Chapter III: Method

3.1 Coverage:

The present study was confined to eight selected secondary schools in Agartala city, Tripura. Tripura is a small state of three million people, bound by Bangladesh on three sides. In the North East, Tripura comes second to only to Assam in respect of population and population density (305 persons per square k.m.). Tripura is a little backward socio-economically as compared to the rest of the states in India, because of its geographical location and poor transportation facilities.

The population of Tripura is characterized by social diversity. Specifically, people of the Scheduled Tribes (STs) comprise about one-third of the population. People from nineteen tribes are represented in the population of the state, the two largest tribes being the Tripuri and the Reang, which together accounted for 71.0% of the tribal population. So far as the sex ratio is concerned, the state has 948 females per 1000 males as per census, 2001.

The literacy rate in Tripura is 73.1%, 81.0% for males and 64.9% for females, which is better than the average Indian literacy rate i.e., 63.0% in India and 65.0% in the North East. There has been substantial improvement in school attendance rates in Tripura between 1991 and 2001.

The proportion of children in the age group of 6-14 years who are not attending school halved during this decade, from 43.4% in 1991 to 23.0% in 2001. There was also a decline in the absolute number of children not attending school, from 2.54 lakhs in 1991 to 1.64 lakhs in 2001. There have been major increases in attendance rates in rural areas, including among girls. For example, among 6-14 year-old children, 62.0% of girls in the rural areas attended school in 1991; by 2001, the proportion has risen to 74.0% (Source: Human Development Report, Government of Tripura, 2007).
Hindus constitute the majority of the population (about 85.0%), followed by Muslims, Christians and others. There is also a plurality of languages and dialects: the two official languages of the state are Bengali and Kokborok, in addition to English. The state is divided into four districts, namely, North District, South District, West District and Dhalai. Agartala, the capital of Tripura, is in the West District. The present study was conducted in selected schools in Agartala (Source: Human Development Report, Government of Tripura, 2007).

The schools, which were covered in the study, are as follows:

- Holy Cross School - English Medium (Male and Female)
- Sree Krishna Mission School - English Medium (Male and Female)
- Kendriya Vidyalaya - English Medium (Male and Female)
- Shishu Bihar School - English Medium (Male and Female)
- Bodhjung Boys' School - Bengali Medium (Only male)
- Umakanta School - Bengali Medium (Only male)
- Maharani Tulshibati School - Bengali Medium (Only female)
- Raniganj School - Bengali Medium (Only female)

3.2 Target Groups:

The present study covered male and female secondary-level students from classes VIII and IX of the said schools and teachers and parents of the students.

3.3 Study Tools:

The present study generated both qualitative and quantitative data for achieving the objectives of the study. For both qualitative and quantitative data, semi-structured questionnaires were used, while for quantitative data on psychological parameters like achievement motivation, feelings of security and insecurity and social adjustment, three standardized psychological inventories were used, after a local adaptation was made. The study tools, which were used for data collection, are as follows:
3.3.1 Description of the Study Tools:

(a) Semi-structured Questionnaire for Children/Students:

The Semi-structured Questionnaire for Children/Student was developed by Dr. Sibnath Deb and Subhasis Modak (2007) to gather information about socio-economic and familial background of the children. In addition, the schedule was designed to gather information regarding the nature of violence experienced by the children in Tripura, at home as well as in the schools. This schedule has three broad sections vis-à-vis

Section 1: Background Information: This section focuses on the demographic and socio-economic profile of the subject, like age, number of siblings, type of family, academic performance of the children, educational background of parents, occupation of parents, monthly income and living environment (rural or urban area), the child's perception about family environment, parents' personality and parents' dependence behaviour on substances, if any.

Section 2: Nature of Violence Experienced by the Child, Causal and Contributory Factors: This section consists of fifteen items and is designed to
gather data from the children about the psychological, physical and sexual violence experienced by them, the nature and frequency of violence, and the profile of the perpetrators.

**Section 3: Reporting:** This part comprises of five items wherein emphasis is given on the reporting of the incident to suitable authorities like law enforcement officials or local non-governmental organizations, and the reasons for not reporting the incident to them.

(b) Semi-structured Questionnaire for Parents/Teachers:

The Semi-structured Questionnaire for Parents/Teachers was developed by Dr. Sibnath Deb and Subhasis Modak (2007) to gather information about perception of the parents and teachers regarding corporal punishment. This apart, there was provision for collecting information about the knowledge of the parents and the teachers about child rights and legal measures available for protection of child rights in India. The Semi-structured Questionnaire has four broad sections, which are as follows:

**Section I: Demographic and Socio-Economic Background of the Parents and Teachers:** This section intends to gather information about background of the parents and the teachers, and the current stressors in the family, if any.

**Section II: Perception of The Parents and Teachers about Corporal Punishment:** This section has nine items for gathering information about the practice of using corporal punishment, reasons behind the same, method and frequency of corporal punishment, perception about corporal punishment, and past history of parents and teachers in this regard.

**Section III: Knowledge and Perception of the Parents about Child Rights:** This section has eight items, which mainly intends to understand the perception of parents and teachers about basic child rights.
Section IV: Knowledge about Legal Measures for Child Protection: In this section, there are two items to gather information about parents and teachers’ knowledge about legal measures for child protection in India.

(c) Achievement Motivation Scale (AMS):

**Description:** Achievement motivation generally referred to as the ‘need for achievement’ (n-Ach). It is a form of motivation involving a competitive drive to meet standards of excellence, traditionally measured with projective test such as the TAT. The concept was introduced by the US Psychologist Henry Alexander Murray (1893 – 1988) in his book Exploration in Personality (1938).

Some other psychologists like French and Thomson (1958) and Aronson (1958) used the verbal instead of picture cues. Some efforts have also been made by Indian Psychologists and Educationists in the construction of n-Ach tests e.g., Mukherjee (1965), Kureshi (1972) and Bhargabha (1984). But all these used either the TAT or self-rating methods.

The achievement motivation scale (AMS) was devised by Dr. Shah Beena in 1986. She made an effort to construct the scale based on forced-choice technique. In the present scale four factors were covered:

- Need for Academic Success (NAS).
- Need for Vocational Achievement (NVA).
- Need for Social Achievement (NSA).
- Need for Skill Achievement (NSA).

In this scale, there are forty statements to cover all the four factors. Each factor is covered by ten statements.

**Mode of Response:** In the scale, there are three alternative responses against each statement. The subject will have to select one most suitable response out of three and tick (✓) against the selected response.
**Scoring:** This achievement motivation scale is a three-point scale. Each statement is followed by three alternative responses. The maximum score of the scale is 120 and the minimum score is 40. The subject gets a score of 1 if the answer is (a), 2 if the answer is (b) and 3 if the answer is (c), for each statement.

For the completion of the test, there is no time limit but usually it takes about 30 to 45 minutes. For the purpose of the present study, the English version of the scale was translated into Bengali for the students of Bengali medium schools. It was applied after ascertaining face validity by three experts. Scoring was done following the scoring rationale of the scale.

**Reliability:** To find out the reliability of the test, this achievement motivation scale was administered among 150 randomly selected students of IXth and Xth Classes (85 Boys and 65 Girls). The reliability coefficient, with varying time intervals of 16 days and 30 days, were found to be .93 and .90 for the male students. On the other hand, following the same time intervals the reliability coefficients for the female students were 0.91 and 0.88.

**Validity:** The validity of the scale was ascertained in a three-fold fashion – (1) Content Validity, (2) Item Validity, and (3) Congruent Validity.

The content validity was ascertained through the process of using the expert’s judgments selecting the item, which confirms the content validity of the scale.

The sub-tests of the AMS are Need for Academic Success, Need for Vocational Success, Need for Social Achievement and Need for Skill Achievement. The Pearson’s coefficient of correlation values are as follows: (1) between AMS and Need for Achievement: 0.73; (2) between AMS and Need for Vocational Achievement: 0.74; (3) between AMS and Need for Social Achievement:0.71; and (4) between AMS and Need for Skill Achievement: 0.68.
**Local Adaptation:** English version of the questionnaire was translated in Bengali and the Bengali version of the same was translated again into English to ensure proper and meaningful translation of the test items. The translation was checked by three experts on the subject. The meaning of the different items of the questionnaire of the two versions remained the same. This process was followed for ascertaining the face validity of the questionnaire.

Thereafter, test-retest method was followed to ascertain the reliability of the scale. For this purpose, the questionnaire was twice administered to sexually abused girl children 30 days gap between two administrations of the test. The reliability coefficient was found to be 0.78.

**(d) Social Adjustment Inventory:**

**Description:** The concept of adjustment has its origins in biology and is derived from Darwin's concept of evolution, proposed during the mid-eighteenth century. Subsequently it was adopted by the psychologists who renewed its definition as 'an index of integration between needs and satisfaction which is related to achievement, social acceptance, age, sex, economic security and moral standards' (Chauhan, Tiwari and Khatter, 1972).

The individual adjusts both socially as well as emotionally with his environment since these are very important aspects of human life. Social adjustment refers to the 'change in habitual conduct or behaviour which an individual must make in order to fit into the community in which he lives' (Warren, 1934). Emotional adjustment is viewed as a prerequisite for social adjustment. It was found out that emotionally well-adjusted individuals promptly establish affectionate relationship with others. To stress the importance of both, the present inventory includes items assessing social as well as emotional adjustment.

Items for this purpose were selected after careful examinations from other available standard inventories and were modified, where deemed necessary. Though in the
preliminary form there were 80 items, only 60 of them were retained after the pilot study, which was then pre-tested on 197 subjects.

The present inventory is a beneficial device to evaluate social adjustment of adolescent people. Two types of scores, viz., scores on emotional and social adjustment can be obtained from this inventory.

**Response Mode:** Each of the items has two responses ‘yes’ and ‘no’. The subject is instructed to put a tick (✓) mark against the answer, which is best suited for him/her.

**Scoring:** The maximum score for this inventory is 120, and the minimum score is 60. The subject gets a score of 2 if the answer is ‘yes’ and a score of 1 for answering ‘no’. Low score in emotional adjustment items indicate good adaptation while high score points to the opposite. Alternatively, low score in social adjustment items indicate poor social adaptation while high score points to the contrary.

The inventory has no specific time limit but usually it takes about 30 to 45 minutes for completion.

For the purpose of the present study, the English version of the questionnaire was translated in Bengali and applied after its face validity was ascertained by three experts. Scoring was done following the scoring rationale of the inventory. It should be noted here that in case of emotional adjustment items, higher scores reflect poor adjustment, whereas lower scores are indicative of better emotional adjustment. In case of social adjustment items, higher scores indicate better social adjustment, and lower scores suggest poor social adjustment.

**Reliability:** To determine the reliability of the inventory, it was administered to 300 intermediate and college pupils of both sexes, in equal numbers and split-half reliability was calculated; the reliability coefficient was .82. For the test-retest reliability, the
inventory was administered twice within an interval of 1 month, to 100 undergraduate students of both sexes; the correlation coefficient was .87.

Validity: The present inventory, along with Tiwari and Srivastava’s Adjustment Inventory, were administered to a group of 150 undergraduate and post-graduate students to determine the validity of emotional and social adjustment scales. The validity of the two inventories (only two scales) was .77 & .80 respectively.

(e) Indian Adaptation of Maslow’s Security–Insecurity Feelings Inventory:

Description: The feeling of security-insecurity has significant value in the shaping and reshaping of personality. It affects the mental health of the person. The term has both positive and negative value. The term ’security’ can be defined as the conditions of being in safety or free from threat of danger to life. On the other hand, the term insecurity can be defined as emotional instability, feeling of rejection, inferiority, anxiety, isolation, tendency to accept the worst and general pessimism.

Maslow’s security and insecurity inventory has been constructed as a by-product of clinical theoretical security. The purpose of the inventory was to detect and measure the feeling of security and insecurity syndrome.

Adaptation of the Inventory: The original inventory was developed by Maslow. The Indian adaptation of the same was made by Dr. (Smt.) Tasneem Naqvi (1986). For the purpose of standardization in Indian conditions it was translated into Hindi. The Hindi version of the inventory was given to five experts for its translation into English. Then, the both versions of the inventory was given to ten experts who know both Hindi and English well, and were asked for rating the items on five-point scales on – (i) accuracy for translation, (ii) understanding, and (iii) semantic equivalence. On the basis of experts’ rating, the stanine tables were prepared for scores of each item.

Mode of Response: The present inventory consists of 45 items; each item has two alternative responses of YES or NO. The subject will give his answer by making a tick
(✓) mark in the YES column if agreed with the item or making a tick mark (✓) in the NO column if he disagrees with the item. The subject will have to answer all the items.

Scoring: The scoring of the inventory is very simple. It can be scored simply by counting the number of correct answers marked in each area of the adjustment. There is no time limit in the completion of the inventory, but it usually takes 30-35 minutes.

Reliability: Reliability of the present inventory was calculated both by split-half method (odd-even method) and test-retest method (N=150), with an interval of one month between two administrations. For this purpose equal number of boys and girls were tested and the reliability coefficients were 0.84 and 0.74 respectively.

Validity: The validity of the present inventory was checked through the administration of original Maslow's Security-Insecurity Inventory and the adopted English version was administered to a sample of 100 pupils with an interval of one week. The coefficient of correlation was 0.8, which characterizes the present inventory as a valid measure of security-insecurity feelings inventory in Indian conditions.

Local Adaptation:

The following steps were followed for local adaptation of the inventory:

   Step I: English version of the adapted inventory was translated in simple Bengali and the Bengali version of the inventory was translated again into English to ensure proper and meaningful translation of the test items. The translation was checked by three experts on the subject. The meaning of the different items of the inventory of the two versions remained the same. This process was followed to ascertain the face validity of the inventory.

   Step II: Test-Retest method was followed to ascertain the reliability of the scale. The inventory was twice administered to sexually abused girl children, with
days between the two administrations of the inventory, and the reliability coefficient was found to be 0.79.

3.4 Sample and Sampling:

The steps, which were followed for selecting the sample, are as follows:

**Step I:** A list of Bengali and English medium secondary schools in Agartala was prepared.

**Step II:** From the said list of eight schools, four Bengali medium and four English medium schools were selected following simple random sampling technique.

**Step III:** From each school, 40 students, 20 each from class VIII and IX were selected following systematic random sampling method. Thus, altogether, 320 students were covered in eight schools. Care was taken to select an equal number of male and female children.

**Step IV:** A group of 35 parents and 45 teachers were selected following incidental sampling technique, and data were collected by using a specially designed semi-structured questionnaire for understanding their perception about corporal punishment and child rights.

3.4 Data Collection and Analysis:

First, permission from the authorities of different institutions was sought for data collection, and then a tentative time schedule was developed for data collection. Data were collected from the respondents following the self-administration method. After data collection, necessary statistical analysis of the data was carried out for meaningful interpretation of the same.
3.6 Ethical Issues Considered:

In any research, especially where human beings are involved, it is important to look into two issues i.e., protection of human rights and ensuring the quality of data. Therefore, it is essential to brief the potential study subjects about the objective of the study very clearly so that they can decide whether the study interests them or not. If unwilling respondents are recruited in the study forcefully, they might provide arbitrary response, which will misguide the researcher. On the other hand, it is expected that the people who express their willingness to participate in the study voluntarily will cooperate with the researchers and will provide proper response as per their understanding about an issue.

The following ethical issues were taken into account while contacting and obtaining data from the children/students:

❖ Objectives of the study were briefed to all the study subjects and their informed consent was obtained.
❖ Date and time for the interview/data collection was decided as per the convenience of the study subjects.
❖ Subjects were assured about the confidentiality of the imparted information.
❖ Subjects were informed of their freedom to withdraw themselves at any point during the study period, if they so wished.

3.7 Problems Encountered:

While carrying out any study, each and every researcher confronts some difficulties and they find out the solutions to achieve their objectives accordingly. It is important to delineate the problems encountered by any investigator so that future researchers can gain knowledge from the same and adopt proper measures accordingly for conducting similar studies hereafter more effectively.

In this study the main problems encountered by the investigator included:

❖ Getting permissions from some of the schools on account of scheduled examination. As a result, data collection was delayed.
Some of the authorities were a little hesitant to give permission for data collection. They perhaps felt that if some students come out with their experience of violence in the school premises it might tarnish the image of the school. Therefore, they were not very comfortable to allow any researcher to collect data from the students.

A number of students could not understand the meaning of some of the items, which were clarified by the researchers.

3.8 Limitations of the Study:

For some researchers collecting data from an adequate number of students and obtaining the consent for willful participation in the study requires much effort and patience along with perseverance. In this study, too, the researcher was confronted with the same problem. The study was carried out covering 320 students, 35 parents and 45 teachers mainly from the urban areas. Another study, covering sample from both rural and urban areas, is recommended, for having a better insight about the issue.