Chapter - III

Method

3.1 Introduction -

The previous chapter explains review of literature and problem of the present study. In this chapter an attempt is made to describe the material and methods employed in this study. Present research study attempt to study the effect of violent TV serial on aggression, self-concept and parent child relationship of the high school students of Jalgaon District. For this purpose certain standardized psychological test were used in the study.

3.2 Aim of the study -

The specific problem under investigation of the present study was to examine the effect of violent TV serial on aggression, self-concept and parent child relationship of high school students of Jalgaon district.

3.3 Objective of study -

Four independent variables and three dependent variables were used in the present study. So; obviously there are several objective of the study. Following objectives were framed for the present study.

1. To find out the difference in aggression of the adolescents who watch violent TV serial and who watch non-violent TV serial.
2. To find out the difference in self concept of the adolescents who watch violent TV serial and who watch non-violent TV serial.
3. To find out the difference in parent child relationship (Father) of the adolescents who watch violent TV serial and who watch non-violent TV serial.
4. To find out the difference in parent child relationship (Mother) of the adolescents who watch violent TV serial and who watch non-violent TV serial.
5. To find out the difference in aggression of private and government school going adolescents.
6. To find out the difference in self concept of private and government school going adolescents.

7. To find out the difference in parent child relationship (Father) of private and government school going adolescents.

8. To find out the difference in parent child relationship (Mother) of private and government school going adolescents.

9. To find out the difference in aggression of male and female adolescents.

10. To find out the difference in self concept of male and female adolescents.

11. To find out the difference in parent child relationship (Father) of male and female adolescents.

12. To find out the difference in parent child relationship (Mother) of male and female adolescents.

13. To find out the difference in aggression of rural and urban area adolescents.

14. To find out the difference in self concept of rural and urban area adolescents.

15. To find out the difference in parent child relationship (Father) of rural and urban area adolescents.

16. To find out the difference in parent child relationship (Mother) of rural and urban area adolescents.

### 3.4 Hypotheses of study -

In the study following hypothesis were framed and tested. Assuming that the other factors are kept constant, it is hypothesized that:

1. There is significant difference in aggression of the adolescents who watch violent TV serial and who watch Non-violent TV serial.

2. There is significant difference in self-concept of the adolescents who watch violent TV serial and who watch Non-violent TV serial.

3. There is significant difference in parent child relationship (Father) of the adolescent who watch violent TV serial and who watch Non-violent TV serial.
4. There is significant difference in parent child relationship (Mother) of the adolescents who watch violent TV serial and who watch Non-violent TV serial.

5. There is significant difference in aggression of private and government school adolescents.

6. There is significant difference in self-concept of private and government school adolescents.

7. There is significant difference in parent child relationship (Father) of private and government school adolescents.

8. There is significant difference in parent child relationship (Mother) of private and government school adolescents.

9. There is significant difference in aggression of male and female adolescents.

10. There is significant difference in self-concept of male and female adolescents.

11. There is significant difference in parent child relationship (Father) of male and female adolescents.

12. There is significant difference in parent child relationship (Mother) of male and female adolescents.

13. There is significant difference in aggression of rural and urban area adolescents.

14. There is significant difference in self-concept of rural and urban area adolescents.

15. There is significant difference in parent child relationship (Father) of rural and urban area adolescents.

16. There is significant difference in parent child relationship (Mother) of rural and urban area adolescents.

3.5. Variables of the study -

3.5.1  Independent Variables -

A. Serial - 1) Violent  2) Non-violent

B. School - 1) Private  2) Governments

C. Area - 1) Rural  2) Urban

D. Gender - 1) Male  2) Female

72
3.5.2 Dependent Variables -

1. Aggression-
2. Self-concept-
3. Parent child relationship -

3.5.3 OPERATIONAL DEFINITIONS –

Violent television serial –

Television serials are shown above 60-65% of violent content, incidents and events, which are violent television serials.

Non-violent television serial -

Television serials are shown below 40-45% of non-violent content, incidents and events, which are non-violent television serials.

Rural area -

Rural area is a part of village with population ranging from some hundred to some thousand (800 to 5000), where agriculture is the main occupations.

Urban area -

Urban area is a part from rural one. The population of which may fall of 03 to 05 lakh. The population is engaged in occupation and services others than agriculture ones.

Government school -

A school governed and controlled by a government body.

Private school -

An unaided school run and controlled by a private body.

Gender –

Gender is generally conceived as a set of characteristics or traits that are associated with a certain biological sex (male or female)

Aggression –

Aggression can be defined as, behavior having intent of physically or psychologically hurting one or more people.
Self concept –

Self concept is the sum of knowledge of his or her self, which is developed through the interpersonal interactions.

Parent-child relationship -

A relationship formed through the interaction of parents and child is Parent-Child Relationship.

3.6 Sample of Study -

The sample of the present study consists of 640 students (320 boys and 320 girls) Sample of the study was selected randomly from the secondary schools students of Jalgaon Dist. First, a survey of the secondary schools in Jalgaon Dist done and list of schools collected. After selection of the institutions, then two separate lists were prepared. The first one was that of the male students and second one was of the female students. Sample was also divided into two levels of violence and non-violence TV serial. Afterwards by random number tables the subject was selected. Initially, the total sample consisted of 640. Thus, the male and female ratio was 1:1. Their educational standard was secondary school and their age range was 14 to 16 yrs. All the further analysis was done on the data of the 640 total subjects only.

In the present research, the researcher has classified TV serials into two parts; Violent and Non-violent serials. To evaluate these serials on the basis of Violence and Non-violence, subjects were given a list of 11 serials each of both Violent and Non-violent types. Related to those serials one question was asked, “Which of these serials do you like to watch?” And an instruction was given, “Please tick against the serials you like”. After sorting the data to observe how many Violent and Non-violent serials the subject has ticked; both scores are converted into percentage form, e.g. If a subject has ticked against 7 serials out of the given 11 ones of Violent TV serials; then the score is converted as $\frac{7}{11} \times 100 = 63.63\%$. Similarly the score of Non-violent TV serials is converted.

In the present research, the researcher has selected 10 Taluka from Jalgaon district. From each Taluka, four schools were selected to collect the sample.
3.7 Tools -

Psychological tests have great importance in carrying out research. A good quality of psychological tests is reliability and validity. In other words, a good measuring instrument measures what it claims to consistently and with a minimum expenditure of time, energy, and money.

For measuring some independent variables and the dependent variable following standardized tests and scales were used.

3.7.1 Aggression Questionnaire -

This questionnaire was constructed and standardized in English by Perry and Buss (1992). This questionnaire consists of 29 items and each item is provided with five alternatives. Respondent responses on 1 to 5 point scale, from “Extremely uncharacteristic of me” to “Extremely characteristic.” There is no time limit to this questionnaire. However, the subject has to work as fast as he/she can.

The aggression questionnaire consists of four factors, Physical aggression (9 items), Verbal aggression (5 items), Anger (7 items), and Hostility (8 items). The two questions with the asterisk (*) are reverse scored. Thus, the questionnaire was made up of 29 items, yielding a minimum score of 29 points and a maximum score of 145. The total score for the aggression is the sum of the factor scores. The total score was considered for aggression. High score indicates high level of aggression.

The reliability of the questionnaire reported by author was 0.82.

The validity of the questionnaire was 0.74

3.7.2 Self-concept Scale –

This scale was constructed and standardized in Hindi by G.P. Sherry, R. P. Varma & P. K. Goswami (1988). This scale consists of 48 items. The statement of the test are simple and declarative about self, seeking responses in YES or NO. Responses are obtained on an answer sheet and this booklet can be used again and again. There is no time for completing the test but the respondent is advised to complete the test as quickly as possible. Generally it takes a respondent about 20 minutes to complete the test. This test consists of 08 dimensions of self-concepts. Following are eight dimensions of this test.
### Table No-3.7.2.(A) Dimensions of Self concept

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Dimensions</th>
<th>Item No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Health and Physique</td>
<td>09,19,24,27,39,44</td>
<td>06</td>
</tr>
<tr>
<td>2</td>
<td>Temperamental Qualities</td>
<td>01,10,28,34,45</td>
<td>05</td>
</tr>
<tr>
<td>3</td>
<td>Academic Status</td>
<td>02,03,11,16,25,29,35,46</td>
<td>08</td>
</tr>
<tr>
<td>4</td>
<td>Intellectual Abilities</td>
<td>04,12,17,20,30,36,47</td>
<td>07</td>
</tr>
<tr>
<td>5</td>
<td>Habits and Behavior</td>
<td>05,13,31,40,48</td>
<td>05</td>
</tr>
<tr>
<td>6</td>
<td>Emotional Tendencies</td>
<td>06,14,21,32,41</td>
<td>05</td>
</tr>
<tr>
<td>7</td>
<td>Mental Health</td>
<td>07,15,22,26,33,37,42</td>
<td>07</td>
</tr>
<tr>
<td>8</td>
<td>Socio-Economic Status</td>
<td>08,18,23,38,43</td>
<td>05</td>
</tr>
</tbody>
</table>

### Scoring –

Before starting to score answer sheet, researcher check that no item is answered with two responses, both “Yes” and “No”. If there are any such responses they should be ignored and not to be scored.

The scoring is to be done by researcher with the help of the scoring stencil provided for the purpose. Total responses were considered. Get the total raw score by adding all these scores. A high score on this test indicates a bright self concept while a low score shows a poor self concept.

### Table No- 3.7.2.(B) Interpretation of Raw Scores

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Raw Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20 or Below</td>
<td>Very poor self concept</td>
</tr>
<tr>
<td>2</td>
<td>21-26</td>
<td>Poor self concept</td>
</tr>
<tr>
<td>3</td>
<td>27-38</td>
<td>Average self concept</td>
</tr>
<tr>
<td>4</td>
<td>39-44</td>
<td>Good self concept</td>
</tr>
<tr>
<td>5</td>
<td>45 or above</td>
<td>Very good self concept</td>
</tr>
</tbody>
</table>
Reliability-

Two indices of reliability of the self-concept test were found out. The first was test–retest reliability 0.733 and the second was the rational equivalence reliability was 0.761.

3.7.3 Parent-child relationship Scale –

This scale was constructed and standardized in Hindi by Nalini Rao (1971). This scale adapted from revised Roe-Seigalman Parent child relationship Questionnaire (28) measure characteristic behavior of parents as experienced by their children. This scale consists of 100 items categorized into ten dimension namely Protecting, Symbolic Punishment, Rejecting, Object punishment, Demanding, Indifferent, Symbolic reward, Loving, Object Reward, Neglecting. Respondent are asked to rate statements as to their own perception of their relationship with either father or mother on a five point scale rating from always to very rarely weighted 5,4,3,2, and 1, on the scale points. The scale is scored separately for each of the parent thus every respondent obtains ten score for ‘father form’ and ten for ‘mother form’ on the ten dimensions of the scale. The test – retest reliability coefficient ranged from 0.770 to 0.871 for boys sample and 0.772 to 0.873 for the girls sample over the ten sub scale.

Each respondent response for both father and mother separately. The score was calculated separately for father and mother and total score was considered. High score indicates good parent child relationship.

3.8 Procedure of Data Collection –

In order to assess the level of violent-non violent television serial in secondary school going students, the instrument was translated in Marathi version. For the purpose of data collection different schools of Jalgaon division were visited. Sample was consisting of 640 individuals, 320 boys, and 320 girls of the ages of 14 to 16 years and at least enrolled in secondary schools. According to the APA ethics institutional approval considered first and Directors of academic institutes cooperated as much as they can. Then the students were told and briefed about the purpose of the study after obtaining their consent to participate in the study. For collecting data the subject were called in a small group consisted of 25 to 30 each. Their seating arrangement was made in a classroom. At the next step provided the psychological
test to the participants. Participants were briefed about the study purpose and they were assured for confidentiality. Then they were instructed orally and in written form about how to respond to each scale as well as about the information. They were instructed that while responding to the each test-scale they should chose any one of the two options. The participants completed the test and scale.

3.9 Research Design –

Since, there were four independent variables and each variable was classified at two levels. A 2x2x2x2 factorial design was used.

<table>
<thead>
<tr>
<th>Category</th>
<th>Types of T.V. Serial</th>
<th>Violent</th>
<th>Non-Violent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private School</td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td></td>
<td>Government School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>Private School</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Government School</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

3.10 Statistical Treatment of Data -

First, the data were treated by means, SD and t. Then, four way ANOVAs was applied. SPSS software (Version 17.0) was used for data analysis.