CHAPTER FOUR

METHODOLOGY

4.1 INTRODUCTION

This chapter deals with the methodology adopted by the investigator in the study. This chapter describes about the procedure of the study, the variables used in the study, tools used to carry the study, population and sample for the study the procedure for data collection and the statistical procedure for data collection and the statistical procedures utilized for the analysis of the data collected.

4.2 DESIGN OF THE STUDY

Research design indicates the plan of action for the research. It is a catalogue of the various phases and facts relating to the formulation of a research effort. It is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Seltiz et al, 1976). This study undertakes non experimental hypothesis testing. The present study was a Descriptive Survey Study, which was intended to measure the Impact of Domestic Violence on Children in Tirunelveli District – A Comparative Psycho – Social Analysis. The data was collected from the adolescent boys from the violent and non violent homes of Tirunelveli District by administering the tools developed for the study. The diagrammatic representation of the research design is given in the table 4.
4.3 VARIABLES OF THE STUDY

The variables involved in the study is given below

PSYCHO-SOCIAL FACTORS

The Psychological factors used for the study are as follows:

4.3.1 Personality

"Personality" can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, emotions, motivations, and behaviors in various situations. (Ryckman, 2004)

4.3.2 Study Skills

Study skills or study strategies are approaches applied to learning. They are generally critical to success in school are considered essential for acquiring good grades, and are useful for learning throughout one's life. (Bremer, Rod)

4.3.3 Emotional Intelligence

Emotional Intelligence, or EI, describes an ability or capacity to perceive, assess, and manage the emotions of one's self, and of others. (www.ihhp.com/what_is_eq.htm)
4.3.4 Aggression

Aggression refers to any behavior that is hostile, destructive, and/or violent. Generally, aggressive behavior has the potential to inflict injury or damage to the target person or object. Examples of aggressive behavior include physical assault, throwing objects, property destruction, self-harming behaviors, and verbal threats. Aggression can have mental aspects, as well. (well. bpd.about.com/od/glossary/g/aggression.htm)

4.3.5 Personal Effectiveness

Personal Effectiveness is about producing desired behaviors and outcomes whether at home or work. It is having the capability to achieve personal objectives – ‘the can do’ and the will to put this into action-‘the will to do’. (Diana Winstanley, 2005)

4.3.6 Self Esteem

The "self" part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The "esteem" part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives.

4.3.7 Quality of School Life

It is the personal satisfaction (or dissatisfaction) with the cultural or intellectual conditions under which one live. (www.thefreedictionary.com/quality+of+life)

The other variables of the study is as follows:

Domestic violence

‘Domestic Violence typically involves a pattern of physical, sexual and emotional abuse and intimidation which escalates in frequency and severity over time. It can be understood as the misuse of power and exercise of control (Pence and Paymar, 1996) by
one partner over the other in an intimate relationship, usually by a man over a woman, occasionally by a woman over a man (though without the same pattern of societal collusion). It has profound consequences in the lives of individual, families and communities’ (Mullender and Humphreys, 1998)

**Adolescent boys from violent homes**

The nature of the study necessitated the selection of both the adolescent boys from violent homes and adolescent boys from non-violent homes to facilitate a comparison of both the groups. The sample for the boys from violent homes group were randomly selected from among the adolescent boys of the Domestic violence victims, from various sources like the three All Womens’ Police station, The Protection officer’s office in Tirunelveli, State Social Welfare funded Family Counseling Center. In all these places these victims of Domestic Violence had approached the Station House Officer (SHO) or the Protection Officer (PO) or the Family Counselor to file an First Information report (FIR) or a Domestic Incident report (DIR) or to report violence in their homes. Thus the selection of sample for the adolescent boys from violent homes, for the present study is justified. A list of all the adolescent boys above 13 years of age was consolidated and 40 adolescent boys were randomly chosen as samples for this study.

**Adolescent boys from non-violent homes**

The adolescent boys from non-violent home have been selected from schools, run by the Government of Tirunelveli. The Government schools normally cater to the boys from families belonging to the low socio-economic group, the same as adolescent boys from violent homes. The two groups can be safely assumed to be from similar socio-economic backgrounds, including family income, housing, parental occupation,
education etc., The adolescent boys from violent homes and boys attending Government schools come from similar socio-economic backgrounds and are exposed to similar environmental pressures. With regard to adolescent boys from Government school was selected from the city of Tirunelveli.

4.4 TOOLS USED IN THE STUDY

**Tool 1** – Personality Questionnaire was used to compare the personality of children from violent and non violent homes.

**Tool 2** – Study skills Scale was used to study the impact of study skills of children from violent and non violent homes. It is a standardized tool used for the study.

**Tool 3** – Emotional Intelligence Scale is a tool used to evaluate the emotional level among children from violent and non violent homes.

**Tool 4** – Aggression Inventory was used to know the level of aggression among children from violent and non violent homes.

**Tool 5** – Personal Effectiveness tool was used to know the personal effect of among children from violent and non violent homes.

**Tool 6** - Self Esteem Inventory was used to assess the Esteem of children from violent and non violent homes.

**Tool 7**- Quality of School Life Questionnaire was used to find out the aspects of life among children from violent and non violent homes.

4.4.1 RATIONALE FOR THE TOOLS USED

After the selection of the dimensions related to the variables of the study the investigator was looking out for tools to measure the Impact of Domestic Violence on
Children in Tirunelveli District. For this purpose the investigator went through related literature, thesis, journals, dissertations and handbooks of psychological and social instruments. The investigator was able to locate standardized tools to fulfill the objectives of the present study, so the investigator decided to use these standardized tools to the five variables such as Personality, Study Skills, Aggression level, Personal Effectiveness and Self Esteem and for the Emotional Intelligence and Quality of School life the standardized tool was taken and adopted according to the level of adolescent children.

4.4.2 CONSTRUCTION OF THE TOOLS

The preparation of the tools titled “Emotional Intelligence Scale and Quality of Study life” to measure the impact of Domestic Violence on Children was undertaken using the following phases:

1. Writing of items.
2. Preparation of initial draft.
3. Evaluation of initial draft.
4. Preparation of second draft.
5. Validation of the tool.
6. Preparation of final draft.

Phase I: Writing of items

The investigator had selected different methods for the construction of the tools. An initial part of sixty questions were prepared each for Emotional Intelligence Scale and Quality of Study life. The tools were developed in both English and Tamil Version.
Phase II: Preparation of Initial Draft

The investigator selected items under each dimensions of Emotional Intelligence Scale and Quality of Study life. Under each dimensions, out of the sixty items prepared certain items were selected on the basis of clarity and specificity of the items. The selected items were arranged under each dimension. The dimensions selected for each variable is as follows;

Dimensions of Emotional Intelligence

Emotional Competency, Emotional Sensitivity and Emotional Maturity

Phase III: Evaluation of the Initial Draft

The initial draft of the tool was submitted to the guide for evaluation. The guide scrutinized all the items constructed by the investigator and suggested the following modification in order to make it suit the purpose of the study.

1. Make equal number of questions to each component.
2. Long statements were to be split into short specific statements.

Phase IV: Preparation of the Second Draft

The investigator implemented the suggestions given by the guide in the second draft. Equal numbers of questions were distributed and long statements were split into short specific statements. The draft was submitted to three experts in the field of criminology to validate.

Phase V: Validation of the tool

It was essential that the criticism, suggestions, corrections and approval of the experts in the field of criminology was to be secured before the final form of Emotional Intelligence Scale and Quality of Study life was constructed.
A copy of Emotional Intelligence Scale and Quality of School life was submitted to three experts in the field of Criminology to check for content and concurrent validity. They were requested to go through the statements and given their valuable suggestions and corrections regarding the following aspects.

1. The specificity and clarity of the statements.
2. The appropriateness of the statements with respect to each component.
3. Any aspect or statements to be added or deleted.

Accordingly the following suggestions were given:

1. To construct a few items in order to make it more specific
2. To use simple language.

**Phase VI: Preparation of the Final Draft**

The suggestions, corrections and opinion of the experts and the guide were implemented in the final draft of the tool. The items were made specific and clear. The numbers of items selected for the final draft of tools are given in table 4.2

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Tools</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emotional Intelligence</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>Quality of School life</td>
<td>50</td>
</tr>
</tbody>
</table>

In addition to the above tools a general profile is also developed by the researcher to collect the personal data of the samples chosen. The sample tools are given in appendix-I.
4.4.3 PREPARATION OF THE RESPONSE SHEET

The investigator prepared a model of the response sheet. The respondent was asked to indicate to what extent each statement is suitable for the items given in tools. The alternatives used for tools like Emotional Intelligence Scale and Quality of Study life is given below in table 4.3. The scoring key is given in appendix-II.

Table 4.3

Alternatives Used for the Tools

<table>
<thead>
<tr>
<th>Emotional Intelligence</th>
<th>Quality of Study life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Disagree</td>
</tr>
<tr>
<td>No</td>
<td>Undecided</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
</tr>
</tbody>
</table>

The details regarding the five tools are given below

4.4.4 EYSENCK’S PERSONALITY QUESTIONNAIRE

Eysencks Personality Questionnaire was designed to measure three important personality dimensions like Psychotisicm, Extaversion and Neuroticism. Psychoticism is an independent dimension which describes the personality as solitary, troublesome, cruel, lacking in feeling and empathy, hostile to others, sensation seeking, and liking odd and unusual things. Neuroticism refers to the general emotional liability of a person, his emotional over-responsiveness and his liability to neurotic breakdown under stress. Extraversion as opposed to introversion, refers to the outgoing, uninhibited, sociable proclivities of a person. The reliability score is .78 and .89 and validity is 0.90.
4.4.5 PERSONAL EFFECTIVENESS SCALE

The Personal Effectiveness Scale is developed for students by the Human Resource Development. This scale is also called as PE Scale - S which is meant to be used with students as it has specially adapted for them. It has dimensions like Self Disclosure, Feedback and Perceptiveness. Like the original scale it consists of 15 statements, five for each aspect. The scale is made of five point scale.

4.4.6 AGGRESSION INVENTORY

The Investigator used a standardized inventory on Aggression named as Buss and Durkee hostility inventory (1957). It consists of 36 items. The respondents were given options such as true and False.

4.4.7 SELF ESTEEM INVENTORY

The investigator selected an appropriate standardized tool developed by S. Karunanidhi (1996) to assess the self esteem of the adolescents. The multi dimensional self esteem inventory consisted of 83 items in the form of statements. It has both positive and negative items. Categories are well mixed to reduce the halo effect and the logical error, and double barreled statements are avoided.

Each statement has four alternative responses such as ‘Always’, ‘Most of the time’, ‘Sometimes’ and ‘Never’. The inventory measures six dimensions of self esteem like Competency(16 items), Global Self Esteem (16 items), moral and Self Control(13 items), Social- Esteem(12 items), Family (11 items) and Body and Physical Appearance(9 items).
The Negative questions will be scored as follows

Always                   -          1
Most of the time          -          2
Sometimes                 -          3
Never                     -          4

The Positive questions will be scored in the reverse way such as

Always                   -          4
Most of the time          -          3
Sometimes                 -          2
Never                     -          1

4.4.8 STUDY SKILLS QUESTIONNAIRE

The study skills questionnaire prepared by M. Kanchana (1986) was found to be appropriate to check the skills of adolescents in their studies, so the investigator selected this tool for the study. This questionnaire has 52 items on the aspect of study skills. It measures one's organization of time, goal setting, ability to concentrate, learning methods and obstacles of effective study. It has been formulated in Tamil and English. Reliability and validity have been established. Test - Retest reliability based on a sample of 150 high school students drawn from a Corporation High School in Chennai was found to be 0.86. The response to each statement is either Yes’ or ‘No’. The questionnaire can be administered in individual and group setting.

4.5 POPULATION AND SAMPLE

A population in research is a group of items, which possess certain common characteristics of interest to the researcher. This is the target population. The researcher
would like to generalize the result of a study to this population. However, the target population is ideal and is seldom available for the study. The population that is accessible to the researcher is the population to which the researcher is entitled to generalize the findings. A group or sample which represents the population is drawn from it. The researcher attempts to generalize and apply information obtained by conducting a study on the sample of the accessible population.

4.5.1 POPULATION OF THE STUDY

In the present study, the population consisted of all the Adolescent boys who is above 13 in Tirunelveli District. This was the population, to which the researcher wanted to generalize the result of the present study.

4.5.2 SAMPLING

Sampling is a process of selecting a sample from the population. The investigator employed simple random sampling technique for the selection of sample from the population.

4.5.3 SAMPLE OF THE STUDY

The sample of the study consisted of sixty adolescent children from violent homes and non violent homes in Tirunelveli District. The sample of adolescent children from violent homes were drawn from All Womens’ Police station, The Protection officer’s office in Tirunelveli, State Social Welfare funded Family Counseling Center in Tirunelveli and adolescent children from non violent homes were collected from from schools, run by the Government of Tirunelveli.
4.6 PROCEDURE FOR DATA COLLECTION

For the purpose of collecting data the investigator personally visited the selected homes. The investigator met the head of the homes and obtained the permission to administer the tools to the adolescent boys.

The purpose of the study was explained to the head and the adolescent boys and they were requested to respond to the questionnaire. The response sheets were collected within a week.

4.7 STATISTICAL TECHNIQUES USED

To study the scores on psycho – social factors on performance, the following statistical techniques were used.

1. Descriptive Statistics

Descriptive statistics describe the main features of a collection of data quantitatively. Descriptive statistics are distinguished from inferential statistics (or inductive statistics), in that descriptive statistics aim to summarize a data set quantitatively without employing a probabilistic formulation, rather than use the data to make inferences about the population that the data are thought to represent. Data analysis draws its main conclusions using inferential statistics and descriptive statistics. For example in a paper reporting on a study involving human subjects, there typically appears a table giving the overall sample size, sample sizes in important subgroups (e.g., for each treatment or exposure group), and demographic or clinical characteristics such as the average age, the proportion of subjects of each sex, and the proportion of subjects with related to morbidities. Descriptive statistics namely, mean medium, standard deviation
and bar diagram were computed for the variables in the study. ‘t’ test and Chi Square was employed to study the hypothesis.

The analysis and interpretation of the tabulated data as objective wise has been presented in chapter five.