CHAPTER - IV

Design & Methodology

The purpose of the study was to investigate the emotional maturity, self confidence and insecurity amongst adolescent children of working and non-working mothers. In order to test the hypotheses, formulated in chapter III, the following design was employed.

Design

A two group design was adopted in the present study. Group I comprised of adolescent children of working mothers. Group II consisted of adolescent children of non-working mothers. Each group consisted of 130 subjects (65 males and 65 females) with a total of 260 subjects.

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<th>Group I (N=130)</th>
<th>Group II (N=130)</th>
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<td>Adolescent children of working mothers.</td>
<td>Adolescent children of non-working mothers.</td>
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Sample

A purposive sample of 260 adolescent students of 10th, 11th and 12th standards was selected for present study. Only those students were taken who gave their consent and showed their cooperation and interest in the study. Out of 260 students, 130 students in each group (65 males and 65 females) were taken from different private schools affiliated to CBSE (Central Board of Secondary Education) of Rohtak city on the basis of availability. In group I the students with working mothers and in group II subjects with non-working mothers were grouped. The working mothers were employed as teachers, nurses, bank employees, in administrative jobs etc. The non-working mothers were the housewives. The age range of the participants was 15-18 years with a mean of 16.31 years. The subjects of two groups were equated to maximum in terms of socio-demographic variables.
Tools Used

The following tools were used in the present study

**Emotional Maturity Scale**

Emotional maturity scale (Singh and Bhargava, 1990) comprises of 48 items under the five categories. The authors of present scale have been taken the five broad factors of emotional immaturity (a) Emotional Unstability (b) Emotional Regression (c) Social Maladjustment (d) Personality Disintegration (e) Lack of Independence. Emotional unstability represents the syndrome of lack of capacity to dispose off problems, irritability, needs, and constant help for one's day to day work, vulnerability, stubbornness and temper tantrums. Emotional regression includes the syndrome as feeling of inferiority, restlessness, hostility, aggressiveness and self centeredness. Social maladjustment factor deals with lack of social adaptability of an individual. Personality disintegration includes all those symptoms which represent disintegration of personality like reaction, phobia, formation, rationalization, pessimism, immortality etc. It deals with person suffering from inferiorities and hence reacts to environment through aggressiveness, destruction and distorted sense of reality. The fifth factor lack of independence deals with person who shows parasitic dependence on others, is egotic and lacks 'objective interests'.

It is a self reporting five point scale. Items of scale are in question form demanding information for each in either of five options i.e. 'Very Much', 'Much', 'Undecided', 'Probably' and 'Never'. The response categories to be scored for 'Very Much-5', 'Much-4', 'Undecided-3', 'Probably-2' and 'Never-1'. The total range of scores varies from 48 to 240. Therefore, the higher score on the scale, greater the degree of emotional immaturity and vice-versa. The coefficient of correlation for test-retest reliability was found 0.75. The validity of the scale is based on subpart of adjustment inventory for college students by Sinha and Singh i.e. emotional adjustment. It was found to be 0.64 (Appendix A).

**Agnihotri's Self Confidence Inventory**

The scale was developed by Dr. Rekha Agnihotri in 1987. The Agnihotri's self confidence inventory (ASCI) has been designed in Hindi to assess the level of self confidence among adolescents and adults. It consists of 56 items. There are two response categories i.e. 'right' and 'wrong'. A score of one is awarded for a response as 'wrong' to item numbers 2, 7, 23, 31, 40, 41, 43, 44, 45, 53, 54 and 55. For making
cross to ‘right’ response for rest of the items to be awarded a score of one. Hence, the lower the score, the higher would be the level of self confidence and vice versa. The test-retest reliability of ASCI was found to be 0.78 and spilt half reliability was 0.91. The validity of the inventory with Basavanna’s self confidence inventory obtained was 0.82 (Appendix B).

**Security Insecurity Inventory**

The security-insecurity inventory was developed by Tiwari and Singh in 1975, is a clinically screening device which can be used as a survey as well as research instrument for the personality and knowing the mental health. It is not a behavior measures but a tool for measuring inner conscious feeling. The present inventory is self administering. The inventory can be administered in a group but it gives better results with individuals rather than with group testing. It consists of 70 items. There are three alternative choices for each item ‘yes’, ‘no’ and ‘indefinite’. The subjects have to choose only one alternative. Positive items are scored as yes-2, no-0 and indefinite-1 mark. Negative items are scored as yes-0, no-2 and indefinite-1 mark. Higher scores indicate the higher level of insecurity. Coefficient of reliability was determined by the spilt half method and applying Spearman-Brown correlation formula, it was found 0.67. The test-retest reliability was found 0.73. The validity of the scale with Maslow’s security insecurity inventory was obtained 0.67 (Appendix C).

**Procedure**

After finalizing the design of the study, the samples of 260 adolescent students were taken from various schools with an age range of 15 to 18 years. After the sample selection each student was attended separately. The student was made comfortable and a rapport was established by simply asking few questions about him. They were informed about the purpose of the study in detail. They were assured that their answer would be kept confidential. This was done in order to make students comfortable, so the subjects may not feel conscious and should give true responses about their feelings. All the three scales were administered on the students individually. For filling the questionnaires, instructions were given separately for all the scales to the subjects. After giving the instructions it was ensured that subjects had understood the method of responding the questionnaires. The scales were administered one by one individually and it was also ensured that each student has responded to each of the items of the three scales.
Statistical Analysis

The investigator tackled the problems coming on the way and was able to collect the data with all sincerity and honesty. After collecting the entire data, scoring was done according to the manual for each scale. Finally the data was analyzed by appropriate test i.e. t-test. The final results have been discussed in the following chapter i.e. Results and Discussion.