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METHODOLOGY

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3.1 Introduction:

Any research starts with curiosities and questions about a given phenomenon or a set of phenomena. Systematic attempt are made to explore, analyze and understand the issues under question through suitable conceptual and methodological tools. The process of inquiry and the analytical tools are to a great extent relative to the specific domain of concern, and the conceptual, methodological, heuristic and pragmatic goals of the research.

In present research, as such has focus on various dimensions of Home Environment, Different components of Emotional Maturity and Certain areas of adjustment among Intact and Broken Home Children. The main objectives of the research, hypotheses, sample, variables and tools used in the study, the procedure and technique of statistical analysis is discussed in this chapter.

3.2 Problem of the Study:

The main aim of the Present Research is to study and compare various dimensions of home environment, various component emotional maturity and certain areas of Adjustment among intact and broken home Children.

The problem present research is “A Comparative Study of Home Environment, Emotional Maturity and Adjustment among intact and broken home Children”.

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3.3. Objectives of the Study:

The main objectives of present research were as under:

1. To study and compare various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness between intact and broken home children.

2. To study and compare various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness between Male and Female children.

3. To study and compare various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness between Urban and Rural children.

4. To study interaction effect various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness between Type of Home and Gender.

5. To study interaction effect various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness between Type of Home and Area of Residence.

6. To study interaction effect various dimensions of Home Environment such as Control, Protectiveness, Punishment,
Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness between Gender and Area of Residence.

7. To study interaction effect various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness among Type of Home and Gender and Area of Residence.

8. To study and compare various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity between intact and broken home children.

9. To study and compare various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration Lack of Independence and overall Emotional Maturity between Male and Female children.

10. To study and compare various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity between Urban and Rural children.

11. To study interaction effect various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity between Type of Home and Gender.
12. To study interaction effect various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity between Type of Home and Area of Residence.

13. To study interaction effect various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity between Gender and Area of Residence.

14. To study interaction effect various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity among Type of Home, Gender and Area of Residence.

15. To study and compare various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment between intact and broken home children.

16. To study and compare various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment between Male and Female children.

17. To study and compare various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment between Urban and Rural children.

18. To study interactions effect of various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment between Type of Home and Gender.
19. To study interactions effect of various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment between Type of Home and Area of Residence.

20. To study interaction effect of various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment between Gender and Area of Residence.

21. To study interaction effect of various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment among Type of Home, Gender and Area of Residence.

3.4. Hypothesis:

Following major hypothesis were tested in present research.

1. There will be no significant different between intact and broken Home children with regards to various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection, Permissiveness.

2. There will be no significant different between Male and Female children with regards to various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection, Permissiveness.

3. There will be no significant different between Urban and Rural children with regards to various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection, Permissiveness.
4. There will be no significant interaction effect between Type of Home and Gender with regards to various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection, Permissiveness.

5. There will be no significant interaction effect between Type of Home and Area of Residence with regards to various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection, Permissiveness.

6. There will be no significant interaction effect between Gender and Area of Residence with regards to various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection, Permissiveness.

7. There will be no significant interaction effect among Type of Home, Gender and Area of Residence with regards to various dimensions of Home Environment such as Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection, Permissiveness.

8. There will be no significant different between intact and broken Home children with regards to various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality
Disintegration, Lack of Independence and overall Emotional Maturity.

9. There will be no significant different between Male and Female children with regards to various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity.

10. There will be no significant different between Urban and Rural children with regards to various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity.

11. There will be significant no interaction effect between Type of Home and Gender with regards to various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity.

12. There will be no significant interaction effect between Type of Home and Area of Residence with regards to various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity.

13. There will be no significant interaction effect between Gender and Area of Residence with regards to various dimensions of Emotional Maturity such as Emotional Instability, Emotional...
Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity.

14. There will be no significant interaction effect among Type of Home, Gender and Area of Residence with regards to various dimensions of Emotional Maturity such as Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence and overall Emotional Maturity.

15. There will be no significant different between intact and broken Home children with regards to various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment.

16. There will be no significant different between Male and Female children with regards to various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment.

17. There will be no significant different between Urban and Rural children with regards to various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment.

18. There will be no significant interaction effect between Type of Home and Gender with regards to various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment.

19. There will be no significant interaction effect between Type of Home and Area of Residence with regards to various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment.
20. There will be no significant interaction effect between Gender and Area of Residence with regards to various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment.

21. There will be no significant interaction effect among Type of Home, Gender and Area of Residence with regards to various areas of Adjustment such as Home, Health, Social, Emotional and overall adjustment.

3.5 Sample:

In present research Random Sampling technique was used for the data collection of sample. The sample was collected from various urban and rural areas of Gujarat District. The total sample was categories as under:

<table>
<thead>
<tr>
<th></th>
<th>Intact Home</th>
<th>Broken Home</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Urban</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Rural</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

3.6. Variables:

In present Research three independent variables under study were as under:

1. Type of Home: intact Home-Broken Home.
2. Gender of Children: Male and female children.
3. Area of Residence : Urban and rural
Scores of various dimensions of Home Environment, scores of various component of Emotional Maturity and scores of certain areas of adjustment were considered as dependent variables.

3.7 Tools:

Following tools were used for data collection in present research.

3.7.1 Home environment inventory (HEI) by K. S. Misra.
3.7.2 Emotional Maturity Scale (EMS) by P.Y. Singh and Mahesh Bhargava.
3.7.3 Bell adjustment inventory by R. K. Oza.

3.7.1 Home Environment Inventory (HEI):

The present home environment inventory is an instrument designed to measure psycho social climate of home as perceived by children. It provides a measure of quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI has 100 items belonging to the ten dimensions of home environment. Operational definitions of these dimensions are as follows.

(A) Control:

It indicates autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them.

(B) Protectiveness:

It implies prevention of independent behavior and prolongation of infantile care.

(C) Punishment:

It includes physical as well as affective punishment to avoid the occurrence of undesirable behavior.
(D) Conformity:
It indicates parents directions and commands or orders with which child is expected to comply by actions. It refers to demands to work according to parent’s desires and expectations.

(E) Social Isolation:
It indicates the use of isolations from beloved person except family members for negative sanctions.

(F) Reward:
It includes material as well as symbolic rewards to strengthen or increase the probability of desired behavior.

(G) Deprivation of Privilege:
It implies controlling children behavior by depriving them or their rights to seek love, respect and child care from parents.

(H) Nurturance:
It indicates existence of excessive unconditional, physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child.

(I) Rejection:
It implies conditional love recognizing that the child has no right as a person, no right to express his feeling, no right to uniqueness and no right to become autonomous individual.

(J) Permissiveness:
It includes provision of opportunity to child to express his views freely and act accordingly to his desire with no interference from parents.

- Description of The Inventory:
HEI contained 100 items related to above-mentioned ten dimensions of home environment. The instrument requires students to tell the frequency with which a particular parents/child
interactional behavior has been observed by them in their homes. It is 5 point scale from mostly to never.

HEI can use individual or in group setting. Test has 5 cell point marking system for score is allotted by constructor, 4 marks to mostly, 3 marks to often, 2 marks to some times, 1 mark to least and 0 marks to never.

The item wise “t” value is found out from the test constructor.

- **Reliability:**

  The home environment inventory’s reliability was found out by split half method, and worked out separately for all the ten dimensions. The split half reliability of various dimensions of HEI are as follows.

<table>
<thead>
<tr>
<th>Sr No</th>
<th>Inventory dimension</th>
<th>Reliability co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Control</td>
<td>0.879</td>
</tr>
<tr>
<td>B</td>
<td>Protectiveness</td>
<td>0.748</td>
</tr>
<tr>
<td>C</td>
<td>Punishment</td>
<td>0.947</td>
</tr>
<tr>
<td>D</td>
<td>Conformity</td>
<td>0.866</td>
</tr>
<tr>
<td>E</td>
<td>Social isolation</td>
<td>0.870</td>
</tr>
<tr>
<td>F</td>
<td>Reward</td>
<td>0.875</td>
</tr>
<tr>
<td>G</td>
<td>Deprivation of privileges</td>
<td>0.855</td>
</tr>
<tr>
<td>H</td>
<td>Nurturance</td>
<td>0.901</td>
</tr>
<tr>
<td>I</td>
<td>Rejection</td>
<td>0.841</td>
</tr>
<tr>
<td>J</td>
<td>Permissiveness</td>
<td>0.726</td>
</tr>
</tbody>
</table>

The inter correlation is also counted by Dr Karunashankar Mishra in between 10 dimensions.

- **Validity Of HEI:**

  Home environment inventory has been found to possess
content validity is measured with the help of views expressed by judges. Criterion related validity could not be established because of the lack of appropriate external criteria.

- **Norms:**

  HEI has different norms for boys and girls. Scores are counted in percentile.

  - If > P 90 Percentile Very high
  - If P 75 – 90 Percentile High
  - If P 50 – 75 Percentile Slightly above average
  - If P 25 – 50 Percentile Average
  - If P 10 – 25 Percentile Slightly below average

3.7.2 Emotional Maturity Scale (EMS) (1990):

The emotional maturity scale by Singh and Bhargava measures 5 factors of emotional immaturity, emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence and a composite score for emotional immaturity. Emotional maturity scale has a total of 48 items. EMS is a self-reporting 5 point scale. The 5 options mentioned in very much, much undecided, probably and never. There are following factors of emotional immaturity.

1. **Emotional Instability:**

   This is a broad factor representing syndrome of lack of capacity to dispose of problems, irritability, and needs constant help for one’s day to day work, vulnerability, stubbornness and temper tantrums.

2. **Emotional Regression:**

   Emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness.
3. Social Maladjustment:
   Lack of social adoptability hatred, seclusive but boasting, liar and Shirker.

4. Personality Disintegration:
   All those symptoms, which represent disintegration of personality, like reaction, phobies formation, rationalization pessimisme, immorality etc.

5. Lack of Independence:
   Person shows parasitic dependence on others is egotist and lacks objective interest, people think of him an unreliable person.
   - **Reliability and Validity:**
     The reliability of the scale was determined by Test-retest method and internal consistency. The product moment ‘$r$’ between the two testing was .75. The internal consistency of the scale was checked by calculating the coefficient of correlations between total scores and scores on each of the 5 areas. The values of internal consistency of its various areas varies from .42 to .86. The scale was validated against external criteria i.e. the product moment correlation obtained between total scores on all twenty one items and total scores on EMS was .64.

**3.7.3 Bell Adjustment Inventory (1968):**
Bell adjustment inventory (student form) by Dr. R. K. Ojha was prepared in 1968 when one of the Ph.D. students was conducting his research work under the guidance of the author. This inventory includes four parts-Home, Health, Social and Emotional each part has 35 questions, which are answered on a three point scale.

The adjustment inventory has four parts. Each part has 35 questions. In the left side of each question “Yes”, “No” and “?”
have been given. If you agree with the statement or to the facts mentioned in the question, encircle “yes”. If you answer is negative i.e., you are not agreeing to the facts mentioned in the question, encircle “No’. If you can neither answer the question in “Yes” and “No” then encircle question mark “?” . There is no time limit, but should answer all the items quickly.

- **Reliability:**
  The adjustment inventory possesses high reliability. The reliability coefficients were determined by split-half and test-retest method. For split-half, the correlation between odd and even items was calculated and corrected by the Spearman-Brown formula. Similarly, in case of test-retest method, the inventory was again administered on a sample of 200 students after a period of two months. The reliability coefficients are shown in Table

<table>
<thead>
<tr>
<th>Method</th>
<th>Home</th>
<th>Health</th>
<th>Social</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split-Half</td>
<td>0.84</td>
<td>0.81</td>
<td>0.87</td>
<td>0.89</td>
</tr>
<tr>
<td>Test-Retest</td>
<td>0.91</td>
<td>0.9</td>
<td>0.89</td>
<td>0.92</td>
</tr>
</tbody>
</table>

- **Validity:**
  The adjustment inventory was validated against K. Kumar's Adjustment inventory. The two inventory scores yielded a positive correlation. This study was conducted on a sample of 400 cases of four educational groups. Pearson’s r are given in Table 2.

- **Scores:**
  Scoring of the inventory is most easy. You have to count the number of responses where the individual has encircled “Yes” only. For each encircled “Yes” response 1 score is to be given. The total number of “Yes” scores thus makes total score of the individual in the part. You are not concerned to the “No” and “?” response.
The inventory is totally negative inventory. When an individual answers in “Yes”, it indicates his difficulties. If he answers in “No”, it indicates that the individual has no such difficulty. If one answers in question mark “?”, his answer is neither affirmative nor negative towards difficulties. Therefore, only “Yes” responses are scored to measure adjustment difficulty.

3.8. Procedure:

After establishing the report with various group of children individually. Home environment Inventory, Emotional Maturity scale and Bell Adjustment Inventory administered individually. Then responses of each test was scored as per manual of each test. The data was categorized and arranged in respective table according to the statistical techniques applied.

3.9 Statistical Analysis:

To analysis the data three way analysis of Variance (ANOVA) was used to find out the main and interaction effect of three independent variables Type of home: intact and broken Horne children, Gender: male and female children, area of Residence: urban and rural on various dimensions of home Environment various component of emotional maturity, and certain areas of adjustment.