

**Chapter - IV**  
**Methodology**

## CHAPTER -IV

### METHODOLOGY

#### **(A) Techniques of Data Collection :**

In the present study the investigator has taken field study technique for the collection of data. This technique has been found much more useful in such type of investigation due to its following specialities :-

- (i) The field study technique measures the subjects in their natural form. It provides deeper understanding into survey findings as well as better insights and hypotheses for scientific analysis.
- (ii) Different types of behavioural pattern as well as interactions are studied and analysed in their proper perspective through this technique because close contacts with on going social events are maintained.
- (iii) The field study technique furnishes essential information regarding social situations and social events. The most natural step in following up this technique leads experimentation in the same situation so that there can be some actual manipulation of the factors which appear casual determinant in the field study.
- (iv) Though high degree of control is available in laboratory experi

ments, in case of social factors it becomes very doubtful if the independent factor that belongs to a social event has really preserved its necessary stimulus values when introduced in the laboratory. Such stimuli many times, are found to have lost genuine stimulus value. In this way field study technique is very useful for investigating a dynamic social situation in their natural setting. This procedure is very suitable for present investigation.

Therefore, through field study technique a cross-sectional study has been planned for the analysis of disobedience to authority among the youth. The cross-sectional study is useful for study in the present context as the resources at the command of the investigator are very much limited. The representativeness of the sample can be assured by taking in sufficiently large number of cases representing the cross-section of the population. It is assumed that such sample will include cases of every type. The unrepresentativeness can also be eliminated through statistical tests indirectly. Thus the cross-sectional study is supposed to bring out by and large a representative picture of the subject at respective age levels.

#### **(b) Tests Used :**

In the present study standardised psychological tests have been used to measure independent and dependent variables. All the standardised testing instruments which have been selected for the present investigation are described in the following lines.

### **1. Personal Data Sheet :**

It included questions regarding age, sex, religion, caste, family size, family type, birth order, area of residence, educational level, etc.

### **2. Socio-Economic Status Scale (SES) :**

The SES scale was constructed by Kuppuswamy (1962) to measure the social class position of urban subjects. It has two forms. Form A is used when the subject's own socio-economic class is to be measured. Form B is used to obtain information regarding the socio-economic status of the parent or guardian. In the present research work Form B has been used. The scale is very simple. It contains items on only three variables-education, occupation and income. Each of the three variables is assigned weights (scores) to obtain a total. SES scores for the subject. For obtaining the scores a scoring card prepared for the purpose is used. The maximum possible score on the scale is 29 and the minimum possible score is 3. On the basis of scores obtained on the scale five SES classes are distinguished. Scores from 26 to 29 are put in class I, 16 to 25 in class II, 11 to 15 in class III. 5 to 10 in class IV, and below 5 in class V. But in order to categorize three conventional classes viz, upper class, middle class and lower class the scores are rearranged, Those falling in classes I and II are included in the upper class, those falling in class III are termed as middle class and those falling in classes IV and V are designated as lower class.

The scale assumes that education, occupation and income are the three essential variables which determine the socio-economic status in a modern society, But it may be pointed out that the scale has in consideration the income level of 1962 and since then the present income level of subjects has changed. Therefore some economists were consulted to rearrange the income level of seven broad categories of income variables mentioned in the manual of the scale. Following is the rearrangement of income and their weights.

**Table 3.1**

Rearrangement of income level of 1962 for 2002.

1962	2002	Weight assigned
Above Rs. 1000/-p.m.	Above Rs. 20000/p.m.	12
Between Rs. 750/- and Rs. 999/- p.m.	Between Rs. 15000/- and Rs. 19999/- p.m.	10
Between Rs. 500/- and Rs. 749/- p.m.	Between Rs. 10000/- and Rs. 14999/- p.m.	6
Between Rs. 300/- and Rs. 499/- p.m.	Between Rs. 6000/- and Rs. 9999/- p.m.	4
Between Rs. 101/- and Rs. 299/- p.m.	Between Rs. 4000/- and Rs. 5999/- p.m.	3
Between Rs. 51/- and Rs. 100/- p.m.	Between Rs. 2000/- and Rs. 3999/- p.m.	2
Below Rs. 50/- p.m.	Below Rs. 2000/	1

The weight assigned to Education and Occupation categories remained unchanged because they are still relevant for the present circumstance. Following are the weights assigned to different categories of education and occupation.

**Table 3.2**

Weights assigned to education categories.

Categories	Weight
1. Professional Ug/Pg degree or M.A. and above	7
2. B.A. or B.Sc. degree	6
3. Intermediate or post High school Diploma	5
4. High Schol certificates	4
5. Middle school completion	3
6. Primary school or literate	2
7. Illiterate	1

**Table 3.3**

Weights assigned to occupation categories.

Occupational categories	Weight
1. Profession	10
2. Semi profession	7
3. Clerical, shop-owners, Farm owners etc.	5
4. Skilled worker	4
5. Semi-skilled worker	3
6. Unskilled worker	2
7. Unemployed	1

### 3. Parental Behaviour Inventory :

A considerable number of factor - analytical studies have revealed that there may be three relevant dimensions of parenting behaviour (de Boeck 1976; Imperic & Chabet, 1980; Roe & Siegelman, 1963; Schaefer, 1965; Sims & Paolucci, 1975). These studies abreed in general on love-rejection and autonomy-control dimension discovered by previous investigators (Rickel and Biasatti, 1982; Roe, 1957; Schaefer, 1959, 1961; Sears Maccoby and Levin, 1957)but they have identified one additional dimension which may broadly be named as protection- neglect.

The present three dimensional inventory by Ojha (1993) is an outcome of the rearragement of items of his previous inventory (Ojha, 1991) which employed six kinds of rearing behaviours viz. restrictive, permissive, loving, neglecting, protecting and rejecting. The factor-analyser by centroid method of the data obtained from teen-aged students on his previous inventory resulted into the extraction of three dimensions viz. restrictive-permissive, rejecting-loving and neglecting-protecting.

The inventory has two separate forms, one each for the mother and the father. The former is called the 'Mother Form' and the latter the 'Father Form'. Both forms are identical in content and serial number the only difference being that in the 'Mother Form' the items have been written in feminine gender in Hindi and in the

'Father Form' the same have been stated in masculine gender. In each form there are 16 items for each of the three scales, half of the items being positive and remaining half negative. The items of the scales have been arranged cyclically so that the first scale (i.e restrictive-permissive) included items 1,4,7 and so on, the second scale (i.e. rejecting-loving) included items 2, 5, 8 and so on and the third scale (i.e neglecting-protecting) included items 3, 6, 9 and SO on. Every item signifies a special mode of behaviour of either of the parents.

Against each item there are four alternative answers viz, 'very true' 'true', 'untrue' and 'very untrue'. Subject is required to recollect the behaviour of his mother and father which they displayed toward him/her before 12 years of age and indicate how far each statement is true or untrue. In Mother Form he/she is required to answer in reference to his/her mother and in Father Form in reference to father.

The scoring procedure is very simple. In each dimension for positive items 'very true', 'true', 'untrue' and 'very untrue' response categories; are assigned scores of 5, 4, 2 and 1 respectively. For negative items scoring is reserved. A score of 3 is assigned to omission of items. The scores summed up across each dimension for the Mother and Father forms separately. The scores on each scale range from 16 to 80.

### **Reliability :**

The internal consistency and the test-retest reliabilities of the PBI were obtained by the test author on a sample of 100 Ss ( 50 males, 50 females) aged 6 to 24 yrs. In Mother Form the split half reliabilities for the loving-rejecting, permissive-restrictive and protecting neglecting scales were .88, .81 and .87 respectively. In Father Form the split-half reliabilities for these scales were .82, .85 and .83 respectively. The average split-half reliabilities for the Mother and the Father Forms were .82 and .83 respectively. Hence the test is highly reliable for use with the adolescents.

The temporal stability of the inventory was studied by read ministering the test forms on the same Ss after an interval of 3 weeks. In Mother forms the test-retest correlations for loving-rejecting, permissive-restrictive and protecting-neglecting scales were .80, .76 and .70 respectively and in Father form the test-retest correlations for these scales were .72, .80 and .76 respectively. The average test-retest correlation for Mother form and Father form were .75 and .76 respectively.

### **Validity :**

While administering the test for reliability data Ss were also given Mohsin security-Insecurity Test (Mohsin, 1981) and a Hindi version of Taylor Manifest Anxiety Scale (Taylor, 1953). It was hypothesized that parental love and permissiveness would be nega

tively correlated with insecurity and anxiety and parental protectiveness would be positively correlated with them. The obtained correlations were in the hypothesized direction. The correlations of maternal love with anxiety and insecurity were  $-.491$  and  $-.501$  respectively and the correlations of maternal permissiveness with the same were  $-.398$  and  $.429$  respectively. The correlations of parental love with anxiety and insecurity were  $-.398$  and  $-.421$  respectively and correlations of the parental permissiveness with the same were  $-.368$  and  $-.359$  respectively. These values of negative correlations were significant at less than 1 percent level of confidence. The correlations in respect of maternal protectiveness were  $.370$  and  $.332$  respectively. The values of these correlations were significant at less than 1 percent level of confidence. The obtained correlations were taken as indices of construct validity of the test.

It may be mentioned here that questionnaire studies of parental behaviour deal with either parents report of their own behaviour or children's retrospective report of their parents behaviours. But the latter has been found more relevant and useful, because personality development is influenced more by the attitudes and behaviours of the parents which the child perceives rather than those reported by parents themselves (Ausubel, 1958, p. 356). In view of this the PBI which deals with the report of the retrospective behaviour of parents has been preferred for use in the present research work. In the measurement of parental behaviour other

methods such as observation of parents behaviour in the natural environment of clinical interviews were avoided because of tremendous labour and expense involved in them as well as difficulties in getting access to the home.

#### **4. Disobedience Scale :**

The scale was constructed by Pramanick (1998). Initially 48 items were constructed on the basis of expert's opinion and available literature in the beginning eight areas of disobedience were located. But after item analysis only six areas were found significant with 24 items in total.

It is a Likert-Type scale with 5 category of responses ranging from 'Totally Correct' to 'Totally wrong' with 'Difficult to say' in the middle.

Each of the 48 items tried under item analysis and those retained finally were found to be 24 only. That t-values of these 24 items ranged between .68 to .79 (all significant above .01 level).

Thus the scale was finalized with the 24 items and 6 areas of Disobedience, namely:

- (A) Disrespect of Elderly People (DEP):
- (B) Disrespect to Authoritative Figure (DAF) :
- (C) Disrespect to Parents and Teachers (DPT) :

(D) Lack of Ethical Code (LEC):

(E) Conviction for Defiance (CFD), and

(F) Feeling for Revolt (FFR).

The items associated with each of the above dimensions are as follows :

DEP Items : 3, 5, 6, 15.

DAF Items :4, 11, 16, 21.

DPT Items : 12, 13, 18, 23.

LEC Items : 7, 10, 14, 20.

CFD Items : 1, 2, 17, 22.

FFR Items : 8, 9, 19, 24.

### **Reliability :**

The scale was tested for its reliability through the split-half and test-retest methods. The reliability of the scale is given below.

**Table 3.1**

Split-Half (N=100)	DEF	DAP	DPT	LEC	CFD	FFR	Total
r=	.76	.68	.73	.77	.64	.79	.73
Test-retest (N=135)							
Gap of 15 days							
r=	.61	.63	.66	.72	.68	.73	.69

### Validity :

The scale was validated against some standard tests on defiance and aggression.

(1) Validation against Disobedience Proneness (DP) scale constructed by R.P. Sinha. The correlation coefficient obtained between the two tests on a sample of 120 students was found to be .71.

(2) Validation against aggression scale by G.C. Pati The r between the two tests on 130 subjects was found to be .63.

### Hemogeneity of the scale :

The homogeneity of the sub-scale i.e. co-efficient correlation between the six dimension of Disobedience scale was obtained on 160 students. The intercorrelations are given below :

**Table 3.2**

	DEF	DPT	LEC	CFD	FFR
DEP	.51	.46	.63	.65	.55
DAF	*	.55	.72	.67	.53
DPT	**	*	.62	.54	.49
LEC	*	*	*	.61	.57
CFD	*	*	*	*	.51

All the coefficients being significant beyond .01 level are good indices of homogeneity showing the internal consistency of the scale.

## **Sample and its characteristics :**

### **(a) Sampling technique :**

To select a representative sample of the population a proper sampling technique is adopted. The various ways in which samples are drawn are called sampling techniques, all of which can be divided into two broad groups.- probability sampling and the non-probability sampling. The major forms of non-probability sampling are accidental (incidental) samples purposive samples and quota or stratified samples which are briefly described below.

#### **(i) Accidental or Incidental Samples :**

In this type of sampling one simply reaches out and takes the cases that are readily available, continuing the process until the sample reaches a designated size.

#### **(ii) Purposive Samples :**

The basic assumption behind purposive sampling is that with good judgement and an appropriate strategy one can hand pick the cases to be included in the sample and thus develop samples that are satisfactory in relation to one's needs. Only those cases are picked up that are judged to be typical of the population in which one is interested assuming that errors of judgement in selection will tend to counter balance each other if a sufficiently large sample is taken.

**(iii) Quota of stratified samples :**

This technique selects a sample that is representative of the population for which one wants to generalize. Hence the notion that it 'represents' that populations.

Major forms of probability samples are simple random samples stratified samples and various type of cluster samples.

**(1) Simple Random Sample :**

A simple random sample is selected by the process that not only gives each element in the population an equal chance of being included in the sample, but also makes the selection of every possible combination of the desired number of cases equally likely.

**(2) Stratified Random Sample :**

In this technique a random sub-sample is taken from each stratum and the sub-samples are then joined to form the total sample.

**(3) Cluster Sample :**

In cluster sampling one arrives at the ultimate set of elements to be included in the samples by first sampling in terms of larger group (clusters). At first clusters are selected by simple or stratified random sampling methods, while the ultimate selection

from within the clusters is also carried out on a simple or stratified sampling basis.

In the present study, taking into consideration the limitations of the investigator as well as of the facilities, the sampling technique adopted is very similar to what Guilford (1956) terms as 'purposive sampling'. It is better to name such sampling technique as 'incidental' sampling which is applied to samples which are readily available. Under it a large number of unselected subjects from institutions having reputation of being of average quality in academic aspect and attracting all types of youths are tested. By taking a large sample, it is assumed that the statistics obtained will be sufficiently representative for the cross-section of the subjects which will have included cases 'below' as well as 'above' the average. On the basis of serious consideration of facilities, situations, and criticisms of the various techniques, the incidental-cum purposive type of technique has been adopted for the present investigation.

#### **(b) Characteristics of the Sample :**

As the purpose of the investigation was to see the effect of family environment variables on the disobedience of youths it was decided to observe the effects on a random samples of 200 male and 200 female urban students from located at varanasi region. The undergraduate male students were selected from 'T. D. (P. G.)

College, Jaunpur, T. D. Inter College, Jaunpur, U.P.(P.G.) College, Varanasi U.P. Inter College, Varanasi, P.G. College, Ghazipur and undergraduate female students were selected from Arya Kanya Mahavidhyalaya, Varanasi and Agrasen P.G. College, Varanasi, Post-graduate male and female students were selected from different post-graduate departments. Thus the subjects were from intermediate, degree and postgraduate classes. Their ranged between 17 yrs. to 24 yrs.

#### **D. Administration of Tests :**

The investigator visited the college and departments concerned for the data collection. The tests mentioned above were administered to subjects in groups 15-20 at a time. The subjects were requested to assemble in a room. The sitting arrangement in the room was such that subjects were not able to consult or look into the answers of others. Before administering the tests rapport was established with subjects. They were requested to read the instructions printed on the front pages of each test form. The investigator also read out the instructions loudly. The subjects were encouraged to state their doubts and difficulties, if any, and the investigator accordingly removed them. There was no time limit for the completion of test but the subjects were asked to work rapidly.

On the average subjects took one hour in completing the tests. Before collecting the test booklets the investigator asked

the subjects to check their booklets to be sure that no item is omitted. If some items were omitted they were allowed to complete them. They were asked to enter their names etc. in the space provided in the booklets.

After collecting the booklets the scores in tests for each subject were computed by the scoring procedure mentioned in the manuals of tests. A master-chart for the scores of the subjects was then prepared for the final statistical analysis.

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