeskus 1996). Focus groups provide opportunities to examine each group’s framework for understanding the world (Kreuger and Casey 2000); and The conversational type of communication in focus group interviews helps the researcher tap into people’s knowledge and attitudes that often remain unexplored by more conventional interview methods (Kitzinger, 1995). It creates a bandwagon effect, one member’s opinion triggers a chain reaction from other participants, not only highlights their views of the world but also enables them to ask questions of each other, thereby re-evaluating and reconfirming their understanding of specific experiences. Insights and data is produced which may not be easy to retrieve from other techniques. In other words, focus group interviews can help reveal group meaning, consensus, or dissensus (Kitzinger 1994). Focus group discussion technique is also thought to facilitate identification of areas of controversy and agreement, and understanding of how perspectives arise or are modified (Hollander 2004). The Focus group interviewed regarding their awareness, impact, perception and Indian values about the provisions of the Act. Why the children are not taking care of their parents, What are the reasons, Has the Act made any difference in their lives, Are they aware of any instance wherein the elderly parents are subjected to abuse by their own children? Thus, it is a taboo subject. Focus group provides opportunity to examine people’s view regarding the Act. It was preferred over other techniques as it draws upon multiplicity of views, attitudes, feelings, belief and experiences with in the group context. Multi-category design of FGD [Krueger and Casey, 2000] was followed in the study. There were five members in each group and only one session of about 3 hours was conducted with each group on separate days. Saturation was reached by the end of the session. The detail regarding the conduction of the FGD would be explained later in this chapter.

In-Depth interview were conducted by trained interviewers. Ten elderly living in the Old Age Home were selected for IDI interviews. Semi-Structured interview Schedule
and written notes were used. It was prepared in English and Hindi. The schedule consisted of open-ended and close-ended items. Some items were focused and others were non-directive and some situational items (vignette) were also used. IDI Interview should take approximately 45-60 minutes the participants were not comfortable with the idea of Tape-Recorder. Hence it was not used. The setting of the interview stage encouraged the participants to describe their point of view regarding the act. For the vignette questions, the Respondents were given questions with each describing a different scenario & Respondents were asked to answer the questions accordingly. Open-ended questions as well as close-ended questions allow the interviewer to explore the respondents experience & perception beyond predetermined categories. IDI allows the interviewer to establish a rapport with the respondents which is necessary for obtaining information from the respondents on sensitive issues such as elder abuse, government policies & Acts to protect the elderly from exploitation. It has a number of advantages over telephonic interviews & questionnaire surveys. Moreover, they allow for clarifications if any sought by the respondents during the interview, can achieve a higher response rate & minimize incomplete answers (Rubbin & Babbie 1997). By probing for answers, the interviewer can minimize responses such as “Do not know” & “No answer exploitation”. In-depth interview has the possible limitation of being more time-consuming & costly.

3.5 Research Design

Once the sample was identified The Participants were assured that the study will be carried out purely for academic purposes and their response would be kept confidential. The Researcher will ask you to fill a survey questionnaire and pick 20 elderly male and female living with their families and will divide them into 4 groups each containing 5 members for focus group discussion. The FGD will be scheduled at a convenient time and location for you. For In-depth interview 10 elderly male females living in the OAH will be asked to answer series of questions regarding the awareness, impact, perception and Indian value system regarding the act. In order to minimize interviewers bias, a standardized questionnaire with the same problems was used in all the interviews. All problems were scripted ahead of time.
Phase 1 The administration of the survey questionnaire.

Phase 2 Focus group and In-depth Interview of the research participants.

The Researcher made an attempt to develop an interface between the methods in order to find answers to the Research questions.

3.6 Procedure for Data collection

Once the sample was identified, rapport was formed and the purpose of the research was explained. Their doubts and queries were handled tactfully. Their views would not be shared or discussed with others. As soon as they had made their mind to cooperate. Survey questionnaire was administered followed by the conduction of FGD and IDI on separate day.

(1) Survey questionnaire

(2) FGD

(3) IDI

3.6.1 Survey questionnaire

Once the sample was identified, rapport was formed with the participants, their doubts were handled and the purpose of the research was explained. Participants were asked to fill a survey questionnaire.

Construction of Scale for survey questionnaire – In social sciences scale is a tool to measure entities with respect to quantitative attributes or traits the purpose of the scale construction is to design a questionnaire that provides a quantitative measurement of an abstract theoretical variables. The validity of any instrument depends upon the accuracy with which it measures what it purports to measure when compared with a standard criterion. validity is concerned with what the test score actually measure though the literature presents several different type of validity but in the present scale, content and face validity is assessed by asking judges who are expert on the topic being assessed, whether they agree that each item is about what is supposed to be about. Face validity is normally assessed by presenting the judges finalized statements
to the members of the target population (who will be completing the final measure) one or more who will be administering the test also be asked.

Content validity is seen by giving all the 85 statements to seven judges who are teaching in various colleges of Delhi University. These statements were about the awareness, perception, impact, attitude and Indian value system of the sample. Out of 85, 35 items were retained as judges had hundred percentage agreement on these items. On the basis of remarks of the judges, items were then reworded for presenting clarity, avoiding ambiguity. Several changes were made in the questionnaire to accommodate valuable suggestions by experts. This process dropped 50 items having 35 items in the scale.

Face validity is seen by administering the remaining 35 items on 30 people who are also involved in the actual study. On the basis of their response, 3 more items were dropped as respondents found them either difficult to understand or repeated or having scope to be merged with other items. A pilot study was undertaken with the objectives of testing the tool and ensure their practicability and to determine the clarity of the statement. It also helped to clarify the way the study will be conducted through this process, the final scale had 32 statements spread over five sub-scales. Each sub-scale also had some reverse stated items so as to assess the authenticity of response.

The judges were further requested to decide the title of the scale by reviewing the different options regarding the title phrase -

Section A
Section B
Section C
Section D

3.6.2 Focus group discussion: a total of 20 elderly men and women living in their families took part in the discussion they were split in to 4 groups- one group of 5 participants. All were well-versed with the Hindi language. They were above the age of 60 years, having no known history of either being a victim or perpetration of elder abuse. All were literate and free from any mental impairment. Participants within
most groups were not known to each other previously. This fact could have meant that the participants already had a different system of values and opinions that might have broadened the diversity and richness of the discussions. Their socio-economic status was assessed through demographic questions pertaining to education that participants answered via a questionnaire prior to their focus group. FGD held at community centre near by their house. Conducting a focus group discussion consisted of two phases.

- Conducting phase
- Analysis or Reporting phase

It involves data evaluation of the transcribed data using the approach of qualitative content analysis.

The steps included in the **Conduction phase** are The researcher played the role of the moderator and under-graduate psychology Honours student (3rd)year was trained to play the role of the assistant moderator. The moderator motivated and discussed the rationale and purpose of this study briefly with the participant. once they showed their keenness to participate and gave their consent, the following step were taken as mentioned about four, Focus groups discussion were conducted each on separate day The Moderator along with the Assistant Moderator arrived at the venue early to make sure that the room was satisfactory. Arrangements were made for a round table seating arrangement. So that there could be eye contact among the Participants. The Moderator and Assistant Moderator sat outside the circle, opposite to each other so that they could play the role of non-Participant observer as far as possible. Participants were no comfortable with the equipment like tape-recorder & that is why the Assistant Moderator did not make arrangements for such gadgets.

**Developing a Questioning route**-The Moderator had prepared the categories of questions before hand. The Researcher kept one copy of the questions with her and gave another to the assistant Moderator. The categories of the questions involved

(1) **Opening questions:** The intent of opening question is not to get profound information but rather to get people talking and to help people feel comfortable.
All the Participants were asked to answer this question, going one by one around the table.

(2) **Introductory question** Helped to get the Participants thinking about their connection with the topic. This was open-ended question which allowed the Participants to tell about how they see or understand the issue.

(3) **Transition questions** Aided in moving the discussion toward the question that drove the study. This question made the connection between the Participants and the topic of investigation. This question served the logical link between the introductory questions and the key questions.

(4) **Key questions** Typically there were about two questions which focuses on the critical issues. This question drove the study.

(5) **Ending questions** These were of two types of summary questions and the final questions. The questions were prepared in Hindi and English for the convenience of the Participants. The Moderator made sure that the questions followed the logical sequence. After the opening questions were answered the Participants were encouraged to participate in discussion initiated by the other question. The Participants were informed that the Researcher would like know about your opinion, perception about the act. The Moderator used open-ended questions.

Two essential techniques commonly used by the Moderator were **The Pause** and **The Probe**. The first technique involved the five second pause & was most often used after a Participant commented. The second technique was The Probe, where request for additional information was made for vague comments. Typically, Probing involved questions like “Would you explain further?” “Would you give an example of what you mean?” “Please do describe what you mean? The final question was used to obtain feedback, for example “If you have a chance to give advice to the researcher, what advice would you give?
**Moderator & Researcher’s skills**

The Moderator & Researcher skills included the following

1. The Researcher & the Moderator practiced the introduction without referring to the notes
2. They practiced the key questions
3. They kept the track of the timing
4. They were well rested and alert
5. They listened carefully and made sure that all the participants were involved
6. They knew when to probe for information and when to move
7. The Moderator was skillful in making the transition when irrelevant topics were introduced
8. The Moderator avoided giving personal opinions

The main task of the Moderator was to take notes throughout the discussion. Though she did not participate in the discussion. She noted down the non-verbal behaviour & gave a verbal summary of the discussion. At the end of the discussion, she asked the participants to offer additions to the summary which she had noted down. Both the Moderator and the Assistant Moderator played an internal part as constructor of knowledge to some extent. Finally, they thanked the participants for their cooperation and distributed the refreshments among them. Though the constitution of the four focus groups was different, the conducting phase was similar for all.

### 3.6.2 In-Depth Interviews

In-Depth Interviews were conducted with ten elderly men and women living in old-age home. A good contact was established by attentive listening and respect was given what the subject was saying. The interview was introduced by a briefing in which the Researcher defined the purpose of the interview and asked the participants if they had any question in their mind before starting the Interview. Each Respondent was given the informed consent form to read & sign. Complete confidentiality of the Respondents’ identity was emphasized. The Respondent was also assured that he or
she had no obligation to participate in the survey & could withdraw from the study at any time without any repercussions. After the Respondents signed the consent form, the interview was administered to them, majority of whom were born in Delhi. At the end of the interview, there was some anxiety or tension because the subject had been open about his personal experience. Some participants did not want to end the interview. They experienced the interview enriching, enjoyed talking freely with the attentive listener.

The Researcher with respondent during the in-depth interview the old age home

The initial briefing was followed by ‘debriefing’ after the interview. Before ending the interview, it was asked if the participant had anything more to say. Analysis of the In-depth interview was conducted without following any specific analytic method. The Researcher read the interview thoroughly and got an overall impression, also went back to the participants to obtain feedback from them regarding through qualitative analysis, then went back to the specific insights, at time counting statements indicating different attitudes to a phenomenon, cast parts of the interview into a narrative. After the completion of the Interview, the respondents were asked whether they had any questions or doubts regarding the study & that the Respondents would also be available on phone to answer any further questions. The Interviewer
also informed the Respondents that on request, a summary of the research finding would be mailed to them. The setting of the interview encourages the participants to describe their point of view about the provisions of the MWPSC act 2007.

Training of the Interviewer and the Moderator Intensive training sessions were attended by the Interviewer and Moderator. Training was imperative as flawed interviewing techniques could lead to inaccurate as well as biased information being recorded as some of the research questions may be perceived by the Respondents as being sensitive & personal. A standardized field procedure assisted the Interviewer to ensure consistency in the procedure that the data was recorded. 4 main topics were covered in the training sessions –

**First,** an overview of the proposed study & its aims was discussed.

**Second,** General principles & techniques of interviewing were covered, including the importance of standardized interviewing, listening skills & probing. Interviewers learned how to avoid biased responses while asking questions as well as while probing for a response. Also, how errors in recording a response can be avoided or minimized.

**Third,** the content of the questionnaire was covered specifically focusing on the objectives of each section of the questionnaire.

**Fourth,** Special attention was given to the open-ended questions by discussing how to ask questions & noting down responses. Training also included demonstration of using the instrument, interview practice, critical review, feedback & detailed discussion of practical experiences while conducting interviews. In addition to the above, an on-going monitoring of the completed questionnaire was conducted in order to ensure quality of data in terms of completeness & accuracy. Interviewers also had weekly meetings to review the questionnaire & discuss any problems or issues that arose while conducting the interview.

It may be concluded that such procedures led to data elicitations and data evaluation which culminated in arriving at the results and salient findings of the present research that would unfold in the subsequent chapter.