CHAPTER III

THE PRESENT STUDY

Karl Pearson said that the unit of all sciences consists only in its methods, not in its material. Methodology is a way to systematically solve the research problem. In this chapter detailed research method and design are presented. This chapter also deals with the purpose of the study, presentation of the problem, formulation of the hypothesis, conceptual clarity, description of the sample, description of the tools, data collection procedure, and data analysis methods.

3.01 Statement of the problem
3.02 Objectives
3.03 Hypotheses
3.04 Operational Definitions
3.05 Research Design
3.06 Selection of area and sample
3.07 Selection of method and tool
3.08 Description of the tool used for the study
3.09 Pilot study
3.10 Reliability and Validity of the tools
3.11 Collection of Data
3.12 Processing and Analysis of data
3.13 Limitation of the study
3.01 STATEMENT OF THE PROBLEM

The present study is termed as “A STUDY OF SELF-ESTEEM, PEER-GROUP RELATIONSHIP, ADJUSTMENT ABILITY AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS FROM SINGLE-PARENT FAMILY AND INTACT FAMILY”.

3.02 OBJECTIVES

1. To assess the level of Self-esteem among male and female college students from single-parent family and intact family;
2. To study the Peer-group relationship among male and female college students from single-parent family and intact family;
3. To find out the Adjustment ability among male and female college students from single-parent family and intact family;
4. To study the Academic achievement among male and female college students from single-parent family and intact family;
5. To study the significance of difference between male and female college students of single-parent family and intact family in respect to Self-esteem, Peer-group relationship, Adjustment ability and Academic achievement.

3.03 HYPOTHESES

1. There is a significant difference between college students from single-parent family and intact family in their
   a) Self-esteem;
   b) Peer-group relationship;
   c) Adjustment ability;
d) Academic achievement.

2. There is a significant difference between male college students from single-parent family and intact family in their
   a) Self-esteem;
   b) Peer-group relationship;
   c) Adjustment ability;
   d) Academic achievement.

3. There is a significant difference between female college students from single-parent family and intact family in their
   a) Self-esteem;
   b) Peer-group relationship;
   c) Adjustment ability;
   d) Academic achievement.

4. There is a significant difference between male and female college students from single-parent family in their
   a) Self-esteem;
   b) Peer-group relationship;
   c) Adjustment ability;
   d) Academic achievement.

5. There is a significant difference between male and female college students from intact family in their
   a) Self-esteem;
   b) Peer-group relationship;
   c) Adjustment ability;
d) Academic achievement.

**3.04 OPERATIONAL DEFINITION**

a) **Single-parent family**

According to the Wikipedia, the free encyclopedia, ‘Single-parent (also lone parent, solo parent and sole parent) is a parent who cares for one or more children without the physical assistance of the other parent in the home’. According to the Encyclopedia of Children’s Health, Single-parent families are families with children under age 18 headed by a parent who is widowed or divorced and not remarried, or by a parent who has never married.

b) **Intact family**

According to the Australian Bureau of Statistics, ‘A couple family containing at least one child who is the natural or foster child of both members of the couple, and no child who is the stepchild of either member of the couple’. According to the Encyclopedia.com, a nuclear family is the one in which membership has remained constant, in the absence of divorce or other divisive factors.

c) **Self-esteem**

Coopersmith (1967) defines Self-esteem as “a personal judgement of worthiness that is expressed in the attitudes that individual, holds towards himself”. It is a subject experience, which the individual conveys to others by verbal reports and other overt expressive behavior. According to Branden, self-esteem is a confidence in our ability to think. To cope with the basic challenges of life and confidence is our right to be successful and happy. According to Frey & Carlock, self-esteem is an evaluation of the emotional, intellectual and behavioral aspects of the self-concept.
Self-esteem is operationally defined as the total score obtained on Self-esteem scale developed by Karunanidhi (1996), The Head of the Department of Psychology, University of Madras, India.

d) Peer-group relationship

The investigator examines the significance of Peer-group relation among the college students with their attitudes, personal interest, expectation and experience which are considered to be important in their life, and some ideas which act as a scaffold in their life.

According to the Gale Encyclopedia of Children’s Health, ‘Peer pressure is the influence of a social group on an individual’. Peer acceptance is the degree to which a child or adolescent is socially accepted by peers. It includes the level of peer popularity and the ease with which a child or adolescent can initiate and maintain satisfactory peer-group relationship. It is operationally defined as the total score obtained on Peer-group relationship scale which includes Peer-group relation and Social acceptance developed by Hudson & Fey (1982).

e) Adjustment

According to the Collins English Dictionary, adjustment is the act of adjusting or state of being adjusted. According to Newman (1981) the concept of Adjustment refers to active, creative effects to live effectively. This requires gaining skills through interaction with one’s word acquiring a degree of control over one’s daily life, successfully meeting life’s challenges, self understanding and the ability to make accurate judgement about people and places. According to the Macmillan Dictionary, adjustment is a change in something that makes it better, more accurate, or more
effective. It is operationally defined as the total score obtained on College students’
adjustment scale developed by Pareek et al. (1976).

f) Academic achievement

According to the Dictionary of Psychology, Chaplin (1965) defined educational or
academic achievement as specified level of attainment or proficiency in academic work
as evaluated by teachers, by standardized tests or by a combination of both. This is
defined as the student’s ability to perform in the school tests as evaluated by the school
teachers. It is the specific effect of a programme of study. It is usually stated as a
numerical value assigned by the teacher on the performance indicated by the student,
while teaching methods, teacher understanding of content are factors affecting
performance during the adolescent years interpersonal relationship, especially familial
background can also have a major impact. According to the Dictionary of Education,
Carter (1959) states that academic achievement means ‘the knowledge attained or skills
developed in the school subjects, usually assessed by test score or by marks assigned
by teachers or both’. Thus, the scores earned by the college student in the Terminal
Examination were taken as the academic achievement.

3.05 RESEARCH DESIGN

Research design is the arrangement of condition for collection and analysis of data
in a manner that aims to combine relevance to the purpose with economy in procedure
(Gupta, 1997). The study is Ex post facto in nature as it attempts to study the college
students living in single-parent family and intact family.
The present study is aimed to find out Self-esteem, Peer-group relationship, Adjustment ability and Academic achievement of college students from Single-parent family and Intact family.

### 3.06 SELECTION OF AREA AND SAMPLE

**a) Selection of Area**

Chennai, which is a cosmopolitan city, had been chosen for the study due to varied reasons. It has a heterogeneous population with people of different socio-economic, religious and linguistic backgrounds. The samples would be easily reached by the investigator due to its thick population.

**b) Selection of Sample**

A sample refers to the part of population selected for analysis. Sampling techniques and population parameters are of paramount importance and become critical factors in the success of the study.

The study was conducted among college students of single-parent family and intact family. 520 samples were chosen by purposive sampling method of which 265 college students were from single-parent families and the remaining 255 college students were from intact families. The places of sample selection were in and around city colleges of Chennai.

### 3.07 SELECTION OF METHOD AND TOOL

In the present study, Survey method was employed to describe and interpret what exists at present. Survey method was adopted as a major data collecting device. Survey method can be studied by selecting samples chosen and to discover the relative incidence,
distribution and interrelations from a large number of respondents representing a specific population collected through highly structured and detailed questionnaire.

A Questionnaire was selected to be the tool to conduct the survey i.e., Questionnaire method which is suitable to elicit information from literates to whom written verbal stimuli is applied to get written response. This method saves time and money.

The same questionnaire was administered to collect information from college students of single-parent families and intact families. Data were gathered, tabulated, classified, interpreted, compared, evaluated, and then generalizations were made.

3.08 DESCRIPTION OF THE TOOL USED FOR THE STUDY

To study a problem, one may use various devices. The selection of the right tool is important for successful research. The tool is an instrument, which is used to collect data from the sample. In the present study, three tools were used to collect the required information.

<table>
<thead>
<tr>
<th>Name of the Tool</th>
<th>Author</th>
<th>Variable Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem inventory</td>
<td>Karunanidhi (1996)</td>
<td>Self-esteem</td>
</tr>
<tr>
<td>Peer-group relationship Scale</td>
<td>Hudson &amp; Fey (1982)</td>
<td>Peer-group relation and Social acceptance</td>
</tr>
<tr>
<td>College students’ adjustment scale</td>
<td>Pareek et al. (1976)</td>
<td>Adjustment ability</td>
</tr>
</tbody>
</table>
Due attention was given to the aspects like

i) the objectives of the study;

ii) simple and straightforward questions which were easily answerable were put in a well organized tabulation form;

iii) technical defects were scrutinized.

Questionnaire comprises of 4 parts

1) Personal data sheet;

2) Self-esteem inventory;

3) Peer-group relationship scale;

4) College students’ adjustment scale.

First part demanded information on personal details such as, name, age, class, type of family, family income, number of siblings, etc.

Second part comprised of Self-esteem inventory, which was constructed by Karunanidhi (1996), The Head of the Department of Psychology, University of Madras, India. The inventory consists of 6 dimensions of self-esteem – competency self-esteem, global self-esteem, moral and self-control self-esteem, social self-esteem, family self-esteem and body/physical appearance self-esteem.


2. Global Self-esteem: It is the general appraisal of the self and it is based on adolescent evaluation of all parts of himself, a positive global self-esteem would be reflected in feelings such as, ‘I am a good person’ or “I respect myself”.
3. Moral and Self-control Self-esteem: It is the reflection of feeling good of being honest, sincere, and adhering to social values. Individuals who value these are supposed to have the feeling of good about themselves.

4. Social Self-esteem: It encompass the individual feeling about himself as a friend: Do others like him, value his ideas, include in their activities?

5. Family Self-esteem: Self-esteem reflects his feelings about himself as a member of his family. A person who feels that he is a valuable member of his family, makes unique contribution, who is secure in the love and respect he receives from parents and siblings, will have high positive self-esteem.

6. Body and Physical appearance Self-esteem: It is the body image as a contribution of physical appearance and capability based upon his satisfaction with the way his body looks and performs.

   It consists of 83 items on a 4 point scale as Never, Sometimes, Most of the time and Always. They are ranked in order of 1, 2, 3 and 4.

   Third part comprised of Peer-group relationship scale which was constructed by Hudson (1982) about Peer-group relation and Acceptance of others scale by Fey for Social Acceptance. It consists of 35 items on a 5 point scale as Strongly agree, Agree, No idea, Disagree and Strongly disagree. First 20 items measures Peer-group relation and next 15 items measures Social acceptance.

   Fourth part comprised of College students’ adjustment scale which was constructed by Pareek et al. (1976). The questionnaire consist of 40 items relating to Home (9), School* (8), Teachers (8), Peers (8) and General (7) items.

   The questionnaire was translated from English to Tamil for collection of data.

* The college is also referred sometimes as, “School” (p. 82)
a) **SELF-ESTEEM INVENTORY**

**Rationale**

This questionnaire measures the Self-esteem of college students. It has simple statements which is easily comprehensible by the college students. The Self-esteem inventory developed by Karunanidhi (1996), The Head of the Department of Psychology, University of Madras, India was used for the study.

**Description**

The Multi-dimensional Self-esteem inventory consists of 83 items in the form of statements. It has both positive and negative items, and the categories were well mixed to reduce the halo effect and the logical error, and double barreled statements were avoided. There are 6 dimensions involved 1) Competency Self-esteem, 2) Global Self-esteem, 3) Moral and Self-control Self-esteem, 4) Social Self-esteem, 5) Family Self-esteem and 6) Body and Physical appearance Self-esteem. A lie scale was also included to measure social conformity in response. Each statement has 4 alternatives such as, Never, Sometimes, Most of the time and Always.

**Administration Procedure**

The instructions were given along with each questionnaire as - “A list of statements are given below, these statements describe how you generally feel and think about yourself and not how others think of you”. There are no right or wrong answers. Please indicate your response by encircling to appreciate number using the following rating scale to express your feelings. 

Never=1, Sometimes=2, Most of the time=3, and always=4.
Scoring Key

Competency

Positive Items

1, 15, 22, 36, 43, 49, 55, 61, 71, 75, 78, 80 and 82

Negative Items

8, 29 and 66

Maximum possible score: 64

Global

Positive Items

2, 9, 30, 37, 50, 56, 62, 72 and 83

Negative Items

16, 23, 44, 67, 76, 79 and 81

Maximum possible score: 64

Moral and self-control

Positive Items

3, 17, 24, 38, 45, 51 and 77

Negative Items

10, 31, 57, 63, 68 and 73

Maximum possible score: 52

Social

Positive Items

4, 11, 25, 46, 58 and 74

Negative Items

18, 32, 39, 52, 64 and 69
Maximum possible score: 48

Family
Positive Items
5, 19, 26, 53, 65 and 70

Negative Items
12, 33, 40, 47 and 59

Maximum possible score: 44

Body and Physical appearance
Positive Items
6, 13, 34, 48 and 54

Negative Items
20, 27, 41 and 60

Maximum possible score: 36

Lie scale
Positive Items
7, 14, 21, 35 and 42

Negative Item
28

Maximum possible score: 24

In case of Negative items reverse scoring procedure was followed. Higher the scores in each dimension indicate the higher level of self-esteem.
b) **PEER-GROUP RELATIONSHIP SCALE**

The tool used is Hudson (1982) of Peer-group relation and Acceptance of others scale by Fey for Social acceptance. The significance of Peer-group relation among children with their attitude, personal interest, expectations and experience are considered important in life.

**Description**

The tool consists of 35 items on a 5 point scale as Strongly agree, Agree, No idea, Disagree and Strongly disagree.

- **Strongly agree**: 5 point
- **Agree**: 4 point
- **No idea**: 3 point
- **Disagree**: 2 point
- **Strongly disagree**: 1 point

**Administration Procedure**

Following Instructions was given along with questionnaire.

- This questionnaire contains certain practical situations which you might have come across in your day-to-day life.
- There are 35 items followed by 5 alternatives for each question. Please mark (✓) against the alternatives in each question that is most appropriate to you.
- Please mark only one alternative out of the 5 response given and don’t omit any item.

**Scoring Key**

**Positive Items**

5, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 30, 31, 32, 33, 34 and 35
Negative Items

1, 2, 3, 4, 6, 7, 9, 13, 26, 27 and 29

In case of negative items reverse scoring procedure was followed.

c) COLLEGE STUDENTS’ ADJUSTMENT SCALE

The PAAS was developed by Pareek., Rao., Ramalingaswamy., & Sharma. (1976).

Rationale

This tool was used to assess psycho-social adjustment of the college students. This scale measures 5 significant areas of adjustments such as, Home, School, Peers, Teachers and General.

Description

The tool consists of 40 items relating to Home (9), School (8), Peers (8), Teachers (8) and General (7) items. The term school refers usually to Higher secondary schools and the schools that teach students studying below XII standard. There are prestigious colleges which are called themselves as schools, not only in the West, but also in India. For e.g., a reputed educational institution that teaches social work at Madras (Egmore) is called as Madras School of Social Work. It is because of this reason Research scholar have interviewed college students considering colleges as schools, a term that is prestigious in nature. In addition to this matured thoughts can be expected from a student of college than the student of Higher secondary school. But, the research scholar does not, by means of this, consider students of school in general as inferior in intellectual standard.

Administration Procedure

Respondents were instructed to read each sentence carefully i.e., “If the sentence is applicable, if it occurs to you that the sentence is true for you, tick mark [✓] in the square
given on the right side of that sentence. If the sentence is not applicable to you, do not write anything.

**Scoring Key**

Each negative item was given a score of one. The total score for each dimension is obtained by adding all responses of the negative items.

Home

**Positive Items**
5, 13, 14, 15, 30 and 35

**Negative Items**
1, 3 and 31

School

**Positive Items**
24, 28 and 32

**Negative Items**
2, 9, 10, 11 and 22

Peers

**Positive Items**
17, 20, 36 and 38

**Negative Items**
6, 7, 18 and 21

Teachers

**Positive Items**
4, 8, 12, 23 and 40
Negative Items
26, 27 and 39

General

Positive Items
25, 29, 33 and 34

Negative Items
16, 19 and 37

In case of Negative items reverse scoring procedure was followed.

The total adjustment score was computed by adding scores on all the subscales. High scores indicate more adjustment ability.

d) ACADEMIC ACHIEVEMENT

According to Wordsworth, academic achievement is the result of aptitude, interest and motivation. This is defined as the student’s ability to perform in the examination as evaluated by the teachers.

3.09 PILOT STUDY

The pilot study enables easy and convenient elicitation of information from the representative sample usually consisting of a small group of number so that successive requirements and modification can be made with the tool before gathering data from the larger group of respondents.

The questionnaire comprised of 4 parts, and the scales used were standardized in nature. The tool was pre-tested for clarity and specificity with 20% of the total samples. It was done to detect the question of ambiguity and to eliminate double barreled questions. Vague questions were deleted and subsequent modifications were done.
Proper instructions were given before the administration of the scales. The subjects were asked to respond to all the statements and no time limit was imposed. During the time of administration of the scales the investigator gave proper assistance and directions whenever and wherever necessary. The tool used for the study is presented in Appendix-II.

3.10 RELIABILITY AND VALIDITY OF THE TOOLS

In order to establish the validity of the tool, the items in each tool were subjected to expert scrutiny. Reliability is the extent to which independent researchers could discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and participants. Reliability is the connection between recorded data and what has actually occurred in the setting being studied after the collected data has been analyzed and interpreted in a uniform manner.

In order to establish reliability, the Cronbach Alpha Coefficient was estimated for tools. The intrinsic validity coefficient was established by taking square root of reliability coefficients. Thus from these coefficients it was inferred that the tools were highly reliable and valid.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Tool</th>
<th>Author</th>
<th>Reliability</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-esteem inventory</td>
<td>Karunanidhi</td>
<td>0.8376</td>
<td>0.9152</td>
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<tr>
<td></td>
<td></td>
<td>(1996)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Peer-group relationship scale</td>
<td>Hudson &amp; Fey</td>
<td>0.7843</td>
<td>0.8856</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1982)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>College students’ adjustment scale</td>
<td>Pareek et al.</td>
<td>0.7639</td>
<td>0.8740</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1976)</td>
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</tbody>
</table>
3.11 COLLECTION OF DATA

The investigator contacted the Principals of the selected colleges and permission was obtained (Appendix-I). The investigator requested the college students to fill in the questionnaire. The time taken by the students for filling the questionnaire was about 25-30 minutes.

3.12 PROCESSING AND ANALYSIS OF DATA

Processing included editing, coding, classifying as well as tabulation, followed by statistical analysis and discussion. The data was subjected to Descriptive and Differential analysis.

3.13 LIMITATION OF THE STUDY

1. The study was conducted using regular male and female college students.

2. The study was restricted to Chennai city.