CHAPTER-III

METHODOLOGY
In social sciences research attempts are made to find out some solutions pertaining to social problems of different nature. The basic idea behind conducting any scientific research is to evaluate the after effects of certain variables in search of some alternative courses of action to improve the decision-making ability and to add something in the existing body of knowledge.

Methodology depending on nature of study whether qualitative or quantitative the method of research needs to be reported along with justification.

**Research Design**

It is a blue print or structure with in which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data. Kothari (1988) says, “Decisions regarding WHAT? WHERE? WHEN? HOW MUCH? by WHAT? Means concerning an inquiry or a research study constitute research design. According to Gay and Airasian (2000), “A design is general strategy for conducting a research study. The nature of the hypothesis, the variables involved, and the constraints of the “real world” all contribute to the selection of design.”

In order to achieve the objectives of our study, ‘t’ test and Multiple Regression Analysis research design was used.

**Sample**

To conduct the quantitative research a sample is needed. In quantitative research, it is believed that if this sample is chosen carefully using the correct procedure, it is then possible to generalize the results to the whole of the research population.
Sampling is that part of statistical practice concerned with the selection of an unbiased or random subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference.

Sampling is an important aspect of data collection. The information gathered systematically is analyzed for the purpose of interpretation and drawing meaningful conclusions. Kerlinger (1983) stated that “sample is a portion of population or universe as to be representative of that population or universe”. Mohsin (1984) contended that “sample is a small part of the total existing events, objects or the information”.

Sample is a process of drawing a small portion of population representing the characteristics of the entire population. The sample of the present study are children of working women and housewives. Thus, we have used a purposive sampling technique to collect the data from population. Originally data was collected from sample of 362 children (students) of various school of Aligarh Muslim University, Aligarh whose age ranges from 13-17 years, out of which only 324 children returned the questionnaire in a complete form. Hence, our sample consists of 300 children (N = 300) which is divided into two part i.e., children of working women’s (N = 150) and housewives (N = 150). Furthermore, These two groups divided interms of gender that form four groups i.e. boy and girl child of working women and housewives. In this way each groups consists of 75 children. The detailed information of present sample was given below in terms of sampling distribution.
Biographical Information Blank (BIB)

For recording background information of respondents BIB was prepared that includes information regarding age, sex, class, faculty of study, parents’ name their qualification, occupation and socio-economic status of the family.

Description of Tools

To study impact of perceived home environment on self-concept, anxiety and adjustment among children of working mothers and house-wives’ the following scales were used.

Home Environment Scale (HES)

Home environment scale developed by Ms. Sarla Jawa in 1975. It is an instrument designed to measure the various dimensions of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional
and social support that has been available to the child within the home. This scale has 74 items which is covered by following 13 different dimensions:

1. Personal Freedom
2. Critical
3. Social Isolation
4. Acceptance
5. Understanding
6. Severity of Discipline
7. Emotional Stability in Disciplinary Action
8. Neglecting
9. Rapport with Parents
10. Rapport with Siblings
11. Socio-Economic Status
12. Inter-Parental Relations
13. General Satisfaction

It is a self administered likert type 5 point rating scale (always, very often, sometimes, seldom, never). The inventory can be administered in individual or group settings. The instrument requires pupils to tell the frequency with which a particular mother-child interaction behaviour has been observed by them in their if their mothers are working women i.e. he/she is requested to tell whether a particular parental behaviour occurs- always, very often, sometimes, seldom, never. The possible range of the scores was from 78 to 390. Higher score on the scale indicates better home environment.
Reliability:

The split half reliability co-efficient for selected sample were calculating by using Spearman-Brown formula. The split-half reliability of the test was found to be 0.88.

Validity:

The validity of the test was determined in terms of Content validity and Construct validity.

Content Validity:

A careful consideration of these items my reveal that they represent a wide range of attitude commonly referred to the assessment of perception home environment. The main reason for selecting these items were the capacity of the items to discriminate between the performance of two groups of students (1) high scores and (2) low score on scale. This purpose was achieved by finding the F- ratios between the above mention two groups on each item (appendix-I)

Construct Validity:

Construct validity of the test was established by finding the correlation between the components and total test score.

Children’s Self-Concept Scale (CSS)

It is developed by S.P. Ahluwalia in 2005. It has 80 items in all with ‘Yes’ or ‘No’ responses. It includes 14 lie items to detect whether the children have filled it
accurately or not. This scale included six sub scales which are considered to be important in the psychological world of children. (Appendix-II)

The name of these sub scales have been given below:

2. Intellectual and school status.
3. Physical appearance and attribute.
4. Anxiety.
5. Popularity.
6. Happiness and satisfaction.

The Hindi version of this self-concept was administered to a random sample of 1060 students of Uttar Pradesh (Sharma, 1984). The test and retest reliability method was used and it is 0.88 this indicates that this self-concept is quite reliable.

**Validity:**

The validity of the self-concept scale has been determined in three ways:

**Face Validity:**

It was found by the two experts these are Dr. Ellen V. Piers and Dr. S.P. Ahluwalia. That all the items faithfully represented the same ideas as reflected in the original scale. This measure was taken as an indicator of content validity of this scale. Evidently, the instrument has face and content validity of high order.

**Concurrent Validity:**

In order to ascertain concurrent validity of the self concept scale the scores from each sub scale were inter correlated and all the correlation are significant beyond 0.1 level.
Factorial Validity:

The structure of the original was investigated (Piers, 1969) on the sixth grade level by means of multiple factor analysis. For this purpose a sample of 457 students were used. Responses to the 80 items of the scale were placed in matrix and were found inter-correlated.

General Anxiety Scale for Children (GASC)

It is developed by Mr. Anil Kumar in 2003. It has 45 items with two responses i.e. ‘yes’ and ‘no’, this scale is helpful to locate the anxiety level of children up to an age 17 or 18 years. It is self administering, consumable scale (Appendix-III)

. The scale categories the anxiety level of children in to 5 categories:

1. Very low.
2. Low.
3. Average.
4. High.
5. Very high.

Reliability:

Coefficient of reliability for this scale was determined by to methods i.e. Split-Half reliability that was 0.79 and Kkudur-Richardson formula-20 that was 0.81. The high index of reliability i.e. 0.90 provides evidence of high degree of internal consistency of general anxiety scale for children.

Validity:

The validity of the test was determined in terms of concurrent validity.
Concurrent Validity:

The scale is an Indian adaptation of General Anxiety Scale for Children. The scale was validated against the outside criterion of teachers’ rating using teachers; five point rating scale (very often, fairly often, sometimes, occasionally and almost never) of 17 items for rating school going children. The correlation between the teachers’ ratings and anxiety scores on GASC for boys and girls were calculated. These correlations were found to be significant at 0.01 levels.

Adjustment Inventory (AI)

It is developed by V. K. Mittal in 2006. It has 80 items with three responses i.e. ‘Yes’, ‘No’ and ‘?’. It is suitable for both the sexes. (Appendix-IV). All 80 items equally distributed amongst the four areas of adjustment i.e.

1. Home adjustment
2. Social adjustment
3. Health and emotional adjustment
4. School adjustment

Reliability:

The split half reliability co-efficient for selected sample were calculating by using Spearman-Brown formula. The split-half reliability of the total test score was found to be 0.94 and for 4 different areas i.e. Home adjustment, Social adjustment, Health and emotional adjustment and School adjustment were 0.64, 0.44, 0.80 and 0.74 respectively.
Validity:

The inventory has been validated with different indexes at different levels. The inventory has been validated through the Hindi problem check list which was developed by Km. Asha Rani Gupta for her master’s degree in psychology. Scores on adjustment inventory and Hindi problem check list are correlated. The obtained Pearson’s coefficient correlation between the two scores is 0.45 the coefficient correlation is not very high but it is significant

Data Collection Procedures

This study was conducted to examine “The impact of perceived home environment on self-concept, anxiety and adjustment- A study of children”. After seeking permission from chairman, department of psychology, Aligarh Muslim University, Aligarh and from principals of different school of Aligarh Muslim University, Aligarh, rapport was established with the participants. Before distributing the questionnaires, participants were made clear about the purpose of collecting the data and were told that the results of the test would be kept strictly confidential, so that they can respond the questionnaire’s items without any hesitation. The respondents were requested to read each statement carefully and give response on each and every item. It was also mentioned that there is no right or wrong answer. Participants were instructed to fill up the entire questionnaire. There was no time limit, after collection of data, scoring was given as per the instructions given in the manual.

Statistical Analyses

Data were analyzed by using ‘Statistical Package for Social Sciences’ (SPSS) version 12. The analyses were carried out in two phases.
In ‘A’ phase t-test was used to investigate the significance of difference between the children of working women and housewives overall and gender wise also in the perception to see the impact of different dimensions of home environment on self-concept, anxiety and adjustment.

In ‘B’ phase stepwise multiple regression analysis was used to assess the relationship between prediction variables (different dimensions of home environment) and criterion variables (self-concept, anxiety and adjustment) was used for the purpose of prediction of most influencing predictor variable on the criterion variables.