METHOD AND PROCEDURE
CHAPTER 3

METHOD AND PROCEDURE

The main objective of the investigation was to study the level of education, aspiration and adjustment of working and non-working women in the areas of home, health, social, emotional and marital adjustment, the details about the methodology viz. Sample, tools and procedure are given as under:

Sample

The sample for the present study was selected from four Posh colonies of Srinagar city viz., Jawahar Nagar, Raj Bagh, Peer
Bagh and Gogji Bagh. A benchmark survey was conducted in these four localities in order to identify working and non-working women having qualification as Matric above. In all, there were about four hundred (400) working and four hundred (400) non-working women, who were Matric and above. The working women included in the study were working as bank officials, teachers, clerks, doctors, engineers, supervisors, typist, etc.

The description of the sample is given in the following table:

**Table 3.1**

**Description of Sample involved in the Study**

<table>
<thead>
<tr>
<th>Area</th>
<th>Name of Area</th>
<th>Working Women</th>
<th>Non-Working Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area-I</td>
<td>Jawahar Nagar</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Area-II</td>
<td>Raj Bagh</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Area-III</td>
<td>Peer Bagh</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Area-IV</td>
<td>Gogji Bagh</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>400</td>
<td>400</td>
<td>800</td>
</tr>
</tbody>
</table>
Selection and Description of Tools

The following tools were employed for the purpose of collection of data:

Self-constructed information schedule

A self-constructed information schedule was developed to identify working and non-working women (Appendix-1). This self-constructed information schedule was administered on 400 working and 400 non-working women in order to collect information regarding age, level of education, occupation and other family background of respondents (subjects).

Level of Aspiration Scale

The level of Aspiration scale developed by Shah and Bargava was used to collect the data on aspiration (Appendix-2). In experiments on level of aspiration, which means an immediate goal, almost within reach whatever subject sets as its momentary goal may be taken as his measures of level of aspiration. Level of
aspiration is a cognitive type of motivation in which the person concerned becomes involved in the task estimate and his own level of achievement. Level of aspiration is usually influenced by two types of factors, i.e., environmental and personal. In early childhood, before the child is old enough to know what his abilities, interests, and values are, his aspirations are largely shaped by his environment. As he grows older and is more aware of his abilities and interests, personal factors have a greater influence, but many of his aspirations, his values, for example, are still environmental in origin.

The following environment and personal determinants are included in the scale:

**Environmental Determinants**

- Parental Ambitions
- Social Expectations
- Peer Pressure
- Culture
- Social Values
• Competition
• Group Cohesiveness

**Personal Determinants**

• Wishes
• Personality
• Past Experiences
• Values and Interests
• Sex
• Socio-Economic Background
• Racial Background

**Scoring**

Each test booklet has a scoring sheet divided into three columns (G.D.S., A.D.S., N.T.R) on the front page. In scoring, the first test was to transcribe the number of faces expected and the number of faces completed from the sub-tests into the appropriate columns on the scoring sheet.
Goal Disciplinary Score (GDS)

G.D.S = No. of faces "expected" in the subsequent trial – No. of faces "completed in the previous trial.

The first expected goal was excluded from the calculation as there was no previous completed score to be subtracted. The ten (10) of this G.D.S were obtained for each subject. After these columns had been completed, each of them was totally separated. The totals were written in the place of scoring sheet, and "mean" of the G.D.S were obtained for further statistical treatment.

Attainment Discrepancy Score (ADS)

In order to obtain the AD Scores, the aspiration level (expected score) is to be subtracted from the actual performance of the same trial. The scores on this area shall be both positive and negative when actual score performance is more than the expected one. The score shall be positive and when expected performance is higher than the actual performance, the score shall be negative.
Number of times the Goal Reach Score (NTRS)

This score is obtained by the number of times where the actual scores of the subjects are equal or more than the expected scores. (See appendix-2).

Reliability of the Test

The reliability of this test was calculated by using the test retest method and the split half method. The reliability co-efficients are:

a) Test-Retest Method: N=100

   GDS= .88
   ADS= .82
   NTRS= .86

b) Split Half Method:

   GDS= .77
   ADS= .69
   NTRS= .78
Validity of the Test

This test has been validated with some allied tests of aspiration and the obtained ‘r’ values between the present measures of level of aspiration and different external criteria were found different. External criteria were found significant at 0.01 level. Hence, the test is having the satisfactory validity.

Bell’s Adjustment Inventory

Bell’s adjustment inventory is one of the most widely used general adjustment inventories. The adult form provides five separate measures of personal and social adjustment viz., home, health, social and emotional adjustment. The inventory consisted of 160 questions, 32 in each of the five areas. Each item is prefixed by one of the five letters—a, b, c, d, e corresponding to the area to which the item belongs. The subjects are asked to give their responses in terms of “yes” or “No”, or “?” (Appendix—3)

The inventory has been successful when used as aid in counselling adults whose personal problems pertain to any of the
categories included in the test. It is suitable for use to both the sexes. The high reliabilities of the separate measures make possible comparisons of one individual with another. The measurement of five types of adjustment by one blank permits location of specific adjustment difficulties. The total scores may by used to indicate the general adjustment status. It may be mentioned here that for the purpose of the present study only four areas of adjustment were included. Occupational adjustment area was dropped as it was not applicable to non-working group of subjects.

Scoring

Scoring of the inventory is most easy to convert the number of responses where the individual has encircled “yes” only. For each encircled “yes” responses, one score, thus, make total score of the individual in the part. The inventory is totally negative inventory, when an individual answers in “yes”, it indicates his difficulties. If the answer is “No”, it indicates that the individual has no such difficulties. If one answers in “?”, his answer is neither affirmative nor negative towards difficulties. Therefore, only “Yes” responses are scored to measure adjustment difficulty.
Reliability

The adjustment inventory possesses high reliability. The reliability coefficients have been determined by split half and test re-test method. For split half, the correlation between odd and even items was calculated and corrected by the Spearman's Brown Formula. The reliability coefficients are shown as:

Table: 3.2
Reliability Coefficients of the Inventory

<table>
<thead>
<tr>
<th>Method</th>
<th>Home</th>
<th>Health</th>
<th>Social</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split Half (r)</td>
<td>0.84</td>
<td>0.81</td>
<td>0.87</td>
<td>0.89</td>
</tr>
<tr>
<td>Test-Retest (r)</td>
<td>0.91</td>
<td>0.90</td>
<td>0.89</td>
<td>0.92</td>
</tr>
</tbody>
</table>
Validity

The adjustment inventory was validated against K. Kumar's Adjustment Inventory. The two inventory scores yielded a positive correlation. This study was conducted on a sample of 400 cases of four educational groups. Validity Coefficients are given in the following table:

Table: 3.3

Area-Wise Validity Coefficients of the Inventory

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Areas</th>
<th>Home</th>
<th>Health</th>
<th>Social</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Home</td>
<td>0.72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Health</td>
<td></td>
<td>0.79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social</td>
<td></td>
<td></td>
<td>0.82</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Emotional</td>
<td></td>
<td></td>
<td></td>
<td>0.81</td>
</tr>
</tbody>
</table>
Marital Adjustment Inventory

Marital adjustment inventory by Dr. Har Mohan Singh was administered to find marital adjustment of working women and non-working women. (Appendix-4)

The inventory consists of two forms; form-A (husbands) and form-B (wives). Each form consists of ten questions. These questions are to be replied in “No” or “Yes”. Each “Yes” or “No” item is then to be answered by placing (✓) yes on only one point out of ten points on the rating scale ranging from +1 (least favourable). Only selected answers are recorded and scored. The total score is then used to indicate the general marital adjustment score of the married women. The inventory is self-administering. There is no time limit, ordinarily not more than fifteen minutes are required for a person to complete the inventory. It is suitable for use with both the sexes. The reliability coefficients are found most significant when data is collected from those persons who give honest and correct (responses) answers.
Scoring

The inventory can be accurately scored in five minutes. Thus, to obtain the score for general marital adjustment, use the scoring key and sum up the scores for each question. Each question may have maximum 10 scores and minimum 1 score and zero score when the reply is other than expected according to the scoring key as shown below:

Table: 3.4

Scoring Key for Marital Adjustment Inventory

<table>
<thead>
<tr>
<th>Q. No.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form A</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Form B</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Reliability

The coefficient of reliability for each of the six professions of the inventory for general population is reported in the following table. These were determined for correcting the odd-even terms and applying the Spearman's Brown Prophecy formula. The subjects were from Meerut district.

Table: 3.5
Coefficient of Reliability (n-75)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Sample</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers (School)</td>
<td>0.89</td>
</tr>
<tr>
<td>2</td>
<td>Teachers (College)</td>
<td>0.85</td>
</tr>
<tr>
<td>3</td>
<td>Doctors</td>
<td>0.87</td>
</tr>
<tr>
<td>4</td>
<td>Businessmen</td>
<td>0.88</td>
</tr>
<tr>
<td>5</td>
<td>Lawyers</td>
<td>0.80</td>
</tr>
<tr>
<td>6</td>
<td>Clerks</td>
<td>0.90</td>
</tr>
<tr>
<td>7</td>
<td>General Population</td>
<td>0.94</td>
</tr>
</tbody>
</table>
Validity

The inventory has been validated in the following ways:

- The items in the inventory were selected in terms of the degree to which they differentiate between the upper and lower fifteen per cent.
- The upper and lower fifteen per cent of the persons in a distribution of scores.
- Only those items, which were clearly differentiated between these extreme groups, are included in the present form of the inventory.

Analysis and Interpretation of Data

The data collected have been put to suitable statistical treatment. Percentages, means and standard deviations were computed. In addition to this, in order to find out the differences between the mean scores of different groups "t" test was used. The full details of tabulation and analysis of data are given in Chapter IV, which follows: