CHAPTER 3

RESEARCH METHODOLOGY

Research is an endless quest for knowledge and unending search for truth. It brings to light new knowledge (or) corrects previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience.

According to J.W.Best, “Research is considered to be more formal systematic and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results in conclusion”.

To sum up we can say research is a systematic investigation resulting in some formal record of procedures and the report of conclusions and results. Research has been defined as a formal, systematic and scientific method of analysis. Research has proved to be an essential and powerful tool in leading the human race towards progress. There would have been very little progress in the world without systematic research.

INTRODUCTION:

Adolescents across all the sections of the society thus have a family as an ‘anchor’ that supports them to develop the positive sides of personality. Family as an institution in India therefore, has a potent role in influencing adolescents. Parents will have to provide timely support and monitoring signs of dangers to save adolescents from slipping into risks; can be an important strategy/approach. Involvement of parents has to be increasingly used in planned interventions of governmental and voluntary sectors (UNFPA 2003). The scope of the study also evolves a need based, systematic skills training programme. Training materials can be utilized by trained Social Workers. The scope of the study also extends to the larger community, as the professionals will be able to train many other volunteers or lay counselors or teachers, such skills, and thus enhancing the coping mechanisms, which enrich the Parental Support and Personality Development of children.
The possession and use of specialized knowledge and skills is basic to any profession. Social Work is a profession which encompasses theoretical and practical backups which help the service users in learning new skills or brushing up the existing skills.

SIGNIFICANCE OF THE STUDY
The present study throws light on the practices of school social work services in two levels namely in preventive and curative levels. In curative level, the social workers can use the modules in dealing with parents of children having psychosocial problems and it shows how parents can bring positive changes in the personality of their children by providing proper support. Better adjustment of children is possible in a conducive environment which is created by parents. The wellbeing of children and better relationship can be initiated and maintained by adapting the skills described in the Intervention programme. In preventive aspects, this programme can be used in various Organisations for enhancing the skills of parents’. The intervention strategies can be applied in family situations to enrich the existing relationship between adolescents and parents.

The literature and hands on experience of parents and experts clearly throw light in the issues of parents having with their teenagers on different matters pertaining to the teenagers’ personality, their friends, life outside home, decreased quality of relationship between parents and teenagers (Paikoff and Brooks-Gunn 1991, Laursen et a 1998, Loeber et al 2005, Barber 2003), lack of parental involvement in teenagers life and too much of materials provided on handling teenagers available in the media (Vijayalatha 2008). Who fares better – those with or without sibling support – depends on the relationships parents have with their children, the relationships siblings have with each other during childhood, and if family values instilled the importance of siblings helping each other and their parents. Just like with families with more children, there are drawbacks to parenting a singleton or being the only child in the house. While other parents face issues of favoritism, fighting, and sibling rivalry in its many forms, parents of onlies need to be mindful of the intensity of a close-knit two-or threesome, which can add to an only child’s stress. In multiple-child families, the next child forces parents to make a second child adjustment that reduces the preoccupying power of the first and only child. Concentration on one is broken
by the plurality of two. No longer able to be absorbed by a single child, parents must now divide their attention between competing siblings, and come to accept that some of what they have to give is going to have to be enough for each child. This change liberates parents from their fixation on child number one, and moderates both their expectations about how much they can realistically contribute to each child and how much each child can realistically expect from her parents. Parents can address this and other potential problems with ease through effective parenting approaches. Parenting these days has been a stressful activity and parenting teenagers is a lot tougher than a couple of years before. There are not much scientific studies on developing skills in the Indian Context to provide support and monitoring signs dangers to save adolescents from developing abnormal personalities. In view of these points, the researcher aimed to develop an intervention package on parenting skills for the parents of adolescents. In India very little studies have been done on comparing the personality of only children and children with siblings with respect to parental support. This fact created a curiosity in the researcher to carry out a study on the personality development of only children and children with siblings and also to do a comparison between the two with their parental support.

**OBJECTIVES:**

1. To assess the personality development of only children and children with siblings
2. To assess the parental support of only children and children with siblings
3. To assess the correlation between parental support and personality development of only children and children with siblings
4. To assess the comparison between only children and children with siblings on the basis of their personality development and parental support.
5. To administer a social work module with parents to improve the parental support of children who had scored low level of personality.
6. To compare difference on the Pre and Post Intervention on the Personality Development of Children who had scored at low level
**HYPOTHESIS:**

1. There is a significant correlation between the personality development and parental support of only children.

2. There is a significant correlation between parental support and personality development of children with siblings.

3. There is a significant difference in the level of personality development of only children and children with siblings.

4. There is a significant difference between parental support of only children and children with siblings.

5. There is a significant difference between Pre and Post Intervention on the Personality Development of Children who had scored at low level

**RESEARCH DESIGN**

A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure (Clair Selltiz and others 1962). In fact, the research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data.

Design is the heart of any research. For the present study, the following aspects have been discussed which are concerned with the design of the study. Research procedure includes the operational definitions of different terms used, the hypotheses. Selection of the sample includes the sampling techniques used, the reasons for the selection of a particular sampling technique and the selection of samples according to variables. Selection of tools includes the suitable tools for collection of data, description of the tools selected, testing their suitability for the present study, and the procedure followed in administering the tools to collect the data required for the study.
UNIVERSE AND SAMPLING
For the present study in order to develop the package to intervene with the parents of adolescents, an explorative and descriptive research design was used to understand various needs of parents. Explorative study helps the researchers’ to enhance the familiarity with the phenomena he or she wishes to study in a more scientific way. Here Explorative design helped the researcher to design Intervention module to enhance the Parental Support towards their children. Descriptive design helped the researcher to study in detail about the parental support and personality development in a descriptive way. The Before-After Experimental research makes it possible to determine the changes taken place in the personality development of children who had scored at low level while evaluating the effects of the Intervention module prepared for improving the parental support skills. The universe of the study consisted of all school going adolescents of standard 8 to 10 in Bangalore East area. Reaching to the parents was easy through schools and adolescents studying there.

The schools from which the adolescents selected were based on the convenience of the researcher. The adolescents from the school were selected randomly.

NATIONAL CENTRE FOR EXCELLENCE
National Centre for Excellence has classes from Nursery to Higher Secondary and approximately 200 students are there in standard 8 to 10. The school has a total more than 2000 students studying in all divisions. NCFE is a full-fledged school affiliated to the CBSE catering to all age groups- the primary, middle, secondary and senior secondary categories. The school believes in enabling its students to be ready for life by encouraging,

A. To provide a judicious of academic excellence, character building and personality development.

B. To prepare the children to face the challenges of modern life and pursue their studies with a sense of direction and purpose.

C. To improvise the school curriculum from time to time to keep pace with the advances of Science and Technology.
In short, it creates a global citizen with Indian roots. To achieve this goal, the school maintains a healthy 1:20 teacher student ratio that enables individual care and attention.

**Vision**

To ensure quality education in a world-class institution, comprising committed faculty and facilities that will constantly be upgraded to remain on the cutting edge, and even to set standards in the field of education.

**Mission**

To make your child ready for life

**KAIRALI NIKETAN EDUCATIONAL TRUST**

The second school from which the researcher collected data is Kairali Niketan Education Trust. It has classes from Nursery to Tenth Standard and 440 students are studying in standard 8 to 10. The total strength is more than 2500 students.

**Objectives**

- To provide a congenial learning atmosphere.
- To encourage the students all round development.
- To develop latent potentials.
- To promote in the student value based education, national integration and leadership qualities.

**Vision**

We believe that each child is unique and gifted in his or her own way:

- Acquiring self-confidence while pursuing higher studies
- Being socially responsible
- Leading a meaningful and purposeful life
Kairalee Nikethan Education Trust was started way back in the year 1956. The core objective was to provide affordable education to the children of local Malayalee community in particular and also for the children of Soldiers, most of them were Malayalees, who worked for the Border Security Force, stationed in Bangalore. As on today the institution has a total strength of Four Thousand students on the rolls. Most of these students come from diversified socio-economic background.

Kairalee Nikethan Education Trust is managed by a body of philanthropists, committed to voluntary services for the cause of promotion of education. To-day, this institution has grown and there are nine educational institutions of excellence, located across five different parts of Bangalore city.

In recognition to the commitment to provide education to the economically and socially backward community, the Karnataka Government was kind enough to provide 20,000 sq.ft of land free of cost, in a prominent area exclusively for housing Indiranagar Campus. We remember with gratitude that our Kerala Government also has extended financial support for the activities of the Trust.

Every campus has excellent infrastructure and adequate facilities to provide quality education to the students. We can really be proud to state that we have made a mark in the field of education in this ever growing garden city of Bangalore.

They have an attractive in-house magazine being published quarterly called “KNET NEWS” where the faculty of students are encouraged to actively motivate and involve them into the art of writing articles, poetry and other forms of literary works.

JUBILEE SCHOOL

The school was Jubilee School; even it has classes from Nursery to Tenth standard, approximately 420 students are studying in class 8 to 10.

Jubilee School was established in the year 1982 to commemorate the Silver Jubilee of Kerala Samajam Dooravaninagar and hence the name ‘Jubilee’ for this institution. Started with 22 students and one teacher in one class room, we are having 1700 students, 87 staff members at present.
Aims and Objectives

- Caters to the educational needs in and around Dooravaninagar, irrespective of Caste, Creed, Language or Religion.
- Imparts excellent quality education at all levels.
- Provides avenues for complete growth of the students through literary, cultural, sports and games activities.
- Develops among the students true national spirit, healthy social habits and attitudes, secularism and international understanding.

Jubilee School is opening the windows of updated knowledge and wisdom at a reasonable cost, to the strength of 1700 students from LKG to 10th standard with the support and service of professionally qualified and experienced 87 teaching and non-teaching staff. Ample opportunities are provided for the overall developments of the students through extra-curricular activities, inter institutional competitions with prizes and awards given for excellence in various fields.

Jubilee School is managed by a board of directors who are elected by the general body of D.K. S, every year. The board constitutes the President, the Vice- President, the General Secretary, the Secretary of D.K.S. E. S, the Treasurer and the two elected members.

KENDRIYA VIDYALAYA

The fourth school was Kendriya Vidyalaya; it has classes from 1 standard to Higher Secondary. More than 3000 students are studying in that particular school and 360 students are there in class 8 to 10.

Mission

The Kendriya Vidyalayas have a four - fold mission, viz.

1. To cater to the educational needs of children of transferable Central Government including Defence and Para-military personnel by providing a common programme of education;
2. To pursue excellence and set the pace in the field of school education;
3. To initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc. and
4. To develop the spirit of national integration and create a sense of "Indianness" among children.

Objectives

To cater to the educational needs of the children of transferable Central Government employees including Defence and Para-Military personnel by providing a common programme of education;

To pursue excellence and set pace in the field of school education;

To initiate and promote experimentation and innovativeness in education in collaboration with other bodies like the Central Board of Secondary Education and National Council of Educational Research and Training etc.

To develop the spirit of national integration and create a sense of "Indianness" among children. Memorandum Of Association (Hindi version)

To Provide, establish, endow, maintain, control & manage schools, hereinafter called the 'Kendriya Vidyalaya' for the children of transferable employees of the Government of India, floating populations & others including those living in remote & undeveloped locations of the country & to do all acts & things vecessary for the conducive to the to the promotions of such schools.
Salient Features

Common text-books and bilingual medium of instructions for all Kendriya Vidyalayas.

All Kendriya Vidyalayas affiliated to Central Board of Secondary Education

All Kendriya Vidyalayas are co-educational, composite schools.

Sanskrit is taught from class V to IX

The quality of teaching is kept reasonably high by an appropriate teacher-pupil ratio.

No tuition fee for boys upto Class VIII, girls upto Class XII and SC/ST students and children of KVS employees.

Management

The Kendriya Vidyalaya Sangathan is registered as a society under the Societies Registration Act (XXI of 1860). The primary aim of the Sangathan is to provide, establish, endow, maintain control and manage the Central Schools (Kendriya Vidyalayas) located all over India and abroad. The Sangathan has three tier management structure with its (I) Headquarters (II) Regional Offices managing a cluster about 45-50 schools and (III) Kendriya Vidyalayas spread all over the country and abroad each having their Vidyalaya Management Committees.
The Schools from which the adolescents selected were based on different socio economic status, so that the researcher could include children from all levels of socio economic statuses in the sample.

How the samples were drawn from different schools are shown below

<table>
<thead>
<tr>
<th>Name of the School</th>
<th>Locality</th>
<th>Fee Structure (Per Academic Year)</th>
<th>Only Children</th>
<th>Children with Siblings</th>
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<tbody>
<tr>
<td>Jubilee School</td>
<td>Bangalore East</td>
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</table>

Having selected the schools, the investigator consulted the heads of institutions, personally explained to them the purpose of the research and the tool their permission for distributing the questionnaire and personality scales. The students were highly motivated and they were given proper instructions for answering the different test items. The respondents were given one week time to fill up the Questionnaire.

**SAMPLE SIZE**

The sample size included 60 Only Children, 60 Children with Siblings and 120 Parents, identified from the above four schools. Equal number of children was included in both the groups to give a strong base to this comparative study.
INCLUSION CRITERIA

- Adolescents within the age group of 12-15 and their parents
- Parents and their adolescent children who were staying together.
- Parents and their adolescents’ children speaking English, Hindi, or Malayalam.

EXCLUSION CRITERIA

- Single Parents
- Adoptive Parents
- Parents having chronic physical or psychiatric illness
- Adolescents who are having any major physical or psychiatric illness

TOOLS OF DATA COLLECTION

A research plays a major role in any worthwhile research as it is the sole factor in determining the sound data and in arriving at a perfect conclusions about the problem (or) study in hand which, ultimately, helps in providing suitable remedial measures to the problem concerned.

A great variety of research tools has been developed to aid in the acquisition of data. These tools are of many kinds and employ distinctive ways of describing and quantifying data. Each tool is particularly appropriate for certain sources of data yielding information of the kind and in the form that would be most effectively used, like the tools in the carpenter’s chest. Each is appropriate in a given situation.

To assess the training needs of the parents of adolescents, Separate questionnaire (self-prepared) for only children and Children with Sibling was used. Questionnaire is a form containing a series of questions related to some psychological, social, educational or any other topic with space provided for indicating the response to each question, intended for submission to a number of people for reply with the object of obtaining data with regard to some problem. It helps to get information about interests, attitudes, opinions, judgements, or facts. Barr Davis and Johnson (1952) define questionnaire as “A systematic compilation of questions that are submitted to a sampling of population from which information is desired”.

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Considering the flaws and merits of the selection of tools in either way, it was thought that to select a standardized questionnaire as a tool for the present study is more appropriate and suitable and hence, the Jr-Sr High School Personality Questionnaire (HSPQ) were used for both Only Children and Children with Sibling. It was developed and standardized by Raymond B. Cattell, Research Professor in Psychology, University of Illinois and Mary D.L. Cattell, IPAT, Staff (1976, first Indian reprint) and printed by Adarsh & Co., New Delhi and published by the psycho-Centre, New Delhi-110016.

**Personality** was measured with the multi-dimensional High School Personality Questionnaire (HSPQ; Cattell and Cattell) with 14 personality sub variables. Datas were collected separately from each school. Cooperation of the principal of schools was sought and efforts were made to establish rapport with the students (Respondents). Before administering test, they were made clear about the purpose of collecting the data and were told that the result of the test would be kept strictly confidential so that they can respond the test items with openness. The questionnaires were distributed with proper instruction. HSPQ assess 14 sub variables of personality namely (1) Warmth (2) Intelligence (3) Emotional Maturity (4) Excitable (5) Assertive (6) Enthusiastic (7) Super ego Strength (8) Venturesome (9) Dependent (10) Individualistic (11) Depressive (12) Self-Sufficient (13) Controlled (14) Tense. In Form (A) 142 items and Form (B) 142 items were there to assess the 14 dimensions of personality on a 3 point scale (1) Yes (2) Sometimes / Perhaps (3) No.

**Parental Support** was measured with Parental Support Scale (PSS; Shobha Nandwana and Nimmki Asawa). PSS mainly assess 3 core parental support dimensions like (1) Parental Interest (2) Parental behavior (3) Resource Provision. Parental Support Scale was administered to the parents of the participants to tap relationship between parental support and personality development. Parental Support Scale was provided to the parents through their children and asked to complete it at home and return it through children when they come to school. The PSS asked parents to complete 37 items assessing aspects of their support on a 3 point scale (A = Always, S= Sometimes, N= Never).
**STATISTICAL TREATMENT OF DATA**

Karl Pearson product-moment correlation coefficient was computed to assess the relationship between the parental support and personality development of children. The correlation ($r$) was introduced by Karl Pearson and is often referred to as product moment correlation. Coefficient of correlation is calculated to identify the extent or degree of correlation between two variables. It does not mean that their relationship is functional or constant. In other words, correlation in two sets of data need not always be the result of mutual interdependence. Changes in one set (of data) and there may be a cause and effect relationship between these two sets.

Chi square test was conducted to evaluate whether or not frequencies which have been empirically observed in the case of only children and children with siblings differ significantly from those which would be expected under a certain set of theoretical assumption. T-test was conducted to find the difference between Personality development of Only Children and Children with Siblings and also to find out Pre and Post intervention test values of children who scored low in the Personality scale.

**INTERVENTION STUDY**

All the 120 parents who were informed about the Intervention Study. Out of 120 respondents 28 respondents were scored low personality score. Through school authorities parents were informed about Intervention session date and timings. 8 families could not make it happen due to personal issues. Finally the parents who completed the Parenting Skills programme were 20. The design for the study was group work intervention which was educational in nature. The review by Gill (1998) reports that group design had been widely used and found useful in parents training, in the context of durability, universality, cost-effectiveness, and sustainment. It also helps to increase the possibility of empathy and rapport with parents who come from different class and cultural backgrounds and are placed in everyday situations. The possibilities of low cost mass dissemination and its preventive value are huge (Webster-Stratton (1993). Based on these benefits reported in reviews, group intervention was chosen for the current study.
OPERATIONAL DEFINITIONS

**Personality:** Personality is the dynamic organization within the individual of those psycho-physical systems that determine his characteristic behavior and thought.

**Parental Support:** Parental behavior, amount of parental interest shown and resources provided in child’s life.

**Only Children:** Only child are children with no siblings, either biological or adopted.

**Children with Sibling:** Children having a biological brother or a sister.

LIMITATIONS

The following are some of the limitations and difficulties faced during the whole process of research.

1. There was no control group for the intervention study.

2. There was no follow up done for the study. Post evaluation was done soon after the last session.

3. Majority of parents who participated in the Intervention were mothers.

4. Getting all the parents who participated in the intervention in one time was very difficult. The researcher had to wait for weeks to complete all the sessions.

5. All the parents who showed interest in the intervention could not be included due to issues of timing. Most of them were unable to come on holidays and finding difficult to come in the afternoons.

6. Due to time constraints, so much of discussions could not happen during the session.

7. Statistical tests used are the minimum required as it was only the pilot study of the intervention study.
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