CHAPTER-III
DESIGN AND METHODOLOGY

Design:

The present investigation was designed to study the academic achievement in relation to parenting style and personality among adolescents. In this study academic achievement was a dependent variable and parenting style and personality were independent variable. Measures of academic achievement, parenting style and personality were administered to 100 adolescents school students. The data were analyzed by calculating coefficient of correlation. Correlational research strategy involves measuring two variables for each individual in order to examine the relationship between the two variables. There is a systematic variance in the dependent variable measures due to the correlation between the groups in some variable related to the dependent variable. This correlation and its concomitant variance can be introduced into the measures and the design in three ways: (i) use the same units, for example, subjects in each of the experimental groups, (ii) match units on one or more independent variable that are related to the dependent variable, and (iii) use more than one group of units like classes and schools in the design. Mainly, these variables are measured as they exist naturally, with no attempt to manipulate or control them. Stepwise multiple regression was done to identify role of personality and parenting style on adolescents academic achievement.

Sample:

For the purpose of the present study, a sample of 100 students, 50 male and 50 female school students was selected using non random sampling technique. The age range of the students was 16+ years. All students were 11th class. They belong to both urban and rural background.

Tools:

The following tools were used for collecting the data to measure the variable of the study.
1. PARENTING STYLE:

This inventory was constructed and standardized by Bharadwaj, Sharma and Garg (1998), it is suitable for Hindi and English knowing 16+ adolescents for the measurement of their parenting style in respect of eight areas, viz.

(a) Rejection vs. Acceptance
(b) Carelessness vs. Projection
(c) Neglect vs. Indulgence
(d) Utopian expectation vs. Realism
(e) Lenient standard vs. Moralism
(f) Freedom vs. Discipline
(g) Faculty role expectation vs. Realistic role expectation
(h) Marital conflict vs. marital adjustment

This is a dichotomy in each parenting model that can be studied as the role of mothering and fathering separately as well as parenting as a whole except the marital conflict vs. marital adjustment which can only be associated with the study of adequate or inadequate parenting as a whole. This scale has 40 items related to eight different modes of parenting and are spread in a meaningful manner except those related to the marital conflict vs. marital adjustment. These items were placed in a block at number 36 to 40. This scale can be administered either individually or to a large group at a time.

Reliability and validity co-efficient may be enumerated as under in Table 3.1

<table>
<thead>
<tr>
<th>Mode of parenting style</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>.79</td>
<td>.54</td>
<td>.64</td>
<td>.59</td>
<td>.67</td>
<td>.56</td>
<td>.74</td>
<td>.69</td>
<td>.72</td>
</tr>
<tr>
<td>Coefficient of validity</td>
<td>.45</td>
<td>.39</td>
<td>.42</td>
<td>.62</td>
<td>.38</td>
<td>.52</td>
<td>.57</td>
<td>.36</td>
<td>.75</td>
</tr>
</tbody>
</table>

2. 16 Personality Factor Questionnaire:

The sixteen personality factor questionnaire was constructed and standardized by Cattell (1949). This test give the most complete coverage of personality possible and designed for use with
individual aged sixteen and above. It measures sixteen factors of personality such as factor
A,B,C,E,F,G,H,I,L,M,N,O,Q1,Q2,Q3 and Q4. It is a widely used reliable and valid test.

3. Academic Achievement:

Academic achievement of students was assessed by taking the percentage of marks in 10th class into
to account.

4. PERSONAL DATA SHEET:

For present investigation was conducted to study the influence of parenting style on children’s
personality and academic achievement amongst adolescents. Parenting style (Hindi version), 16
Personality Factor and Personal Data Sheet were used and administration to all the 100 identified
subjects (male n=50 and female n=50) of 16+ years age groups.

Procedure:

The test was administered individually by approaching them at their respective
working/living places. Researcher introduced herself as M.Phil student of Dept. Of Psychology, M.D.
University, Rohtak and purpose of research was explained to every respondent before requesting
him/her to provide information. The subject(s) were told in advance about the possible time/day
involved in the study. The procedure/instruction of testing was strictly according to the manual of the
test and the same were explained at the time of administration. The entire group of the test was paper-
pencil test and instructions for each part of the test were provided separately in the parts of the test.

When the subject(s) was (were) comfortable and ready for testing the following general
instructions were given to subject(s), “I am going to give you a set of Performa. Before beginning,
enter your gender, age, background and education on the top of the Performa.

This set is divided into three parts contains a number of statements that people use to
describe their feelings and behaviour; Please note that each has different direction. Carefully read the
directions for each before recording your responses.

There are no rights or wrong answers. In responding to each statement, give the answer
that describes you best. After giving the general instructions regarding the testing the selected test
was administered after ensuring that the subject(s) has (have) understood the method of reply. After
the completion of administration the test was taken back and it was ensured that the subject(s) had (had) responded each item ad in correct way.

Data of all the subjects was collected by applying the same procedure. Generally one subject took about 20-25 minutes to complete these tests. After the data collection was over, the tests were scored as per the scoring pattern prescribed by their authors and or manuals. The obtained data were subjected to statistical analysis using SPSS software. t-test was calculated for examining the gender difference. Pearson coefficient of correlation was calculated for examining the relationship of academic achievement with parenting style and personality and to identify the role of parenting style and personality. Stepwise multiple regression used to identify the role of parenting style and personality in determining academic achievement in students of 11th class.

We may on pass on to the next Chapter-IV dealing with the results and discussion.